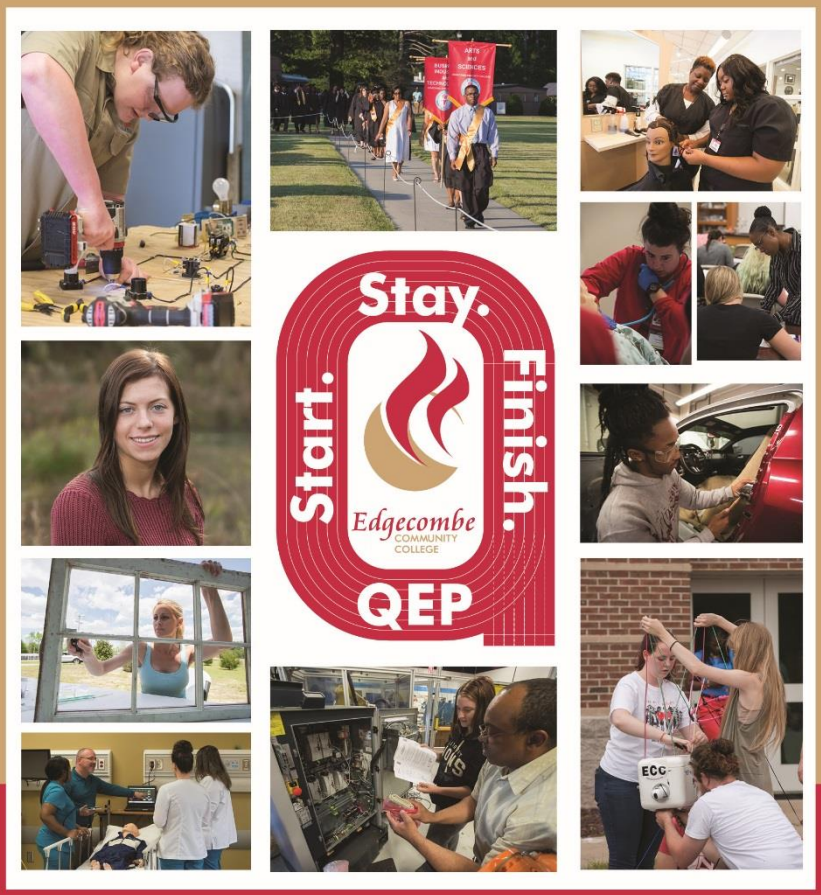
EDGECOMBE COMMUNITY COLLEGE

QUALITY ENHANCEMENT PLAN



2019

Edgecombe Community College | 2009 West Wilson Street | Tarboro, NC 27886

Start. Stay. Finish.
A QEP Initiative

Edgecombe Community College
Quality Enhancement Plan

On-Site Review: February 5-7, 2019

Prepared for the Southern Association of Colleges and Schools Commission on Colleges

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I. EXECUTIVE SUMMARY

Edgecombe Community College (ECC) is a comprehensive two-year institution dedicated to fulfilling the educational, training, and cultural needs of the communities it serves. In keeping with this mission, the College has developed a Quality Enhancement Plan (QEP) to improve retention and progression of students new to college, between the ages of 19-39, enrolled in 12 or more credit hours (full-time) in the fall semester. The QEP will focus on the full implementation of Starfish through an Early Alert System and will incorporate expanded tutoring services as strategies for our QEP. This initiative is called "**Start. Stay. Finish**."

A QEP Core Committee, comprised of administrators, faculty, staff, and students, was formed in January 2017. The QEP committee conducted a search for a topic through a wide variety of methods: brainstorming sessions, reviewing the latest State Performance Measures for Student Success, and surveying all College personnel, students, and business community constituents. One theme that surfaced consistently was the need to improve student success through better communication and enhanced supplemental instructional services. The emphasis of our topic grew out of an institution-wide discussion about what we could do better at ECC that was focused and student-centered.

A QEP research sub-committee was formed to further investigate first-year progression and retention. The guiding research question placed before the QEP research sub-committee was, "Given prior extensive brainstorming sessions held by the QEP Core Team that explored various components of student support, what is being done regionally, state-wide, and nationally by similar two-year educational institutions to show support of new students while improving retention and progression for this population of students?" Upon review of the findings from the QEP research sub-committee and with a realistic consideration of sufficient human, financial, and physical resources, it was determined that ECC will focus on the full implementation of Starfish through an early alert system and incorporating expanded tutoring services as strategies for our QEP.

In summary, ECC's QEP consists of two primary strategies to improve retention and progression of students new to college, between the ages of 19-39, enrolled in 12 or more credit hours (full-time) in the fall semester: an early alert system and expanded tutoring services. When fully implemented, an early alert system will enable College personnel to monitor and intervene with appropriate services to keep students in college and help them progress towards graduation, including expanded tutoring services. With these initiatives, Edgecombe Community College's Quality Enhancement Plan is therefore designed to improve retention and progression, leading to college completion and student success through "**Start. Stay. Finish.**"

II. BROAD-BASED INSTITUTIONAL PROCESS IDENTIFYING KEY ISSUES

Edgecombe Community College has a strategic planning and assessment cycle in place to evaluate continuously the effectiveness of its programs and courses. This is an annual cycle that involves constituents from all parts of the college, including students, staff, faculty, administration, community stakeholders, and the Board of Trustees (APPENDIX I). Consideration for the QEP was based on the planning cycle already followed by the College and was governed by the processes already in place.

In December 2016, the Edgecombe Community College SACSCOC Leadership Team selected Michael Jordan, Vice President of Student Services and Nacole Everette, Department Chair of Health Information Technology as the Quality Enhancement Plan (QEP) Co-Chairs. Subsequently, the Leadership Team also selected a Quality Enhancement Plan Core Team Committee, which was comprised of faculty, staff, and administrators. The individuals chosen had a variety of expertise and represented a broad base from the college community. The selected committee members were Patti Copeland, Mathematics Instructor; Tyler Gardner, PC LAN Technician I; Jerry Harper, Director of College and Career Readiness; Stephen Herring, Instructor in Geography, Religion, and Humanities; Sheila Hoskins, Executive Director of Student Success and Institutional Effectiveness; Kimyarda Lawson, Student Success Center Administrative Assistant; Laura Otrimski, Psychology Instructor; Camille Richardson, Counselor; and Lia Walker, Biology Instructor.

In accordance with SACSCOC Standards 7.2, the QEP Core Team Committee was tasked with identifying a Quality Enhancement Plan that has a topic identified through its ongoing, comprehensive planning and evaluation processes, has broad-based support of institutional constituencies, focuses on improving specific learning outcomes and/or student success, commits resources to initiate, implement, and complete the QEP, and includes a plan to assess achievement.

This team began its work on January 31, 2017 with an orientation meeting. The committee's initial meeting (APPENDIX A) provided an overview and insight of the entire SACSCOC process and expectations for developing and implementing a QEP. The following documents were included: a PowerPoint presentation developed by the QEP Co-Chair Nacole Everette, the SACSCOC QEP Guidelines and sample QEPs from other colleges. The PowerPoint presentation included SACSCOC QEP requirements and the nine steps involved in developing a QEP.

Following that initial meeting of introduction and purpose, the committee met February 13, 2017 to begin the process of topic selection. The co-chairs made it clear to the committee from the beginning that the process was an opportunity for the institution to enhance overall institutional quality and effectiveness by focusing on an issue the institution considers important to improving student learning or student success. This meeting also involved discussions of sample QEPs from other colleges that were included in the initial packet of materials. The team began to discuss and brainstorm considerations for the QEP.

While exploring a focus for the QEP, the committee considered ECC's mission statement and the role it plays in the community it serves (APPENDIX B).

Edgecombe Community College is located in the eastern part of North Carolina in Edgecombe County, approximately 75 miles east of the state's capital, Raleigh. The county is rural with a majority of the land used for farming. During the past two decades, farm employment has declined due to mechanization, and employment in the manufacturing sector has increased.

ECC's main campus is located on 120 acres and is situated 2.5 miles south of Tarboro and comprises 11 buildings. The College also operates a campus in the town seat of Rocky Mount in Edgecombe County. This campus covers one city block and comprises three buildings. The College's newest structure, the Biotechnology and Medical Simulation Center, opened on the Rocky Mount campus in January 2016. The state-of-the-art, 45,000-square-foot building features a simulated hospital environment, aimed to raise the standard of healthcare education throughout the region.

Since the beginning of its charter, Edgecombe Community College has striven to meet the staffing and training needs of its local industries. As the county changed from its primarily rural economy to rely on local manufacturing, ECC has worked closely with residents and industry to help prospective employees receive training to qualify for local jobs and to help the employers meet their workforce needs. Through a wide selection of programs and courses, ECC seeks to improve both the quality of life and the economic outlook of its students and surrounding community. With a wider range of program options, ECC strives to equip students with practical skills, enabling them to be better prepared to work in careers, to advance in their careers, and to earn stackable credentials. ECC's Mission Statement states that it is "dedicated to fulfilling the educational, training, and cultural needs of the communities it serves" (APPENDIX B).

With two campuses in Edgecombe County, ECC is more able to serve students geographically. ECC offers flexible scheduling to meet the academic needs of the students. Therefore, the success that comes with higher education is a little easier to achieve. Classes for traditional and non-traditional students are available during the day, evening, and online to accommodate individual needs.

Edgecombe County, NC employs 21,540 people. The economy of Edgecombe County, NC is primarily sustained through agriculture, forestry, fishing, hunting, manufacturing, transportation and warehousing. The largest industries in Edgecombe County, NC are manufacturing (4,069), Healthcare and Social Assistance (3,613), and Retail trade (2,437). The graph in Appendix C shows the breakdown of the primary industries for residents of Edgecombe County, NC.

Households in Edgecombe County, NC have a median annual income of $32,298, which is less than the median annual income in the United States. From 2015 to 2016, employment in Edgecombe County, NC grew at a rate of 0.44% from 21,446 employees to 21,450 employees.

Some of these residents may live in Edgecombe County, NC but work in adjacent counties with more employment opportunities.

At the time of the QEP planning process, CSX announced the opening of a new intermodal transportation facility in Edgecombe County. The facility will bring nearly1300 new jobs to the area, some directly employed with CSX, and others created as a result of the company's presence. While plans for building were put on hold in November 2017, the company has decided to move forward with a completion date planned for 2020.

Other new industry has also made the commitment to move to the area. In December 2017, Triangle Tire and Corning, Inc. announced new facilities to be opened at the Kingsboro Megasite in Edgecombe County, which will provide over 900 additional manufacturing jobs for the area. In addition, a facility for training in tire manufacturing will be opened to train prospective employees in the sciences of tire manufacturing, and ECC has partnered with the new industry to operate the facility and train its employees.

With the influx of new industry into the county, the demand for a qualified workforce has increased. Over the last few years, however, enrollment at ECC has decreased while its retention rate has stagnated. As illustrated in the chart on page 11, there is a decline in enrollment from 2869 in 2013 (combined full-time and part-time) to 2331 in 2016. Enrollment fell even further from fall 2016 to fall 2017 to 2139 (combined full-time and part-time). This decrease highlights the importance of retaining the students enrolled at ECC in order to meet the demands of the new manufacturing presence and increase the economic and financial well-being of the county.

After a review of ECC's mission statement, other college's QEPs, and the demographics of the community, the committee discussed many possible topics. QEP Co-chair Michael Jordan informed the committee that the focus did not need to be a brand new initiative and that it could enhance or improve processes that were already in place at the college. Drawing from this recommendation, committee members began looking at what services, processes, and initiatives were already in place that could be improved. These suggestions included expanding the student success centers, improving the front door experiences through streamlined services that were clearly communicated to new and existing students, and establishing career pathways using data provide by NCCCS data and guidelines. One overall concern related to all of the proposed topics became clear; ultimately, communication was not as clear as it could be between college faculty, staff, and students. Therefore, the committee voted to create survey questions to be completed by the various constituencies related to the campus.

Over the next several meetings, the QEP Core Team Committee created survey questions to poll students (APPENDIX D), faculty, and staff (APPENDIX E). The team also created survey questions that were distributed to our business community during our night-time Advisory Board Meeting on March 14, 2017 (APPENDIX F). The QEP core team reviewed all survey results during its May 2017 meeting.

The survey results from the college-wide night-time Advisory Board Meeting seemed to confirm that communication was an issue in serving the community. When asked what ECC could do to serve them better, the answers consistently and clearly pointed to communication: “Establish a line of communication,” “Hire more staff,” and “Increase hands on training and increase communication.”

Results from the student survey that was sent out on April 12, 2017 shows 515 students responded. The answers to the student survey questions were often vague and did not provide a clear picture of what part of their educations they struggled with the most, whether in-class, online, or at home. In response to the question “Do faculty and staff help you navigate your educational experiences? Please provide comments to support your answer,” answers ranged from “student success center is very good!” and “Excellent instruction from both instructors,” to “I don’t” and “Always.” Some students did express concerns over their experiences trying to get information from faculty and staff, but the responses were too diverse to identify an overall trend or focus.

The faculty and staff survey was sent out on April 26, 2017 and 33 employees responded. The results of the faculty and staff survey included both full and part-time employees and were much more extensive, with multiple comments for every question. Two-thirds of the responses expressed the opinion that students were not prepared or mostly not prepared for college course work. Many of the responses received from faculty and staff were more relevant to their employment situation and general morale with little focus on how student learning or success could be improved. However, many of the comments to the questions led the committee to understand that communication could be improved across campus offices, areas, and departments and additionally between faculty, staff, and students.

While all parties recognized that communication across the college and its community was a concern, the committee decided that the topic was still too broad to be a focus for the QEP and could not be quantitatively measured. The question remained: “How does this lack of communication affect our students?” As a result, the committee took a step back to revisit the initial stages of the process, and the direction of the committee changed.

To help the committee understand areas where student learning and success could be improved, Sheryll Wood, Dean of Arts and Sciences and Dr. Harry Starnes, Vice President of Instruction joined the May 2017, QEP Core Team Committee meeting. During this same meeting, Dr. Starnes shared the 2017 North Carolina Community College System’s State Performance Measures for Student Success (APPENDIX G) with the team. The report is an accountability document based on data compiled to inform colleges and the public on the performance of each of the 58 community colleges in the system. The seven measures used to hold colleges accountable are Basic Skills Student Progress, Curriculum Student Completion, Student Success Rate in College-Level English Courses, Student Success Rate in College-Level Math Courses, Licensure and Certification Passing Rate, College Transfer Performance, and First Year Progression. The information for this report was based on data collected on the 2015 cohort.

The committee reviewed the report and focused on the areas where ECC was not meeting the state excellence levels: Curriculum Student Completion, First Year Progression, Licensure and Certification Passing Rate, Student Success Rate in College Level-English Courses, and Student Success Rate in College-Level Math Courses. The committee discussed the measures and the data related to these measures; based on the performance measure data and the diverse information collected through the surveys, the team narrowed down three potential QEP topics and asked all faculty and staff to vote and rank their first, second, and third choices for our QEP at the August 2017 Fall Kickoff Staff Development Meeting.

The following topics were presented:

1. Enhance completion rates for an identified group of students
2. Establish “Best Suited” Career Pathway
3. Increase Retention Rates from the 1st to 2nd Semester

The committee received 160 responses with the results as follows:

Topic 1 – 15 votes
Topic 2 – 73 votes
Topic 3 – 72 votes

Based on information learned at the SACSCOC QEP Summer Institute in July 2017 that recommended student and staff involvement; the committee recognized that students had not been involved up to this point, so two new staff members and three ECC students were added to the QEP Core Team Committee for the September 27, 2017 meeting. These new members included John Ward, Maintenance Supervisor, Shawna Jones, Online Content Manager, and ECC Students, Kenneth Harrell, Ronda King, and Sara Thompkins. All were welcomed additions to the team, and they provided valuable input to help narrow down the final QEP topic.

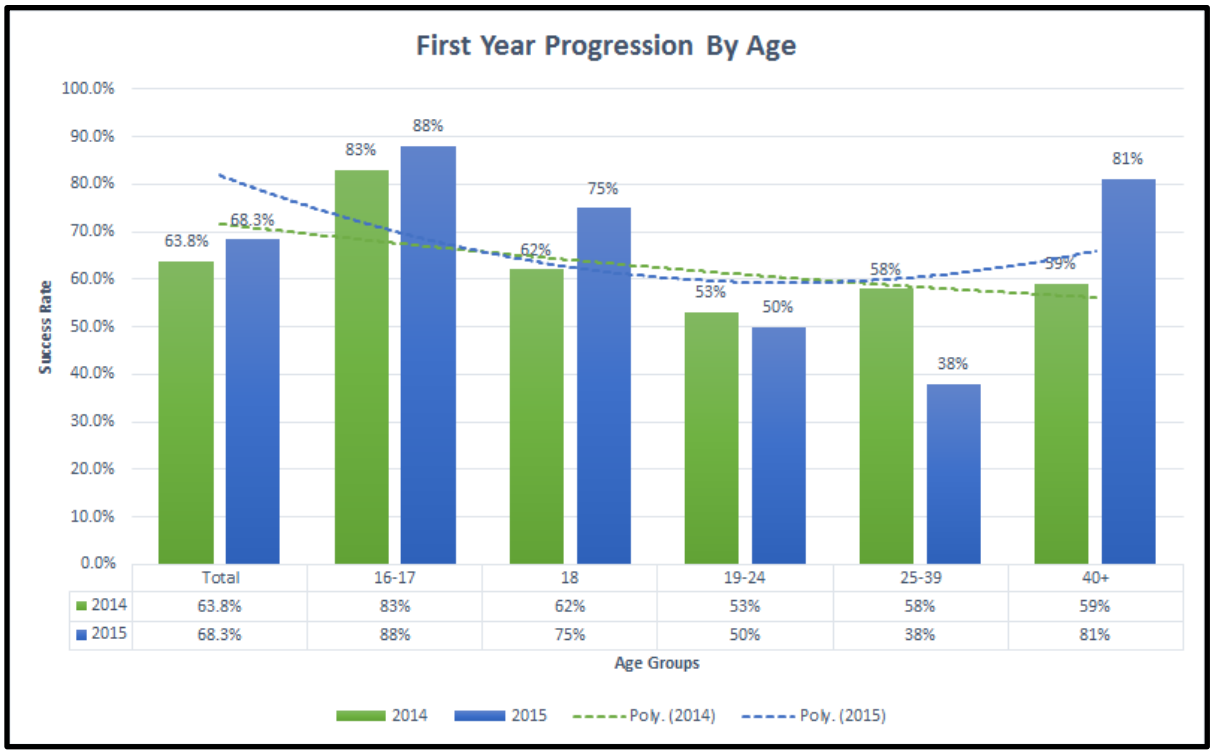
The committee updated the new members and reviewed the original survey and performance measures results. A closer look at the First Year Progression measure showed that two age groups were dropping out at significantly higher rates than the five groups measured. This measure gauges our success in retaining students through the first year of enrollment for first-time fall curriculum students attempting as least 12 credit hours who successfully complete their first academic year (fall, spring, summer).

Below is the relevant data from the performance measures published by the NCCCS:

Age group	ECC Success	System total
16-17	88%	77%
18	75%	68%
19-24	50%	61%
25-39	38%	74%
40+	81%	79%

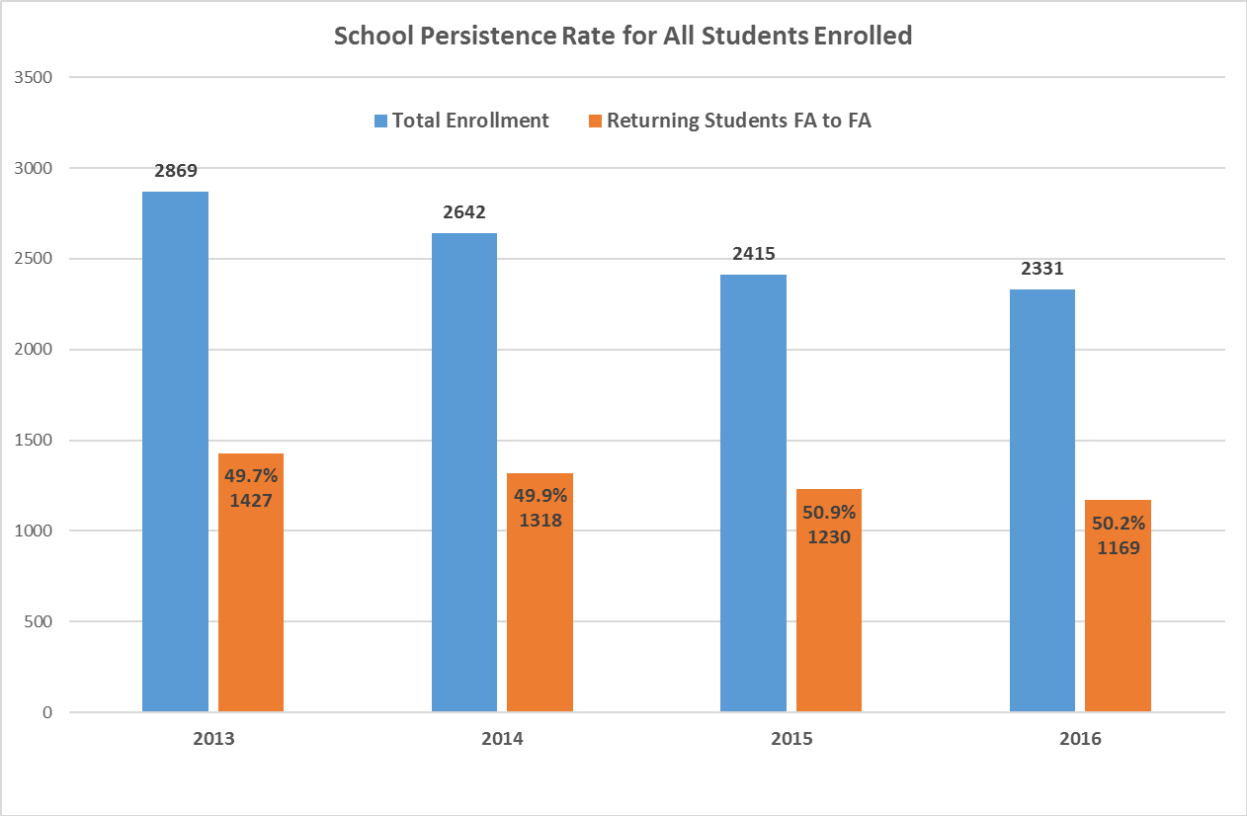
According to the data, our 16-17 and 18 year old students had met or exceeded the state measure as had the students in the 40+ demographic. However, the students in the 19-24 demographic measured 50% success compared to the system total of 61%, and the 25-39 demographic had only a 38% success rate compared to the system total of 74%.The QEP team clearly identified that 19-24 and 25-39 age cohorts were not persisting at the same rate as the other demographic groups.

Additional data was pulled from previous performance measures reports to see if the trend in the 19-39 demographic range for first-year progression was consistent. However, the reports had not been broken down by age range prior to the 2016 report. The 2016 report, based on the 2014 cohort, showed the following data:



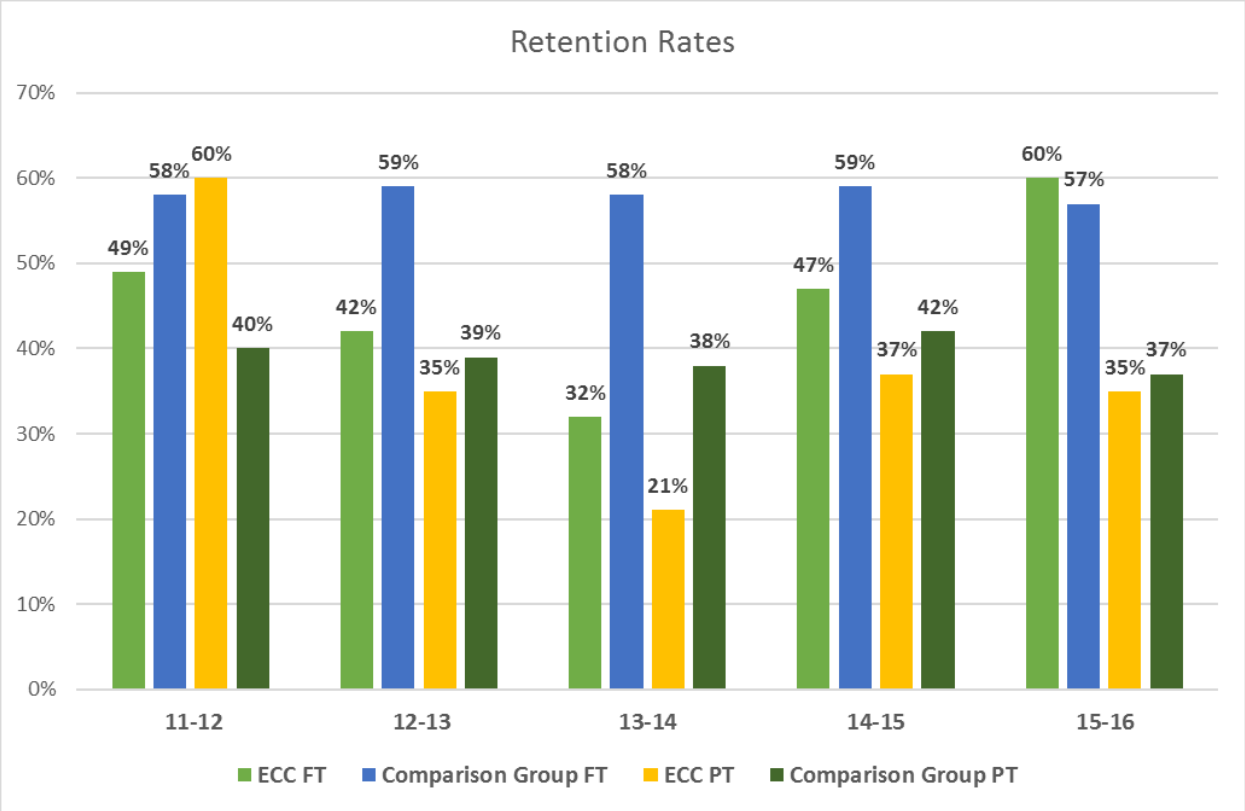
Based on the comparison between the two reports, the system office totals for all demographic age groups increased; however, ECC's totals only increased for the 16-17, 18, and 40+ demographic groups. For the 19-24 and the 25-39 groups, the success rates dropped significantly, indicating the need to address first year progression for this group of students.

When comparing this data to the college as a whole, the two identified age groups drastically lowered the overall first-year retention rates for the College as illustrated in the graph below:



Another concern was how ECC compared in the Integrated Postsecondary Education Data System (IPEDS) to similar community colleges across the state in retaining full and part-time first time degree seeking students. The following graph shows that while ECC is 3% above average for full time students in 2015-2016, its retention of part-time students is below average and less than 50%. While this is slightly better than in years past, the ratio of part-time students to full-time students has tilted significantly, from 40% full-time in 2013 to 23% full-time in 2016. This 60% retention in 2016 is still below the 75% excellence rate set by the NCCCS. Additionally, the 19-39 demographic retention rate is significantly lower than the state measure and the other age groups at ECC.

Below is the IPEDS data comparing ECC to similar community colleges around the state:



The information gathered through surveys, institutional effectiveness, IPEDS, and the NC Community College System provides the foundation for the Edgecombe Community College QEP. The surveys showed that faculty, staff, business constituents, and students shared common concerns, which along with the performance measure data allowed us to identify key topics from which faculty and staff ranked their choices. Though 'Establishing Best Suited Career Pathways' was marginally more popular in the poll, the QEP committee determined that, although important, it was not supported by the collected data. The committee determined that the best fit from these identified topics combined the "Enhance completion rates for an identified group of students" and "Increase retention rates from the first to second semester" into the general focus of the QEP: student success through increased retention rates from first to second semester and beyond, leading to enhanced completion rates.

After much discussion, on November 2, 2017, the QEP Core Team Committee selected a topic. The topic clearly and directly supports the College's mission of fulfilling the educational, training, and cultural needs of the communities it serves. The College has developed a QEP to improve retention and progression of students new to college, between the ages of 19-39, enrolled in 12 or more credit hours (full-time) in the fall semester.

III. FOCUS

To support the Mission of the College, ECC's Quality Enhancement Plan will focus on first year performance and progression. The purpose of the Edgecombe Community College Quality Enhancement Program will be to improve academic persistence and success for students between ages 19 and 39 who are entering community college for the first time with an emphasis on first year progression.

With the existing data as a focus, a research sub-committee was formed to research supporting the improvement of first-year retention and progression. The research sub-committee members were comprised of Jerry Harper, Stephen Herring, and Dr. Lia Walker. The question that drove the research was "Given prior brainstorming sessions held by the QEP core team that explored various components of student support, what is being done regionally, state-wide, and nationally by similar two-year educational institutions that show support of new students while improving retention and progression for students?"

The research sub-committee presented its research findings with the QEP Core Team Committee on February 28, 2018. As part of its research, the sub-committee consulted the *College Completion Toolkit: Promising Practices for Improving Student Degree Attainment* published by the Department of Education in 2016. The report highlights initiatives taken across the country by colleges and universities to increase completion rates. The report focuses on 12 initiatives from 12 different colleges and contains a link to the complete resources and reports from numerous colleges and universities of varying size and geographic regions in the United States that submitted their initiatives for review. Though some of the initiatives included retention strategies, these strategies were generally embedded within other larger strategies focused more on the full college experience from application to graduation. Strategies ranged from improving the front door experience for traditional students, fully funding students whose parents were below the median income for their state, linked learning communities for students in the same major, summer bridge writing programs, first semester student success courses, and various other student support services that are economically prohibitive for ECC.

The report, however, did prompt the exploration of what strategies might work at ECC. The question presented to the QEP Core Team Committee was, "What can ECC do to increase retention and progression for the identified group of students?" While considering the question, research sub-committee members were asked by the QEP co-chairs to be cognizant of the limited budget that is determined by ECC's enrollment numbers. As these enrollment numbers have dropped over the years, so has the budget. With this in mind, the research sub-committee returned to the Toolkit to examine what other colleges and universities are focusing on with their existing resources.

One of the universities featured in the *College Completion Toolkit: Promising Practices for Improving Student Degree Attainment* is the University of North Carolina at Wilmington (UNCW). UNCW focused primarily on retention for students who are "at-risk for stopping out." The majority of the strategy focuses on increasing communication between the student,

instructors, and the agencies in the college community that offer academic and personal support services for students. The UNCW strategy takes advantage of the support systems that the college has already identified as important to student success and has already implemented across campus and online for students to access. The true issue is connecting at-risk students with these services and following through with the students to make sure they find and take advantage of the services available. It also allows the college to track the progress of these students as they use these services. The key is bringing together key players across the university and increasing communication between the service providers, faculty, and students.

UNCW's strategies and concerns mirrored the concerns expressed in the QEP Core Team Committee's initial survey results. The gap in communication between college constituents was recognized as one of the reasons that students were "stopping out". As a result of this similarity, the research sub-committee focused on tools that were already in place at ECC that may be underutilized by faculty and staff.

The research sub-committee explored some of the smaller strategies and initiatives from the report including front-door experience, retention for online students, redesigned developmental courses, investing in student supports, early alert programs, and tutoring. Over the past few years ECC and NCCCS have sponsored various initiatives, programs, and support services that have already put tools in place that faculty, staff, and students can use or access to foster student success.

One area the research sub-committee reviewed was the front door experience. The front door experience refers to a combination of activities, programs, services, and communications designed to enhance entering students' experiences and begin those initial procedures and processes that will prepare them to be successful. Improving students' front door experience is an effort that ECC has undertaken over the last few years so that students will feel welcomed and informed from the moment they first visit the college. Part of this effort has involved creating a cleaner and more easily navigable website to take students from applying for admission and financial aid to new student orientation and a counselor interview. New student orientation is now required for all incoming students and an online version is available for distance education students. Additionally, the first-time college student's day-one perception potentially sets the tone for his or her overall college experience. Thus, ECC seeks to provide a seamless path to academic success for the duration of their stay from start to finish. The front door experience refers to the combination of individuals (i.e. administrators, faculty, and staff), services, activities, and programs implemented to ensure student success, engagement, and support from the moment a new first-time student gains admission until the student achieves his or her respective educational goals and is equipped to excel in the future. The College has already implemented these strategies to improve the front-door experience as part of the Completion By Design initiative. Therefore, the committee chose to focus elsewhere.

Another area researched for consideration as a focus for the QEP was remedial education. Policy makers and colleges have spent the last decade experimenting with ways to improve developmental education and reduce the amount of time and money students spend in and on

developmental classes. During the last developmental redesign, the North Carolina Community College System instituted a modular approach to developmental courses and created its own placement instrument. Progression of students to their gateway courses and ultimate graduation rates did improve. However, the improvement was not as good as was hoped for, and the placement instrument that was designed specifically to match the developmental math and English courses was not accurate in placing students in the appropriate course. Now, the North Carolina Community College System is taking a new approach to remedial education. They currently have colleges piloting a co-requisite model for gateway classes for students that have been identified as not curriculum ready. As data is collected from these pilots the model continues to evolve. ECC will be piloting this co-requisite model in fall 2019. However, the implementation is subject to changes as the initiative moves forward across the state. The change that will have to be made college-wide for this implementation is enormous and will be evolving based on both internal and external influences. Therefore, since ECC will not be driving this initiative, the QEP committee decided not to use developmental education as one of its focuses for the QEP.

Retention of online students was also a concern as the demand for enrollment in online degree programs and classes increases. Institutions of higher education are increasingly using online courses and fully-online programs as tools to increase enrollment. ECC uses Moodle as its learning management systems (LMS). Recent updates to this system have improved how students are able to learn and collaborate with their fellow peers in an online environment. Furthermore, faculty can provide quality instruction, utilize appropriate ways to assess their students' knowledge, and record information, such as grades and attendance, with accuracy. Online tutoring through Smarthinking is also available, so online students can have access to tutors. However, retention of online students per course and across the college varies drastically, depending on the course, the instructor, the student, and technology. It does remain a challenge as some students struggle to communicate with their instructors if they have questions. The asynchronous nature of most online courses makes communication more difficult, and by the time a student is identified as being at risk, it is often too late to take steps to help. Also, they often do not feel supported by their online instructors or by the services offered by the college. These concerns were reflected in the student comments on the initial survey of April 2017. Again, communication plays a major role in the perception of support and accessibility.

The research sub-committee also examined the importance of student support systems. ECC has made significant improvements to the support systems offered on each campus and online. In 2016, the College received a 5-year Title III Grant from the United States Department of Education to support the efforts of the Providing Students the Edge program. The grant will total in excess of 2.2 million dollars. As a result of this grant, two student success centers were established, one on each campus. The centers have provided students a place to go when they have questions regarding their academic career and/or the balance between their academic and nonacademic demands. Students are able to forge relationships with the student success center coordinators and staff that have given students an avenue for redress regarding issues of successful matriculation through the College. Additionally, the grant provided funds for an

early alert system to identify students at-risk for various reasons. The system has been implemented across the college, but faculty, staff, and students are not using the system to its full capability.

Another support service that ECC offered to students is face-to-face and online tutoring. Edgecombe Community College has had a Tutoring Center accessible to students for 20 years. The College provides individualized face-to-face tutoring for students enrolled in developmental and curriculum-level classes. ECC has a Tutoring Center located on each of its campuses. With the increase of computer workstations and tables for individual and group sessions, tutors are able to work productively with students in an accommodating work area. The Tutoring Center is organized by a walk-in system. Students in need of academic assistance can enter the Tutoring Center and request to work with a tutor for a one-on-one session. An instructor referral is not required. However, instructors are encouraged to prompt their students to seek tutorial services. The Tutoring Center Coordinator collaborates with the dean of students to send out regular communication to students, reminding them of this resource. Typically, information is sent to students about tutoring via email at the beginning, mid-way, and just before the end of a term. Once students enter the Tutoring Center, they must sign-in using an academic management software called AccuTrack. At that moment, students will be able to use AccuTrack to identify the type of assistance they need. After students have signed into the system, then they may proceed by engaging with a tutor for a one-on-one session. Once the session is finished, students will need to sign out of AccuTrack. Afterwards, tutors will record their session with the tutees by using a feedback form. The information on this form provides a brief synopsis of the meeting; the form is also forwarded to the students' instructors for viewing.

The feedback form is only one method that tutors utilize to collaborate with instructors. The information provided on this form "closes the loop," allowing the instructor to gain a better understanding of the student's difficulties and progress. Tutors and instructors can communicate in several other ways, via phone, e-mail, and face-to-face meetings. These contacts may be initiated by either the tutor or the instructor. An instructor may ask for a clarification of the comments made on a feedback form or for more details. A tutor may seek class handouts, instructor preferences, clarification for assignment instructions, etc. To improve mastery of the course material, a tutor may also visit a class. Open three-way communication between all parties allows for a group concerted effort to enhance the student's success.

In general, each center hosts at least three tutors, but oftentimes, there are more tutors than students occupying the Tutoring Centers. During the fall 2017 semester, AccuTrack recorded 2048 visits on both campuses by 277 students with an average visit lasting 1.38 hours. The following spring 2018 semester, AccuTrack recorded 1498 visits by 205 students on both campuses with an average visit lasting 1.5 hours. Based on these recorded visits, on average, 11% of the student population uses the Tutoring Center. This data reflects that the Tutoring Center is an underutilized resource. Furthermore, students can receive academic assistance by using an online tutoring service called Smarthinking. This service is available to each student and is embedded in the College's learning management system, Moodle. All students enrolled in a course at ECC can access Moodle. Therefore, when a student accesses the Moodle

platform, the link for Smarthinking is conveniently placed in the center of the page for accessibility. Unfortunately, this service is also underutilized as the data from August 2017 through August 2018 show. During fall 2017 semester, ninety-nine students used the Smarthinking service for 248 sessions, totaling 141.25 hours. For the following spring 2018 semester, only thirty-seven students took advantage of the service with 121 sessions totaling 58.40 hours.

After considering the preliminary survey of best practices and current programs and services offered by ECC, the determination of the QEP Core Team Committee was to focus specifically on tutoring services and early alerts. To support this decision, additional research was conducted by Teresa Howell, English Instructor and Tutoring Center Coordinator, to confirm the effectiveness of these strategies and any barriers that student, faculty and staff may face that prevent them using the available services.

Tutoring

The purpose of this QEP research is to identify the best practices about tutoring services and retention for first-year students. Although the effects of tutoring is not new research, it is an evolving discussion regarding how tutoring services can best assist students during their academic journey while hoping such services will motivate students to stay in their program of choice and ultimately finish a degree program.

Pacific Lutheran University conducted its own research to understand better why students were not taking advantage of tutorial services. Researchers used a focus group of students who had not taken advantage of face-to-face tutoring upon receiving an academic warning mid-semester. Pacific Lutheran University's research group reveals "personal obstacles, lack of knowledge about services, the availability of easier options, and system obstacles" prevented students from seeking these services (Ciscell, Foley, Luther, Howe, Gjsedal, 2016).

The Ciscell, et al. study explains how students from this focus group were determined. A total of 345 students were informed that their academic performance was poor; in addition, these students had not sought tutoring services after receiving communication. Most of the participants were women from 18-50 years old. The cohort that the QEP Core Team Committee has determined — students new to college, between the ages of 19-39, and enrolled in 12 or more credit hours (full-time) in the fall semester — is not a *direct* match to the students identified in the Ciscell, et al. study; however, what can be observed from the participants in the study and ECC's cohort is that the demographic age between the two is indicative of a group of students who are less likely to receive tutoring help after an alert.

To encourage participation, potential participants were told they would receive a monetary incentive for participating. As a result, out of 345 eligible students, only 24 participated in the focus group. In an attempt to recruit more participants for this study, advisors were prompted to communicate with their advisees. This portion of the Ciscell, et al. study echoes the QEP committee's need to find stronger solutions to encourage students to seek tutoring services after an academic or attendance alert has been issued by faculty in Starfish. Currently at ECC,

if a student is flagged for academic concern, the flag is shared with the Tutoring Center Coordinator; then the coordinator sends out an individualized email through Starfish to the student in need of academic assistance. During the fall 2017 semester,122 tutoring referrals were made through Starfish by 22 instructors. By the spring 2018 semester, only eight referrals were made using the Starfish service by four instructors, which represents only 2% of the full and part time faculty at ECC. Clearly, faculty are not utilizing this referral service to its fullest capabilities for the benefit of students. Another recurring issue with this process is that ECC's flagged students are not responding to the emails sent by the Tutoring Center nor are some of the students reacting to the emails by going to the Tutoring Center at least once during a semester. Currently, the Tutoring Center Coordinator is able to track correspondence from Starfish through an option that allows a user to receive a copy of the message. The Tutoring Center also keeps a log of students who receive help in the center. Therefore, if an instructor or Student Support Counselor want to verify if a flagged student has actually received help in the Tutoring Center, then both a copy of the email and the log can attest to a student's participation in the Tutoring Center. The QEP Core Team Committee recognized that flagged students are not responding to communication sent by ECC's Tutoring Center and sought best practices to prompt students to either communicate with the Tutoring Center or to physically go to the Tutoring Center or to use the online tutoring service, Smarthinking.

In the last 10 years, ECC's Tutoring Center Coordinators have become progressively interested in how to make ECC's tutorial program more effective. ECC's intervention process to increase retention and to encourage degree completion can be directly linked to sufficient tutorial services. The research information from Pacific Lutheran University reveals issues connected to consistent semester-to-semester enrollment and students' logic regarding tutoring services. According to the university's study, one of the barriers that prevented students from seeking tutoring services was due to a lack of knowledge about the resource. The lack of knowledge can be broken into two sub-components: an unawareness about the service offered and an unawareness about what occurs in a tutoring session. A common problem for Tutoring Centers is students who do not seek help after a referral and who internalize fear, which keeps students away from the Tutoring Centers.

Ciscell, et al. support Johanna Dvorak's case study on the effects of the Tutoring Center on tutors and tutees, which reflects that the Tutoring Center was a "safe environment for students where a 'dumb' question did not affect their grade." The student experience from Dvorak's study supports the explanation of one of the barriers identified in Ciscell et. al.'s research, which explores why students do not seek tutoring services themselves. Students internalize fear. Students are afraid to be judged by peers, and they are afraid of criticism from tutors. Dvorak observed that tutors understood their interaction with students as a "very personal interaction" and this learning gain presented tutors a chance to develop effective communication practices. As a strategy to expand tutoring services, the QEP Core Team Committee was convinced that students experiencing academic problems early in the semester Tutoring Center would benefit from a more structured and welcoming model for intervention.

Students attending ECC who regularly meet with tutors can become socially and academically integrated. David Reinheimer and Kelly McKenzie's (2011) study on the relationship between tutoring and retention rates agrees with the committee's notion that tutoring services can help increase retention. Specifically, when undeclared students are academically and socially integrated in their educational community, students may be retained longer. Tutoring has the ability to satisfy such needs where students are able to interact with tutors in one-on-one sessions and with each other in group sessions. Although the learning environment is not synonymous with a learning community, tutoring provides a comfortable learning environment for students in which it would be more opportune for them to be enrolled in more than one course with each other and in one or more of the gateway courses, English and Math—the primary subject areas most requested by students in need of academic help in ECC's Tutoring Center.

Starfish Early Alert System

Strong evidence supports the benefit of early alert warnings and early intervention for students experiencing educational complications. Joe Cuseo's (n.d.) reporting on the national survey reveals "that more than 60% of postsecondary institutions report midterm grades to first-year students for the purpose of providing them with early feedback on their academic performance…" ECC instituted midterm grade reporting; however, waiting until the middle of the semester to notify students of their academic performance is not beneficial and timely enough for appropriate academic performance intervention. Cuseo furthers this discussion by stating, "While issuing midterm-grade reports to struggling students is a laudable practice, Tinto (1993) warns that, by the time midterm grades are recorded and disseminated, feedback may come too late in the term to be optimally useful. Consequently, some institutions are resorting to an earlier feedback mechanism, based on student *attendance* during the first 4-6 weeks of class. According to Cuseo's report on Adelphi University in New York, faculty are issued early alert rosters during the fourth week, and faculty can report low-performing students by specifying problems that seem to contribute to a low academic performance. The QEP Core Team Committee believes that continued follow-up communication can lessen low academic performance and improve attendance and retention. By researching Vincennes University Junior College's early alert communication, Cuseo determined, "Following institutional implementation of this early-alert system, the number of students receiving grades of D, F, or W was substantially reduced." Cuseo broadens this discussion by stating, "Powerful program delivery is characterized by early, preventative action designed to address student needs and adjustment issues in an anticipatory fashion—before they eventuate in full-blown problems that require reactive treatment."

Due to the rapid advancement in academic technologies, Early Alert Programs (EAP) have been in use for the last decade. The success of Early Alert Programs such as Starfish is dependent on the regular and integrated use of the system by faculty members, counselors, and learning support faculty and staff. "Closing the loop" is intrinsic to the design and success of the system as "early alerts" triggered by faculty create targeted and personalized responses by advisors, by identified programs such as FYE, EOPS, and Athletics, and by Learning Support Services. Early Alert Programs intervene in less successful student behaviors with positive and integrated support. These behaviors range from absenteeism to the noted lack of academic

preparation for specific courses at different points of the semester. Faculty, Advisors, Counselors, and learning support staff and faculty, in turn offer specific support so that students may meet both personal goals of success and the benchmarks of persistence and retention set by the institution. Key research on student engagement presented in this document demonstrates the need for such an integrated strategy to meet the diverse needs of students in a community college. In addition to academic support, the social and psychological support empowers the success of students and integrates support services in meaningful ways. As technology, EAP presents the opportunity to create an integrated and meaningful model of support.

Starfish by Hobsons Inc. is an early alert system that is paramount to track and to intrusively engage with students at the first sign of any challenges that may arise. Faculty and staff can track student attendance and grades, and faculty and staff can refer the students to the appropriate resources for help. Starfish also allows faculty and staff to follow-up on referrals and monitor actions taken to resolve the referral. This monitoring allows advisors and Student Success Coaches to maintain the level of intrusive engagement with students that, in many studies, is shown to increase progression and retention of college students.

Currently, students can be flagged manually by instructors at any point in the semester for academic and attendance concerns. Instructors are encouraged to raise a flag early in the semester to allow Student Support Services the opportunity to reach out and provide assistance to students who may be at-risk. Many of Edgecombe Community College's faculty also serve as full-time advisors. Therefore, they will have permission to view attendance and academic alerts raised on their advisees. This allows them the opportunity to provide support in conjunction with the course instructor and Student Support Services. The images below are matrices of attendance and academic alert permissions within Starfish. These illustrate who will be notified by email when each alert is 'raised' and who will be able to view and/or close (manage) the alert within the student's Starfish profile.

(Attendance Concern)

Roles and Users	Raise	View	Manage	Assign	Email
Flagged Student		✔			✔
Instructor	✔	🎓	🎓		
PSE Manager		✔	✔		✔
Primary Advisor		✔			✔
Student Support Counselor		✔	✔		✔

🎓 Permission only applies to users with role in the course in which the student is flagged
✔ Permission applies to all users with role

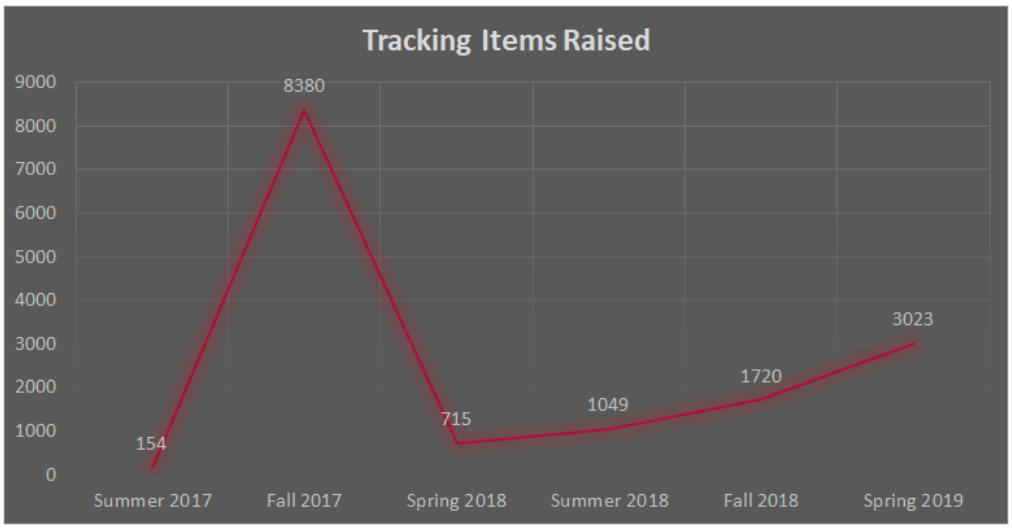
(In Danger of Failing → Academic Alert)

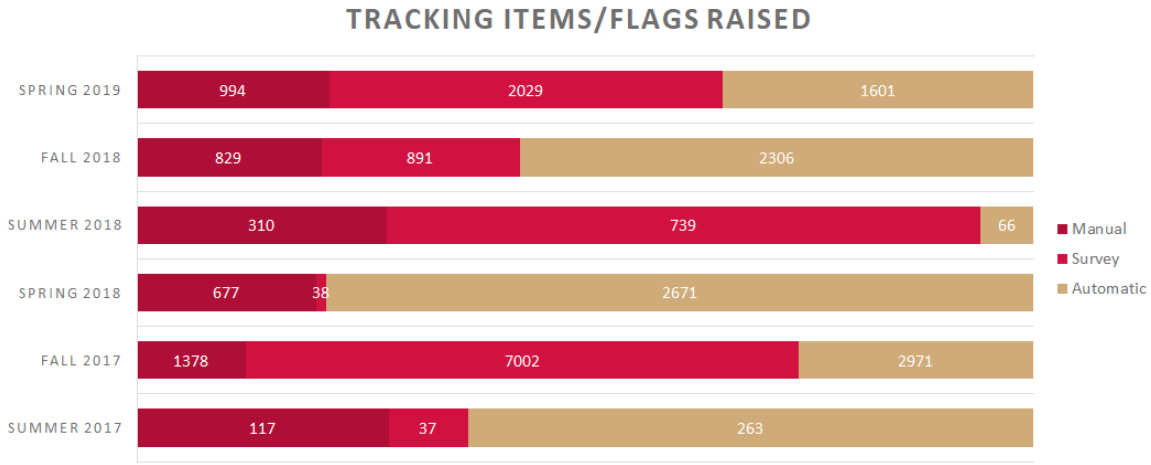
Roles and Users	Raise	View	Manage	Assign	Email
EDGE Manager		✓			✓
Flagged Student		✓			✓
Instructor	✓	🎓	🎓		
PSE Manager		✓	✓		✓
Primary Advisor		✓			✓
Student Success Center Staff		✓	✓		

🎓 Permission only applies to users with role in the course in which the student is flagged
✓ Permission applies to all users with role

Kudos can be provided manually and through a midterm grade survey as well. Starfish is also used to refer students to support offices (i.e. financial aid, tutoring, Student Success Centers). After the system was introduced to ECC and made widely available for the fall 2017 semester, faculty usage was active as they were prompted to complete progress surveys for their students, and as a result, 8380 tracking items were raised in Starfish. However, in the spring 2018 semester, the survey prompt was not launched due to a staffing change and introduction of a new Starfish administrator, and only 715 tracking items were raised, showing that faculty were not using the system unless prompted to do so. However, as more recent data indicates, progression through the Planning and Promotion and Training Phases of the QEP faculty and staff have shown steadily increasing usage of Starfish alerts. Due to a labeling issue within Starfish, Fall 2017 shows an inaccurate rate of flags. All students active in our database were monitored as opposed to just those who were actively enrolled. Similarly, in the Spring of 2018, a new Starfish administrator was hired and did not launch the Early Alert survey, resulting in what may have been a lower than usual number of alerts.

While the Early Alert survey sent to faculty in the first three weeks of the semester is still proving to be the largest source of student tracking items, the usage of manual tracking items (or those raised independently of the survey and at any point in the semester) continues to grow. This trend toward faculty and staff awareness of student issues, proactive intervention and regular awarding of kudos will hopefully yield the increased retention and progression targeted by this QEP.





Once a faculty member raises a flag on a student, Starfish sends notifications to relevant faculty and staff based on the type of flag that is raised. For example, if a flag raised for poor academic performance, Starfish sends notifications to Student Support Services, the instructor, and the primary advisor. Currently, only Student Support Services staff are the only parties who can clear a flag and close the tracking item.

Similarly, students can 'raise a hand' in the Starfish system to notify the instructors, advisors and/or appropriate offices if they are in need of intervention. Furthermore, Starfish enables ease of access to advisors by allowing students to schedule time within the advisor's defined availability within the system, which is also integrated with Google calendar.

After considering the research information explaining the effects of tutoring and academic success, the QEP committee noted a disconnect between students' use of tutoring services and early alerts. The committee determined that students were not utilizing tutorial services to a considerable degree and realized some of the retention issues were directly linked to students'

needs for academic assistance. As a result, the QEP committee sought to integrate tutor intervention services with Starfish and the Early Alert System.

Due to the research findings of our sub-committee and with a realistic allocation of sufficient human, financial, and physical resources, we will move forward and focus on the full implementation of Starfish through an Early Alert System and will incorporate expanded tutoring intervention services as strategies for our QEP. This initiative is called **"Start. Stay. Finish."** The QEP was presented the focused topic to the ECC's president and received approval in May 2017.

The QEP focus is reflective of a concern regarding declining re-enrollment issues since 2013. Experience reveals a divide between students failing to re-enroll and continue toward the completion of a degree or non-degree seeking program due to personal issues and students failing to re-enroll due to academic matters. Thus, the early alert system allows faculty, advisors, tutors and Student Success Counselors to identify needs and barriers that may be affecting students' education and activate existing intervention tools such as Starfish and tutoring services to keep students attending courses and eventually to complete a degree, diploma, or certificate program.

As a means to address behavioral concern alerts, ECC has a Student Support office and also has a community benefits screener, Single Stop. Depending on the nature of the behavioral concern, students will be referred to either the Student Support counselor or the Student Success Center where they will complete the Single Stop screener. Student Support will assist with ADA, counseling and additional services, while Single Stop will screen students to ascertain if they qualify for benefits like Food Stamps or Medicaid. Single Stop also features a map of area agencies and resources (e.g. food banks and shelters) to connect students with needed resources.

These non-academic interventions are provided to holistically support our students and to address outside concerns that might otherwise prevent their academic success. While these respective offices will track success rates for their own edification and strategic planning, we have not included this tracking as part of our QEP. Due to the non-academic nature of these interventions, they are not part of our focus at this time. We are concerned with addressing the effectiveness of academic interventions in enough time for them to support the students. These interventions are Starfish academic and attendance alerts, and the Tutoring Centers.

Overall, ECC's QEP goals will focus on improving student and faculty engagement with available services in an effort to facilitate retention and progression. The strategies will affect all students enrolled at ECC, but only the students in the identified at-risk group– students new to college, between the ages of 19-39, and enrolled in 12 or more credit hours (full-time) in the fall semester – will be tracked.

QEP Goals

1. Increase student and faculty engagement with Starfish and tutoring services during first year of enrollment.

A. Student Success Outcome: Faculty will increase usage of intervention tools
1.A.1. Census Attendance Alert
1.A.2. First Cumulative Attendance Alert
1.A.3. Second Cumulative Attendance Alert

B. Student Success Outcome: Students will increase usage of Tutoring Centers
1.B.1. Academic Performance Early Alert (From three week Starfish progress survey.)
1.B.2. Academic Performance Alert

2. **Increase student academic persistence from enrollment through consecutive semesters for the first year**.

A. Student Success Outcome: Students will enroll in 12 credit hours in a second consecutive semester within the first year after initial enrollment.
2.A.1. Next Spring's retention
2.A.2. Intervention impacts on Fall-to-Spring retention.

B. Student Success Outcome: Students will enroll in a 2nd academic year.
2.B.1. Next Fall's retention
2.B.2. Intervention impacts on Fall-to-Fall retention

IV. CAPABILITY

In support of this focus, Edgecombe Community College's QEP consists of two primary strategies. The first strategy is to optimize the deployment of the Starfish early alert system. The second strategy is to expand tutoring services through the Tutoring Centers located on both campuses.

When fully implemented, the Starfish early alert system will help college personnel to monitor and intervene with appropriate services to keep students in school and help them progress towards graduation. Edgecombe Community College's QEP Core Team Committee identified attendance as an important factor in determining a student's academic success. The early alert system for attendance will consist of a first week and cumulative attendance monitoring system in all courses. Intervention will use the Starfish tiered model of communications in order to encourage class attendance.

The second strategy the College will implement will seek to expand the student usage of tutoring services. When an academic performance early alert flag is raised to track low performing students, the Tutoring Centers will be notified of the flags and intervene with a system of communications that will reach out to students to offer assistance through our tutoring services. The Tutoring Centers will offer a wide range of academic support services to students. These services will include group tutoring, one-on-one tutoring, Smarthinking online tutoring, and supplemental instruction. The Tutoring Centers will not just focus on academics, but will also include sessions on student success strategies, knowledge of college programs, and self-knowledge.

Attendance Intervention

Criteria for Census Attendance Alerts

A student's performance early in the semester is a significant indicator of overall performance. Therefore, the QEP will include an attendance alert that is active only during the first week of class meetings for a sixteen week course, which equals 6.25% of the course. Whether the course meets for 16, 12, 10, 8, or 5 weeks, the 6.25% can be applied to set the criteria for the alert and will be based on the number of contact hours the course meets each week and how many class meetings per week. Students who meet the following initial attendance alert criteria will receive a flag in Starfish and a message encouraging attendance (APPENDIX H).

Contact Hours (Class + lab)	Total Minutes	6.25% (~1 week of 16 weeks)
1	800	50
2	1600	100
3	2400	150
4	3200	200
5	4000	250
6	4800	300
7 (8 WEEKS)	2800	175
7(16 WEEKS)	5600	350
8	6400	400

Intervention for Census Attendance Alert

1. Faculty members of traditional and online courses will enter class attendance data daily into Web Attendance Tracking in WebAdvisor.
2. For those students who meet the Census Attendance Alert criteria, faculty will generate a Starfish Census Attendance Alert flag.
3. This flag will generate a standard email from Starfish to the students' designated email address.
4. Faculty will close the flag based on the outcome of the email to the student and document the results of that contact attempt in Starfish.

Alert Criteria for First Cumulative Attendance Alerts

In addition to initial attendance, cumulative attendance also affects a student's success and persistence in a course. The College's attendance policy restricts the number of absences a student is allowed to miss before a faculty member may withdraw them for non-participation:

> ECC Attendance Policy
> "Students are expected to attend all scheduled classes, laboratories, clinical, and shop sessions to meet the objectives of the courses for which they are registered. Attendance begins with the first day of class and all students should be on time for classes or instructional sessions. Although special circumstances may cause a student to be absent, regular attendance is essential to satisfy course objectives. Students who anticipate an absence should contact the instructor before the class meets. Should prior notice to the instructor be impossible, the student should expect to explain the absence as soon as possible. Students have full responsibility for accounting to their instructors for absences. All work missed during absences may be allowed to be made up at the discretion of the instructor. Failure to make up missed work will adversely affect the student's final grade for the course. To receive credit for a course, the student must attend 80 percent (80%) of class and 80 percent (80%) of lab, clinical, and/or shop hours. However, individual programs and/or departments may adhere to a more stringent attendance policy. The attendance policy for each course is communicated on the course syllabus. It is the student's responsibility to read and abide by the policies outlined in the syllabus for the course for which they are enrolled. When absences total more than 20 percent (20%) (or the more stringent percentage set by respective program and/or department) of the total contact hours for the course, a student may be withdrawn from the class by the faculty member."

Some courses and programs, however, have more stringent restrictions based on various criteria and program requirements. Unfortunately, by the time students reach to 20% point of a class, the time for intervention has passed. Therefore, the QEP Core Team Committee established the following criteria for identifying students who may be at risk because of attendance concerns. This criteria allows time for intervention measures before the student reaches the 20% mark as outlined in the College's attendance policy. The criteria for the Cumulative Attendance Alert equal the same 6.25% of the semester as is used for the initial attendance alert (illustrated in the table on page 23).

Intervention for First Cumulative Attendance Alert

1. Faculty members of traditional and online courses will enter class attendance data daily into Web Attendance Tracking in WebAdvisor.
2. For those students who meet the First Cumulative Attendance Alert criteria, faculty will generate a Starfish First Cumulative Attendance Alert flag.
3. This flag will generate a standard email from Starfish to the students' designated email address.
4. Once the flag is raised, Starfish will generate a note encouraging faculty to contact students via phone if possible.

5. Faculty will close the flag within five (5) days based on the outcome of the email to the student and document the results of that contact attempt in Starfish.

Second Cumulative Attendance Alert Criteria

If the faculty raised a Census Attendance Alert flag and the student returned to class but has since accumulated too many absences or if the faculty raised a First Cumulative Attendance Alert without receiving communication from the student, the instructor will raise the second cumulative flag.

Intervention for Second Cumulative Attendance Alert

1. For those students who meet the Second Cumulative Attendance Alert criteria, faculty will generate a Starfish Second Cumulative Attendance Alert flag.
2. Student Support Services will email the student via the students' designated email address.
3. If there is no response to the initial email attempt, Student Success Services will attempt to contact the flagged student through various methods within the next five (5) days after the flag has been raised.
4. Student Success Services will close the flag within five (5) days and document the results of the contact attempt in Starfish.

Academic Performance Intervention

Alert Criteria for Academic Performance Early Alert

At the 25% point of the semester, the Starfish Administrator will send a Starfish survey to all faculty. This survey will assess a student's academic progress up to the 25% point of the semester. In the survey, faculty will flag students who are below a C average or who do not demonstrate attitudes and/or behaviors conducive to student learning, exclusive of attendance concerns. Examples of these behaviors include, but are not limited to, sleeping in class, arriving late regularly, leaving early regularly, not completing assignments, not engaging with the material or instruction during class time, talking during class, using cell phones for non-academic related activities during class, and not adhering to assignment deadlines or criteria.

Based on the flag that is raised, students will be referred to Student Support Services or the Tutoring Center. Academic and study skill issues will be referred to the Tutoring Center and non-academic behavior issues will be referred to Student Support Services. However, the Quality Enhancement Plan for the College will only monitor and assess the referral process as it relates to the Tutoring Center.

Intervention for Academic Performance Early Alert

When a student meets the criteria for an Academic Performance Early Alert, the following process will be implemented:

1. All faculty members will keep an updated working average total for all of their classes.
2. Students with averages below seventy percent (70%) in courses or students who have not demonstrated behaviors that contribute to student success will be flagged in Starfish by their instructor for a tutor referral.
3. For students referred to the Tutoring Center, the Tutoring Center staff will send a scripted email in Starfish to the flagged students' preferred email account, within five (5) days of the alert.
4. If students do not contact the Tutoring Center within one week after the initial contact, they will receive a phone call from a member of the appropriate staff.
5. Two weeks after the flag has been raised, the Tutoring Center Coordinator, Tutoring Center staff, or the instructor will close the flag and document the results of the contact attempt.

Implementation Timeline

Semester	Action	Responsible Parties
Fall 2016 (Planning Phase)	QEP Committee Co-Chairs selected.	Dr. Deborah Lamm, President
Spring 2017 (Planning Phase)	QEP initiative announced at Faculty/Staff Kickoff.	QEP Co-Chairs
	QEP Core Team Committee members selected.	Executive Director of Student Success and Institutional Effectiveness, QEP Co-Chairs, Vice President of Instruction
	QEP Core Team Committee attended SACSCOC QEP Orientation Meeting.	QEP Core Team Committee
	QEP Committee began brainstorming and deliberation of QEP topics.	QEP Core Team Committee
	The college purchased Hobsons Starfish Retention Solutions Software.	Executive Director of Student Success and Institutional Effectiveness
	Business Community/Advisory Board members surveyed for data collection during night-time Advisory Night.	Advisory Board Members, Executive Director of Student Success and Institutional Effectiveness, QEP Core Team Committee
	Surveyed Students	Executive Director of Student Success and Institutional Effectiveness, QEP Core Team Committee
	Surveyed Faculty and Staff	Executive Director of Student Success and Institutional Effectiveness, QEP Core Team Committee
	NCCCS Performance Measure Data provided to QEP Committee	Vice President of Instruction

Summer 2017 (Planning Phase)	Starfish was introduced at Faculty/Staff Kickoff and introductory training sessions were provided.	Dean of Enrollment Management
Fall 2017 (Planning Phase)	Potential QEP topics introduced at Faculty/Staff Kickoff; ECC surveyed data collection.	QEP Co-Chairs, QEP Core Team Committee
	Three ECC student representatives and two staff members were added to the QEP Core Team Committee.	QEP Core Team Committee
	QEP topic chosen: First-Year Retention and Progression (for students new to college within the 19 to 39 age demographic).	QEP Core Team Committee
	QEP research sub-committee established from members of the QEP Core Team.	QEP Core Team Committee
	Starfish Faculty and Staff Training provided to all full-time instructors, advisors, counselors, and admissions staff. First-time use of three-week student progress survey.	Dean of Enrollment Management, Student Support Counselor
	Identified Fall 2017 baseline cohort (first-year students ages 19-39) of college students for tracking in Starfish.	Office of Institutional Effectiveness
Spring 2018 (Planning Phase)	QEP research findings presented to QEP Core Team Committee.	QEP Research Sub-committee
	QEP sub-committee established from members of the QEP Core Team to begin establishing Student Success Goals and Outcomes.	QEP Sub-committee

	QEP Student Success Goals and Outcomes presented to QEP Core Team Committee.	QEP Sub-committee
	QEP sub-committee established from members of the QEP Core Team to begin establishing the QEP Assessment Plan.	QEP Sub-committee
	Teresa Howell, English Instructor and Tutoring Center Coordinator, was added to the QEP Core Team for document production.	SACSCOC Leadership Committee
Summer 2018 (Planning Phase)	QEP Assessment Plan Established.	QEP Sub-committee
	Additional faculty and staff Starfish training provided at Faculty/Staff Kickoff.	Starfish Administrator
	Surveyed ECC students, faculty and staff regarding proposed QEP logo	QEP Core Team Committee and ECC Marketing
	SACSCOC Vice President, Dr. Taylor, visited campus and provided feedback regarding established QEP goals and Student Success Outcomes.	QEP Co-Chairs, College Leadership Team, SACSCOC Leadership Team
	Samantha Spencer, Chair of English and Humanities, was add to the QEP Core Team for proofreading, revising, and advising.	QEP Co-Chairs, College Leadership Team, SACSCOC Leadership Team
Fall 2018 (Planning Phase)	QEP Co-Chairs introduced finalized QEP to the college at Faculty/Staff Kickoff; QEP logo revealed.	QEP Co-Chairs
	Identified Fall 2018 cohort (first-year students ages 19-39) of college students for tracking in Starfish.	Office of Institutional Effectiveness
	Identified QEP Implementation Team	College Leadership Team

	Identified QEP Marketing Committee to promote the QEP to all faculty, staff, and students	College Leadership Team
Spring 2019 (Promotion and Training Phase)	SACSOC Site-Visit	QEP Co-Chairs, QEP Core Team Committee, College Leadership Team, SACSCOC Leadership Team
	Modify QEP to take full advantage of SACSCOC reviewers' suggestions	QEP Co-Chairs, QEP Core Team Committee, College Leadership Team, SACSCOC Leadership Team
	Provide additional Starfish training for any new faculty and staff (full-time instructors, advisors, counselors, and admissions staff).	Starfish Administrator
	Trial Implementation of Starfish Early Alert System, utilizing flags for attendance and academic performance. Expand utilization of tutoring services via use of Starfish tracking/referrals.	QEP Implementation Team, Faculty, Student Success Staff, Advisors, Students, The Tutoring Center Coordinator and Staff, Starfish Administrator
	Evaluate student success outcomes to determine if 2018 cohort's Fall-to-Spring retention rate increased from the previous year and is comparable to the NCCCS benchmark and system total.	Executive Director of Student Success and Institutional Effectiveness, QEP Implementation Team

Summer 2019 (Promotion and Training Phase)	Evaluate the academic performance of 2018 cohort students who completed 12 credit hours in the 2018-2019 year.	Executive Director of Student Success and Institutional Effectiveness, QEP Implementation Team
	Preparation of Starfish training materials for any additional faculty and staff (full-time instructors, advisors, counselors, and admissions staff).	Starfish Administrator

Fall 2019 (Implementation Phase)	Professional Development Day (Presentation to entire campus community and Starfish training session(s).)	Starfish Administrator and QEP Implementation Team
	Identify Fall 2019 cohort (first-year students ages 19-39) of college students for tracking in Starfish.	Office of Institutional Effectiveness
	Full Implementation of Starfish Early Alert System, utilizing flags for attendance and academic performance. Expand utilization of tutoring services via use of Starfish tracking/referrals.	QEP Implementation Team, Faculty, Student Success Staff, Advisors, Students, The Tutoring Center Coordinator and Staff, Starfish Administrator
	Evaluate student success outcomes to determine if 2018 cohort's Fall-to-Fall retention rate increased and is comparable to the NCCCS benchmark and system total.	Executive Director of Student Success and Institutional Effectiveness, QEP Implementation Team
	The QEP Implementation Team will analyze and report QEP data to the QEP Advisory Team.	QEP Implementation Team, QEP Advisory Team
	Provide Starfish training for any additional faculty and staff (full-time instructors, advisors, counselors, and admissions staff).	Starfish Administrator
Spring 2020 (Full Implementation Phase)	Full Implementation of Starfish Early Alert System, utilizing flags for attendance and academic performance. Expand utilization of tutoring services via use of Starfish tracking/referrals.	QEP Implementation Team, Faculty, Student Success Staff, Advisors, Students, The Tutoring Center Coordinator and Staff, Starfish Administrator
	Evaluate student success outcomes to determine if 2019 cohort's Fall-to-Spring retention rate increased and is comparable to the NCCCS benchmark and system total.	Executive Director of Student Success and Institutional Effectiveness, QEP Implementation Team
	The QEP Implementation Team will analyze and report QEP data to the QEP Advisory Team.	QEP Implementation Team, QEP Advisory Team

	Provide Starfish training for any additional faculty and staff (full-time instructors, advisors, counselors, and admissions staff).	Starfish Administrator
	Evaluate implementation process and make improvements as necessary.	Executive Director of Student Success and Institutional Effectiveness, QEP Implementation Team
	Administer student and faculty surveys regarding Starfish and Tutoring Center intervention effectiveness.	Executive Director of Student Success and Institutional Effectiveness
	Administer student and faculty surveys regarding Starfish and Tutoring Center intervention effectiveness.	Executive Director of Student Success and Institutional Effectiveness
Summer 2020 (Full Implementation Phase)	Full Implementation of Starfish Early Alert System, utilizing flags for attendance and academic performance. Expand utilization of tutoring services via use of Starfish tracking/referrals.	QEP Implementation Team, Faculty, Student Success Staff, Advisors, Students, The Tutoring Center Coordinator and Staff, Starfish Administrator
	Evaluate the academic performance of 2019 cohort students who completed 12 credit hours in the 2019-2020 year.	Executive Director of Student Success and Institutional Effectiveness, QEP Implementation Team
	Provide Starfish training for any additional faculty and staff (full-time instructors, advisors, counselors, and admissions staff).	Starfish Administrator
Fall 2020 (Maintenance Phase)	Professional Development Day (Present QEP results and discuss improvement strategies with entire campus community.)	QEP Implementation Team
	Identify Fall 2020 cohort (first-year students ages 19-39) of college students for tracking in Starfish.	Office of Institutional Effectiveness

	Evaluate student success outcomes to determine if 2019 cohort's Fall-to-Fall retention rate increased and is comparable to the NCCCS benchmark and system total.	Executive Director of Student Success and Institutional Effectiveness, QEP Implementation Team
	The QEP Implementation Team will analyze and report QEP data to the QEP Advisory Team.	QEP Implementation Team, QEP Advisory Team
	Provide Starfish training for any additional faculty and staff (full-time instructors, advisors, counselors, and admissions staff).	Starfish Administrator
Spring 2021 (Maintenance Phase)	Provide Starfish training for any additional faculty and staff (full-time instructors, advisors, counselors, and admissions staff).	Starfish Administrator
	Evaluate student success outcomes to determine if 2020 cohort's Fall-to-Spring retention rate increased and is comparable to the NCCCS benchmark and system total.	Executive Director of Student Success and Institutional Effectiveness, QEP Implementation Team
	The QEP Implementation Team will analyze and report QEP data to the QEP Advisory Team.	QEP Implementation Team, QEP Advisory Team
	Evaluate implementation process and make improvements as necessary.	Executive Director of Student Success and Institutional Effectiveness, QEP Implementation Team

	Administer student and faculty surveys regarding Starfish and Tutoring Center intervention effectiveness.	Executive Director of Student Success and Institutional Effectiveness
Summer 2021 (Maintenance Phase)	Evaluate the academic performance of 2020 cohort students who completed 12 credit hours in the 2020-2021 year.	Executive Director of Student Success and Institutional Effectiveness, QEP Implementation Team
	Provide Starfish training for any additional faculty and staff (full-time instructors, advisors, counselors, and admissions staff).	Starfish Administrator
Fall 2021 (Maintenance Phase)	Professional Development Day (Present QEP results and discuss improvement strategies with entire campus community.)	QEP Implementation Team
	Identify Fall 2021 cohort (first-year students ages 19-39) of college students for tracking in Starfish.	Office of Institutional Effectiveness
	Evaluate student success outcomes to determine if 2020 cohort's Fall-to-Fall retention rate increased and is comparable to the NCCCS benchmark and system total.	Executive Director of Student Success and Institutional Effectiveness, QEP Implementation Team
	The QEP Implementation Team will analyze and report QEP data to the QEP Advisory Team.	QEP Implementation Team, QEP Advisory Team
	Provide Starfish training for any additional faculty and staff (full-time instructors, advisors, counselors, and admissions staff).	Starfish Administrator

Spring 2022 (Maintenance Phase)	Evaluate student success outcomes to determine if 2021 cohort's Fall-to-Spring retention rate increased and is comparable to the NCCCS benchmark and system total.	Executive Director of Student Success and Institutional Effectiveness, QEP Implementation Team
	The QEP Implementation Team will analyze and report QEP data to the QEP Advisory Team.	QEP Implementation Team, QEP Advisory Team
	Provide Starfish training for any additional faculty and staff (full-time instructors, advisors, counselors, and admissions staff).	Starfish Administrator
	Evaluate implementation process and make improvements as necessary.	Executive Director of Student Success and Institutional Effectiveness, QEP Implementation Team
	Administer student and faculty surveys regarding Starfish and Tutoring Center intervention effectiveness.	Executive Director of Student Success and Institutional Effectiveness
Summer 2022 (Maintenance Phase)	Evaluate the academic performance of 2021 cohort students who completed 12 credit hours in the 2021-2022 year.	Executive Director of Student Success and Institutional Effectiveness, QEP Implementation Team
	Provide Starfish training for any additional faculty and staff (full-time instructors, advisors, counselors, and admissions staff).	Starfish Administrator
	Administer student and faculty surveys regarding Starfish and Tutoring Center intervention effectiveness.	Executive Director of Student Success and Institutional Effectiveness
Fall 2022	Professional Development Day (Present QEP results and discuss improvement strategies with entire campus community.)	QEP Implementation Team

(Maintenance Phase)	Identify Fall 2022 cohort (first-year students ages 19-39) of college students for tracking in Starfish.	Office of Institutional Effectiveness
	Evaluate student success outcomes to determine if 2021 cohort's Fall-to-Fall retention rate increased and is comparable to the NCCCS benchmark and system total.	Executive Director of Student Success and Institutional Effectiveness, QEP Implementation Team
	The QEP Implementation Team will analyze and report QEP data to the QEP Advisory Team.	QEP Implementation Team, QEP Advisory Team
	Provide Starfish training for any additional faculty and staff (full-time instructors, advisors, counselors, and admissions staff).	Starfish Administrator
Spring 2023 (Maintenance Phase)	Evaluate student success outcomes to determine if 2022 cohort's Fall-to-Spring retention rate increased and is comparable to the NCCCS benchmark and system total.	Executive Director of Student Success and Institutional Effectiveness, QEP Implementation Team
	The QEP Implementation Team will analyze and report QEP data to the QEP Advisory Team.	QEP Implementation Team, QEP Advisory Team
	Provide Starfish training for any additional faculty and staff (full-time instructors, advisors, counselors, and admissions staff).	Starfish Administrator
	Evaluate implementation process and make improvements as necessary.	Executive Director of Student Success and Institutional Effectiveness, QEP Implementation Team
	Administer student and faculty surveys regarding Starfish and Tutoring Center intervention effectiveness.	Executive Director of Student Success and Institutional Effectiveness

Summer 2023 (Maintenance Phase)	Evaluate the academic performance of 2022 cohort students who completed 12 credit hours in the 2022-2023 year.	Executive Director of Student Success and Institutional Effectiveness, QEP Implementation Team
	Provide Starfish training for any additional faculty and staff (full-time instructors, advisors, counselors, and admissions staff).	Starfish Administrator
	Prepare 5-year report to evaluate QEP Success	Executive Director of Student Success and Institutional Effectiveness, QEP Implementation Team

Resources

Edgecombe Community College has developed a Quality Enhancement Plan that demonstrates institutional capability for initiation, implementation, and completion of its QEP, “Start. Stay. Finish.” ECC is committed to providing sufficient human, physical, and academic resources to sustain the “Start. Stay. Finish.” initiative during the five-year cycle of the QEP and into the future.

The QEP Core Team Committee created a budget proposal focused on the full implementation of Starfish through an Early Alert System and will incorporate expanded tutoring intervention services as strategies for our QEP. ECC has fully integrated the QEP into the College’s planning cycle and annual priorities, and a majority of resources needed to implement the plan will come from existing components of the College budget. The initial grant that provided funds for Starfish will expire 5 years from the initial award. The College administration has committed to continuing funding for this service. Additionally, the College administration has allocated funds to support the implementation and marketing of ECC’s “**Start. Stay. Finish**.”

	Source	FY 18-19	FY 19-20	FY 20-21	FY 21-22	FY 22-23
STARFISH Software & Site License	Existing/ New	$33,440	$33,440	$33,440	$33,440	$33,440
Training: Full-time faculty and staff	Existing	-	-	-	-	-
Training: Adjunct faculty	Existing	$2,000	$1,000	$500	$500	$500
Professional Development: Tutor Training	New	$1,800	$500	$500	$500	$500
QEP Evaluator (stipend and travel)	New	$1,000	-	-	-	$1000
Conferences: Registration and Travel	Existing	$3,000	$3,000	$3,000	$3,000	$3,000
QEP Marketing: Promotional Items	New	$3,000	$500	$500	-	-
QEP Marketing: Banners	Existing	$1,500	-	-	-	-
QEP Marketing: Posters, Flyers, Brochures	Existing	$500	$500	-	-	-
QEP Marketing: Digital Advertising	Existing	$2,500	$2,000	$2,000	$1,500	$1,000
Tutoring Center Marking: Posters, Flyers, Brochures	Existing	$500	$500			
Tutoring Center Marketing: Digital Advertising	Existing	$1,250	$1,000	$1,000	$750	$500

Salary and Benefits	Source	FY 18-19	FY 19-20	FY 20-21	FY 21-22	FY 22-23
QEP Implementation Chair (part-time)	New	$1200	$1200	$1200	$1200	$1200
Data Analyst (part-time)	New	$1200	$1200	$1200	$1200	$1200
Starfish Administrator (part-time)	New	$1200	$1200	$1200	$1200	$1200
Tutoring Center Coordinator	New	$1200	$1200	$1200	$1200	$1200
Tutors	Existing	$8,000	$9,000	$10,000	$11,000	$12,000
Targeted Tutoring (by faculty)	Existing	$13,000	$13,000	$13,000	$13,000	$13,000
Total QEP Budget		$76,290	$69,240	$68,740	$68,490	$69,740

V. BROAD-BASED INVOLVEMENT IN DEVELOPMENT AND IMPLEMENTATION

“Start. Stay. Finish.” is a student-success based early alert and Tutoring Center initiative that relies on cooperation from instructional, Student Services staff, Student Success staff, and the ECC administration. Leadership for this program is distributed between the QEP Implementation Team and the QEP Advisory Team, which will include the Executive Director of Student Success, the Deans of Arts and Sciences, Enrollment Management, and Students, as well as the College President.

The QEP Implementation Team will oversee the implementation of retention strategies and integration of Starfish Retention Solutions software as part of this initiative. The QEP Implementation Team will facilitate training sessions for advisors using Starfish, maintain the QEP timeline, manage the QEP budget, oversee QEP marketing, facilitate QEP assessment, and develop the QEP Fifth-Year Interim Report (Impact Report of the Enhancement Plan).

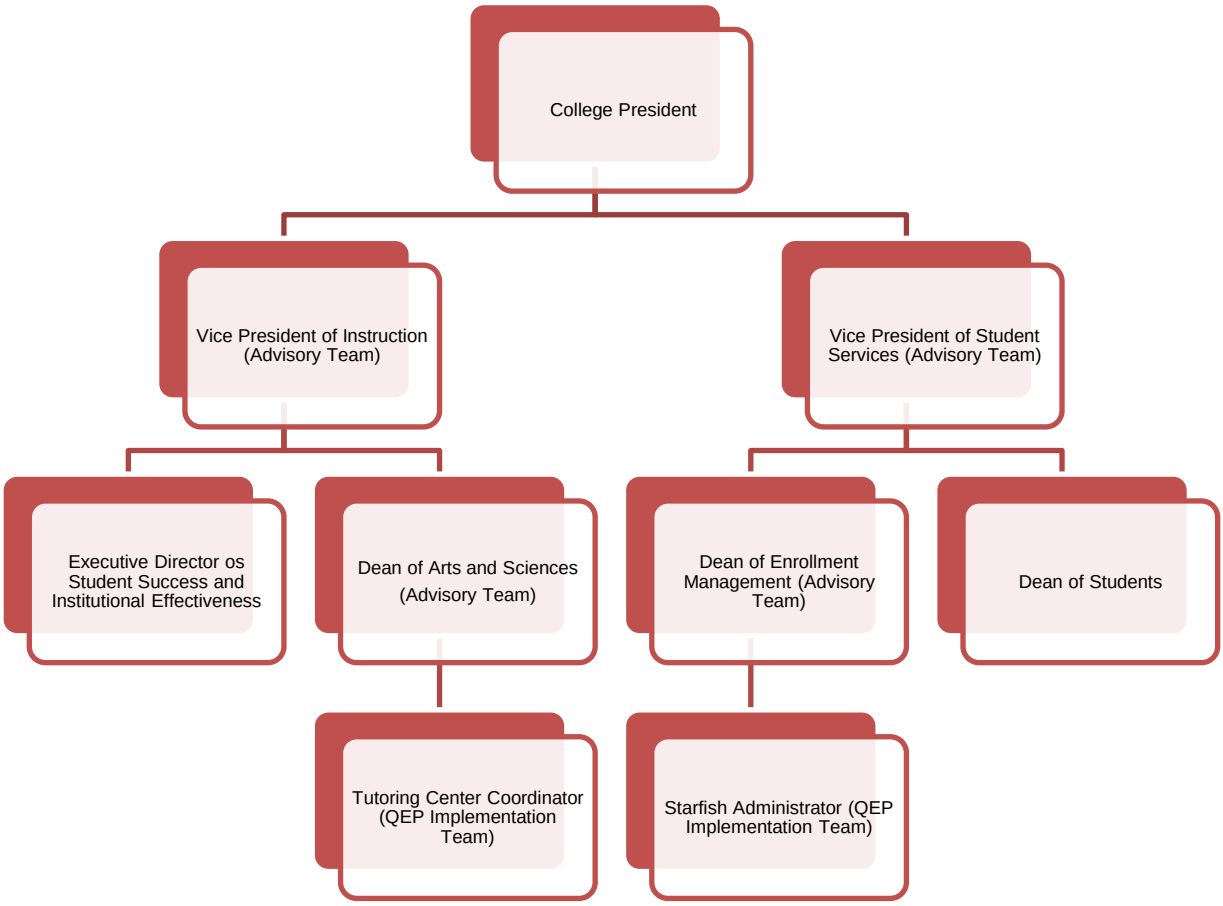
To oversee the entire QEP, the QEP Implementation Team will work directly with the Executive Director of Student Success and of Institutional Effectiveness, Dean of Arts and Sciences, Dean of Enrollment Management, and Dean of Students. Working with faculty, advisors, Student Services, and the Student Success Center, they will implement and maintain the entire project. The College leadership team will identify the QEP marketing committee to consist of stakeholders from around the college including representatives from administration, staff, faculty, and student government.

The Tutoring Center and Starfish administration will be overseen by the Dean of Arts and Sciences and Executive Director of Student Success and Institutional Effectiveness. The Starfish Administrator will implement training for faculty, maintain the online bank of tutorials for faculty and students, and assist faculty with their software needs. The Tutoring Center Coordinator will oversee scheduling, instructional content and coordinate with the Starfish Administrator as needed to ensure ease of access for students and ease of referral for faculty and advisors.

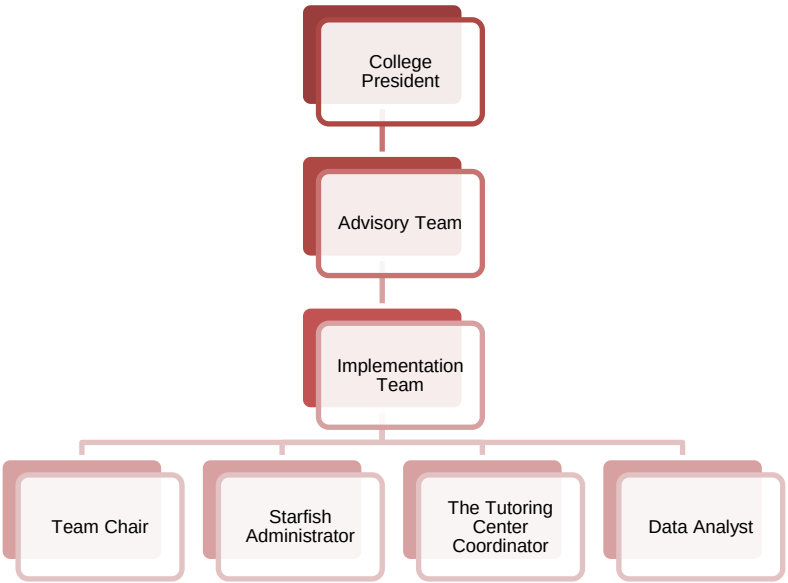
The QEP is supported by senior College administrators. The Vice President of Instruction and Vice President of Student Services oversee the operation of academic and student support services, including The Tutoring Center, Counseling Services, Career Counseling Services, and Student Services, that are integral to the success of the QEP. The overall vision and progress of the “Start. Stay. Finish.” program is fully supported by the College President.

Organizational Structure - Start. Stay. Finish.

General Organizational Chart



QEP Organizational Chart



VI. ASSESSMENT

The QEP Team has worked with faculty and staff to create a comprehensive assessment plan for all QEP strategies and initiatives. This assessment plan measures faculty and student engagement with Starfish and tutoring. Each step outlined for initial attendance early alert, cumulative attendance early alert, and academic performance early alert will be assessed to gauge faculty, staff, and student engagement with the processes.

Before enumerating all of the assessment tasks in detail, some general clarifications are in order:

- With a consistent numbering system, each of the assessment tasks has been linked to the QEP goals. The code preceding each task is in the form “Goal Number.Outcome Letter.Measure Number” (e.g. “1.A.1”).

- Most of the measures we are seeking to obtain under the first goal end up in the form of percents. Some fluctuations in the percentages obtained are natural in the real world. The changes in the percents could be either too small to matter or big enough to be noteworthy. Whether a difference between cohorts in procured percents is significant or not can be determined with a statistical test of significance (or a formula) appropriate to proportions or percentages (with a 95% confidence level).

- Causality cannot be proven or guaranteed with the use of statistics. That is, we cannot claim, beyond a shadow of a doubt, that our efforts at increasing Starfish alerts and tutoring assistance have caused an improvement in retention, according to our statistical results. It is possible that mitigating or unknown factors also affected the situation. However, under the second goal, we will be able to describe the nature and the strength of the relationship between our interventions and the retention rates by using a correlation coefficient, also known as “r”. The sign of this statistic indicates the kind of relationship between two variables, which in this case should be positive. In other words, as the usage of early alerts and tutoring services increases, we hope retention rates also increase. The numerical value of “r” is always a decimal between zero and the whole number one. Zero refers to no apparent relationship. Approximately 0.5 (either positive or negative) would be considered a moderate relationship, whereas 0.9 or any value very close to 1.0 would imply a strong relationship. Therefore, our expectation is a positive and moderate-to-strong connection between our interventions and student success ($0.4 < r < 1.0$).

- We considered a comparison of our chosen cohort(s) to another group of non-cohort students. Basically, the observation of the second group would serve as a control group, in this scenario. Control groups are useful tools when researchers want to make stronger cases for potential causes and effects. If two groups are similar in as many ways as possible, except for the variable being manipulated, then the difference in the results from the two groups can be attributed with a little more certainty to the variable in

question. In our situation, we could select two samples or groups of students at ECC, in similar classes, with the same faculty and class assignments, and presumably facing the same variety of obstacles in life. Then we could focus on giving one group the extra assistance through early alerts and tutoring, while ignoring the other group, and see what happens with their retention rates after a certain period of time. However, this is not practically or ethically feasible. As educators, we cannot withhold, or delay for five years, assistance to some students for the sake of research. We have already stated that, although we may only be assessing the effects of our interventions with a cohort from a certain age group, all the students at our institution would receive the benefits of increased assistance and encouragement. We could compare two groups of different ages, but the results would not be fruitful if they did not differ according to the factor we are focusing on, which would be the interventions. Along the way, though, it may be interesting to examine the results from the chosen cohort(s) with the total figures from the student body. The information provided could suggest whether the cohort is representative of, or varies considerably from, the entire student population.

- Other statistical tools may be employed from time to time during the five years to uncover some additional information. For instance, scatterplots can be utilized to visually represent what is happening with the data collected. Regression lines, otherwise known as trend lines or lines of best fit, can be superimposed on these graphics. The linear equations corresponding to these lines can tell us a little more about the relationship between our interventions and retention rates, because the slope of these lines is equivalent to the rate of change between those two variables (or items of interest).

The following tables outline how these assessments will be conducted and how the information will be used to make improvements throughout the five-year cycle.

Once the data on the early alert processes have been collected, an overall evaluation of the effectiveness of the intervention strategies will be reviewed each semester. This data will be used to improve the early alert processes and criteria.

Goal 1. Increase student and faculty engagement with Starfish and tutoring services during first year of enrollment.

A. Student Success Outcome: Faculty will increase usage of intervention tools

1.A.1. Census Attendance Alert

Assessment Plan for Census Attendance Alert Process

1.A.1. Faculty members will enter attendance in Web Attendance Tracking in WebAdvisor.	
Direct Measure	The actual percent of faculty who have entered attendance in Web Attendance Tracking in WebAdvisor for this census period.
Achievement Target	100% of faculty teaching all courses will participate in the attendance alert process.
Data Source	Registrar and Deans will generate Datatel XATT and Informer reports.
Use of Results	Evaluate the scope of faculty participation and report results to the QEP Advisory Team.
1.A.1. Faculty will close flags raised for students who meet Census Attendance Alert criteria.	
Direct Measure	The actual percent of faculty who close flags.
Achievement Target	50% of faculty teaching will close flags in Starfish for students who meet criteria
Data Source	Starfish Administrator will generate Starfish reports.
Use of Results	Evaluate faculty participation and speed of interventions. Starfish Administrator will follow-up with faculty who are not closing flags.

Goal 1. Increase student and faculty engagement with Starfish and tutoring services during first year of enrollment.

A. Student Success Outcome: Faculty will increase usage of intervention tools

1.A.2. First Cumulative Attendance Alert

Assessment Plan for First Cumulative Alert Process

1.A.2. Faculty members will enter attendance in Web Attendance Tracking in WebAdvisor.	
Direct Measure	The actual percent of faculty entering attendance in Web Attendance Tracking in WebAdvisor weekly.
Achievement Target	90% of faculty teaching all courses will participate in the attendance alert process.
Data Source	Registrar and Deans will generate Datatel XATT and Informer reports.
Use of Results	Evaluate the scope of faculty participation and report results to the QEP Advisory Team.
1.A.2. Faculty will close flags raised for students who meet Census Attendance Alert criteria within five (5) days.	
Direct Measure	The actual percent of faculty who close the flag within five (5) days.
Achievement Target	50% of faculty teaching will close flags in Starfish for students who meet criteria.
Data Source	Starfish Administrator will generate Starfish reports.
Use of Results	Evaluate faculty participation and speed of interventions. Starfish Administrator will follow-up with faculty who are not closing flags.

Goal 1. Increase student and faculty engagement with Starfish and tutoring services during first year of enrollment.

A. Student Success Outcome: Faculty will increase usage of intervention tools

1.A.3. Second Cumulative Attendance Alert

Assessment Plan for Second Cumulative Attendance Alert

1.A.3. Student Support Services will send a scripted email through Starfish to the flagged students' preferred email address, listed in Self Service, when an attendance concern is raised.	
Direct Measure	The actual percent of students who generate an attendance alert and are contacted through Starfish.
Achievement Target	100% of students who generate an attendance alert will be contacted through Starfish with scripted email.
Data Source	Starfish Administrator will generate Starfish reports.
Use of Results	Starfish Administrator will verify error logs and ensure that emails are being sent when flags are raised.
1.A.3. Student Support Services will close the flag within five (5) days of it being raised and document the outcome of the contact attempts.	
Direct Measure	The actual percent of flags that are closed within five (5) days of the alert.
Achievement Target	85% of flags will be closed within five (5) days of the alert
Data Source	Starfish Administrator will generate Starfish contact data.
Use of Results	Evaluate Student Support Services participation and speed of interventions. Report results to the QEP Advisory Team.

Goal 1. Increase student and faculty engagement with Starfish and tutoring services during first year of enrollment.

A. Student Success Outcome: Faculty will increase usage of intervention tools

1.A.1. Census Attendance Alert
1.A.2. First Cumulative Attendance Alert
1.A.3. Second Cumulative Attendance Alert

Evaluating the Effectiveness of the Attendance Alerts
(To be completed after the semester.)

1.A.1. Students contacted via email will correct attendance issues after census attendance flag.	
Direct Measure	The actual percent of students who were contacted by email after census attendance flag that corrected their attendance.
Achievement Target	50% of students contacted by Starfish email will correct attendance issues and not generate the second flag.
Data Source	Starfish attendance and alert data.
Use of Results	Evaluate the impact of email intervention on attendance. Share results with faculty and QEP Advisory Team.
1.A.2. Students contacted via email will correct attendance issues after first cumulative attendance flag.	
Direct Measure	The actual percent of students who were contacted by email after first cumulative attendance flag that corrected their attendance.
Achievement Target	50% of students contacted via email will correct attendance issue and complete the course.
Data Source	Starfish Administrator will generate Starfish and Datatel reports.
Use of Results	Evaluate the impact of email intervention on attendance. Share results with faculty and QEP Advisory Team.
1.A.3. Students contacted by Student Support Services will correct attendance issues after second cumulative attendance flag.	
Direct Measure	The actual percent of students who were contacted by email after second cumulative attendance flag that corrected their attendance.

Achievement Target	50% of students contacted by Student Support Services will correct attendance issues and complete the course.
Data Source	Starfish Administrator will generate Starfish and Datatel reports.
Use of Results	Evaluate the impact of email intervention on attendance. Share results with faculty and QEP Advisory Team.
1.A.1. Students for whom faculty have raised a census attendance alert will complete the class with a C or better.	
Direct Measure	The actual percent of students completed the class with a C or better after having received a census attendance alert.
Achievement Target	75% of flagged students will successfully complete courses with a C or better.
Data Source	Starfish alert data, institutional course pass rates, and cohort pass rates.
Use of Results	Evaluate the impact of the census attendance alert on course completion. Share results with faculty and QEP Advisory Team.
1.A.2. Students for whom faculty have raised a first cumulative attendance alert will complete the class with a C or better.	
Direct Measure	The actual percent of students who completed the class with a C or better after having received a first cumulative attendance alert.
Achievement Target	75% of flagged students will successfully complete courses.
Data Source	Starfish alert data, institutional course pass rates, and cohort pass rates.
Use of Results	Evaluate the impact of the first attendance alert on course completion. Share results with faculty and QEP Advisory Team.
1.A.3. Students for whom faculty have raised a second cumulative attendance alert will complete the class with a C or better.	
Direct Measure	The actual percent of students who completed the class with a C or better after having received a second cumulative attendance alert.
Achievement Target	75% of flagged students will successfully complete courses.

Data Source	Starfish alert data, institutional course pass rates, and cohort pass rates.
Use of Results	Evaluate the impact of the second attendance alert on course completion. Share results with faculty and QEP Advisory Team.

Overall Evaluation of the Effectiveness of the Attendance Alerts

1.A. Students flagged for census or first cumulative attendance alerts will correct attendance issues (i.e. attend class regularly or change schedule) and not generate a second flag.	
Direct Measure	The actual percent of students who generated a census or first cumulative attendance alert but NOT a second cumulative attendance alert.
Achievement Target	50% of students contacted by Starfish email will correct attendance issues and not generate the second flag.
Data Source	Starfish attendance and alert data.
Use of Results	Evaluate the impact of email intervention on attendance. Share results with faculty and QEP Advisory Team.
1.A. Students who generate attendance alerts will complete their first semester courses with a C or better.	
Direct Measure	The actual percent of students who complete their semester courses with a C or better even though they generated an attendance alert.
Achievement Target	50% of flagged students will successfully complete first semester courses by correcting attendance issues noted in Starfish.
Data Source	Starfish alert data, institutional course pass rates, and cohort rates.
Use of Results	Evaluate the impact of the cumulative attendance alerts on course completion. Share results with faculty and QEP Advisory Team.

Goal 1. Increase student and faculty engagement with Starfish and tutoring services during first year of enrollment.

B. Student Success Outcome: Students will increase usage of Tutoring Centers

1.B.1. Academic Performance Early Alert (From three-week Starfish progress survey.)

Assessment Plan for Academic Performance Early Alert

1.B.1. The Tutoring Center will send a scripted email through Starfish to the student's preferred email address, listed in Self Service, when a Tutoring Center referral is raised.	
Direct Measure	The actual percent of students who generate an academic alert and are contacted through Starfish.
Achievement Target	100% of students who generate an academic alert will be contacted through Starfish with scripted email.
Data Source	Starfish Administrator will generate Starfish reports.
Use of Results	Starfish Administrator will verify error logs and ensure that emails are being sent when flags are raised.
1.B.1. Tutors will close Tutoring Center Referral flags and will document the results of the contact attempt within two (2) weeks of the alert.	
Direct Measure	The actual percent of students who are contacted when they do not seek Tutoring Services within two (2) weeks.
Achievement Target	85% of students who do not seek services within two (2) weeks will be contacted by the Tutoring Center.
Data Source	Starfish usage data from the Tutoring Center.
Use of Results	Evaluate the participation of the Tutoring Center staff to make a second attempt to contact students and the closing of academic concern flags in Starfish. These results will be reported to the Tutoring Center Coordinator.

Goal 1. Increase student and faculty engagement with Starfish and tutoring services during first year of enrollment.

B. Student Success Outcome: Students will increase usage of Tutoring Centers

1.B.2. Academic Performance Alert

Evaluating the Effectiveness of the Academic Performance Alert

1.B.2. Contacted students will seek tutoring services.	
Direct Measure	The actual percent of students who were contacted and who receive tutoring services or utilize Smarthinking.
Achievement Target	50% of contacted students will visit the Tutoring Center or use Smarthinking.
Data Source	Starfish Administrator will generate academic alert reports and the Tutoring Center Coordinator will generate AccuTrack and Smarthinking reports.
Use of Results	Evaluate the effectiveness of tutor referrals and Tutoring Center and Smarthinking participation. Share results with the Tutoring Center Coordinator.
1.B.2. Students who generate an academic performance alert will complete the course with a C or better.	
Direct Measure	The actual percent of students who complete the course with a C or better after generating an academic performance alert.
Achievement Target	75% of students who generate an academic performance alert will complete the relevant course with a C or better.
Data Source	Starfish Administrator will generate reports on academic performance alerts and Institutional Effectiveness will generate institutional and cohort reports on course pass rates.
Use of Results	Evaluate the impact of academic alerts on course completion. Share results with faculty and QEP Advisory Team.
1.B.2. Students will increase usage of the Tutoring Center.	
Direct Measure	The actual percent of students who visit the Tutoring Center after generating an academic performance alert.

Achievement Target	50% of students who generate an academic performance alert will visit the Tutoring Center.
Data Source	The Tutoring Center Coordinator will generate AccuTrack usage and visit reports and Starfish Administrator will generate reports on academic performance alerts.
Use of Results	Evaluate effectiveness of academic performance alerts and tutoring referrals. Share reports with faculty and QEP Advisory Team.

1.B.2. Students will increase usage of Smarthinking online tutoring services.	
Direct Measure	The actual number of hours students used Smarthinking online tutoring services.
Achievement Target	Total hours Smarthinking is used will increase over time by 25%.
Data Source	The Tutoring Center Coordinator will generate Smarthinking usage reports and Starfish Administrator will generate reports on academic performance alerts.
Use of Results	Evaluate effectiveness of Smarthinking and effect and academic performance alerts on increased student usage of the service. The results will be shared with the Tutoring Center Coordinator.

Overall Assessment of Goal II

Just as the entire QEP will evolve, the process of data assessment will be modified as we advance through the five-year period. We realize that, as we actually attempt to gather and manipulate the numbers, we might have to fine-tune our definitions or collection methods. For example, we have already begun examining the original cohort we will be utilizing from Fall 2018. Although we have not yet reached Fall 2019 (to determine how many have been retained for a year), we were able to calculate the rate of cohort students returning in Spring 2019. Initially, we discovered that 88, out of 102 students, had returned, which yielded an 86.3% retention rate. While generating this report, however, we recognized that we were going to have to tweak the criteria in the report to respond to specific questions about unusual circumstances related to the students and their credit hours. When we produced the report a second time, it revealed that 66, out of 102 students, fit the criteria, which translates to a 64.7% retention rate. The extra attention to the collection process provided us with a more exact and realistic statistic. Subsequently, we were able to use this original figure as a baseline to influence our choice of reasonable percentages to set as our aims related to Goal 2 in the assessment tasks table (2.A.1 and 2.B.1). We selected modest gains of 5% (for the subsequent spring semester) and 3% (for the subsequent fall semester) in retention in the later cohorts.

Goal 2. **Increase student academic persistence from enrollment through consecutive semesters for the first year**.

A. Student Success Outcome: Students will enroll in 12 credit hours in a second consecutive semester within the first year after initial enrollment.

2.A.1. Next Spring's retention

2.A.2. Intervention impacts on Fall-to-Spring retention.

B. Student Success Outcome: Students will enroll in a 2nd academic year.

2.B.1. Next Fall's retention

2.B.2. Intervention impacts on Fall-to-Fall retention

2.A.1. The percent of students enrolling with 12 credit hours in a second consecutive semester within the first year after initial enrollment will increase by 5%	
Direct Measure	The actual percent of students in the cohort who enroll in 12 credit hours or more for the second consecutive semester.
Achievement Target	70% of students in the cohort will enroll in 12 credit hours in the second consecutive semester.
Data Source	The Executive Director of Student Success and Institutional Effectiveness will generate Informer reports.
Use of Results	Assess the retention of students in the cohort, and share reports with faculty and QEP Advisory Team.
2.A.2. The data will support a correlation between increased Starfish usage rates and	

Tutoring Center visits, and Fall-to-Spring retention.	
Direct Measure	Fall-to-Spring retention rates, tutoring center usage rates, and the number of Starfish alerts will be utilized to draw a correlation between interventions and retention rate.
Achievement Target	A moderate to strong positive correlation ($0.4 < r < 1.0$) between academic interventions and retention rate.
Data Source	The Executive Director of Student Success and Institutional Effectiveness, Tutoring Center Coordinator, and Starfish Administrator
Use of Results	Evaluate effectiveness of academic performance alerts and tutoring referrals on the retention of students in the cohort. Share reports with faculty and QEP Advisory Team.
2.B.1. The percent of students enrolling in a 2nd academic year will increase by 3%.	
Direct Measure	The actual percent of students in the cohort who enroll in 12 credit hours or more in the consecutive Fall semester.
Achievement Target	68% of students in the cohort will enroll in 12 credit hours in the consecutive Fall semester.
Data Source	The Executive Director of Student Success and Institutional Effectiveness will generate Datatel/Informer reports.
Use of Results	Assess the retention of students in the cohort, and share reports with faculty and QEP Advisory Team.
2.B.2. The data will support a correlation between increased Starfish usage rates and Tutoring Center visits and Fall-to-Fall retention.	
Direct Measure	Fall-to-Fall retention rates, tutoring center usage rates, and the number of Starfish alerts will be utilized to draw a correlation between interventions and retention rate.
Achievement Target	A moderate to strong positive correlation ($0.4 < r < 1.0$) between interventions and retention rate.
Data Source	The Executive Director of Student Success and Institutional Effectiveness, Tutoring Center Coordinator, and Starfish Administrator
Use of Results	Evaluate effectiveness of academic performance alerts and tutoring referrals on the retention of students in the cohort. Share reports with faculty and QEP Advisory Team.

XI. Appendices

A. QEP Core Team Meeting Minutes - January 31, 2017
B. Mission Statement
C. Tree Map of Employment by Industries in Edgecombe County
D. Student Questionnaire
E. Faculty and Staff Questionnaire
F. Business Community Questions
G. 2017 North Carolina Community College System Performance Measures for Student Success - First Year Progression, Fall 2015 Cohort - By Age
H. Scripted Emails
I. Institutional Effectiveness Planning Process 2017
J. Bibliography

Appendix A: QEP Core Team Meeting Minutes, January 31, 2017
9:00-10:00am, McIntyre Boardroom
Building A, Tarboro Campus

Attending: Co-Chairs: Nacole Everette & Michael Jordan; Patti Copeland, Tyler Gardner, Jerry Harper, Stephen Herring, Sheila Hoskins, Kimyarda Lawson, Laura Otrimski, Camille Richardson and Dr. Lia Walker.
Absent: None

1. Welcome and Introductions
    a. Information packets were distributed to the QEP team members. The packets included the following documents: a PowerPoint presentation developed by the QEP Co-Chair Nacole Everette, the SACSCOC QEP Guidelines and samples QEP's from other colleges. The PowerPoint presentation included SACSCOC QEP requirements and the nine steps involved in developing a QEP.
    b. Co-Chairs Mr. Jordan and Mrs. Everette welcomed the QEP Team Members and thanked them for being willing to participate on such an important college-wide committee. The committee members were strategically chosen to represent and encompass our entire college.
    c. Each team member introduced themselves, provided their title, role at the college, and any prior experience being a part of a SACSCOC and/or QEP process.
2. Mission and Overview
    a. Mr. Jordan presented the PowerPoint presentation. He discussed the following: What is a QEP, QEP Topic, Developing a QEP, Institutional Support and elaborated on the nine steps in developing a QEP.
    b. Mr. Jordan emphasized the QEP Topic describes a carefully-designed course of action that addresses a well-defined and focused topic or issue related to enhancing student learning and/or the environment supporting student learning and accomplishing the mission of the institution.
3. Timeline
    a. Mr. Jordan discussed the timeline with the committee members.
        i. On-site peer review conducted – October 2-4, 2018
        ii. Response to on-site – Spring 2019
        iii. Review by the Commission Colleges – June 19, 2019
4. Questions and Discussion
    a. Ms. Copeland asked if the College had a direction for a QEP topic?
        i. Mr. Jordan explained we could establish a new effort, expand on an effort, or create an effort.
        ii. Mr. Jordan emphasized the QEP topic is an opportunity for the institution to enhance overall institutional quality and effectiveness by focusing on an issue or issues the institution considers important to improving student learning.
5. Next Meeting
    a. The next QEP Team Meeting - February 13, 2017.
6. Adjourn
    a. The meeting was adjourned at 10:01am.

Appendix B: ECC Vision Statement, Mission Statement, and Goals

VISION STATEMENT

Edgecombe Community College will be the "preferred choice" for quality education and training.

MISSION STATEMENT

Edgecombe Community College is a comprehensive two-year institution dedicated to fulfilling the educational, training, and cultural needs of the communities it serves.

COLLEGE GOALS

GOAL I To provide a comprehensive range of educational opportunities, quality training, and educational access to all eligible adults in the College's service area.

a. Provide a broad range of Associate Degree, Diploma, and Certificate Programs.
b. Provide a broad range of Continuing Education programs.
c. Provide a blend of traditional, hybrid, and distance learning opportunities enabling students to meet their educational goals.
d. Provide support services to assist students in meeting their educational needs and goals.
e. Improve cooperative relationships with public and private schools, colleges, and universities.
f. Stimulate and support economic growth in the Service Area through education, training, and retraining of its citizens.

GOAL II To provide workforce development opportunities and cutting-edge technology training.

a. Maximize workforce preparedness by fostering new collaborative partnerships.
b. Assist economic development efforts by partnering in the recruitment of and training for new industry.
c. Provide training leading to nationally recognized certifications.

GOAL III To ensure measurable quality of services and outcomes throughout the College.

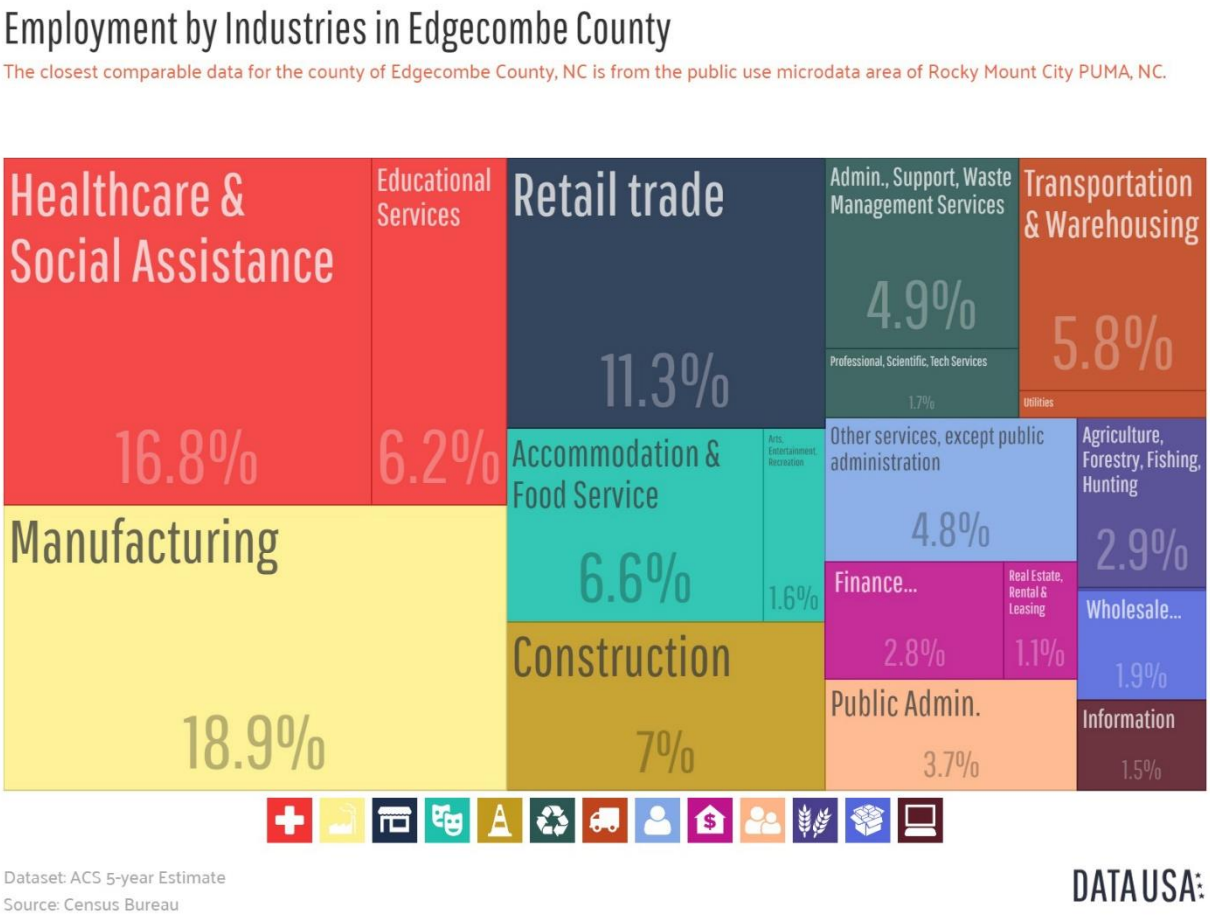
a. Evaluate and ensure the quality of instructional services.
b. Employ, retain, and support highly qualified personnel with diverse backgrounds.
c. Provide efficient and effective facilities, equipment, resources, services and learning environments.
d. Ensure, through a planned process, the College has clearly identified priorities, strategies for achieving goals and sustaining progress, and a means for evaluating their effectiveness.
e. Employ effective leadership and sound management practices.
f. Allocate funding equitably to meet these goals.

GOAL IV To promote global and cultural awareness in our community.

a. Provide community service activities and programs.
b. Encourage study abroad programs and foreign exchange opportunities.
c. Recruit, retain, and support students with diverse backgrounds.
d. Raise community awareness of global issues including social equity by providing new learning opportunities and resources.
e. Inspire the community, staff, and students to be responsible environmental stewards by modeling and advancing the principles of sustainability.

Approved August 2017

Appendix C: Tree Map of Employment by Industries in Edgecombe County



Appendix D: Student Questionnaire Questions

1. Do you feel unable to keep up with all of your obligations. (ex. social life, work life, family, student organizations, and coursework)?

2. Do you feel comfortable asking questions? If not, what can we do to make you feel comfortable?

3. Do you know what questions to ask when you encounter an academic dilemma and/or where to find assistance getting those questions answered?

4. Do you feel ECC faculty and staff make it easier or harder to navigate your educational experience? How do we make the process easier? How do we make the process harder? How can we make the process easier?

5. ECC faculty/administrators/staff empower me to feel as if I can and will be successful in my career, at a university, etc. upon completion of my degree/certificate program.

Agree Somewhat Agree Disagree Somewhat Disagree N/A

Appendix E: Faculty and Staff Questionnaire Questions

1. How would you rate morale at ECC? High Medium Low Explain?
2. What could be done to better unify and improve the overall morale of the faculty/staff of ECC?
3. What frustrates you in your current position?
4. Where do you get a sense of reward from your job?
5. Do you feel your work is appreciated?
6. Do you feel you can keep up with personnel changes and job duties?
7. Do you feel our students are prepared for course work?
8. Do you feel comfortable and able to assist students who are frustrated and lost?
9. Do you know who to go to to ask questions?
10. Do you know what others around you do?
11. Do you know where others are located?
12. Do you feel that coworkers are approachable if you have problems or questions?
13. How can we create a barrier free environment for our students?
14. What can the institution do to promote excellent faculty-staff relationships?

Appendix F: Business Community Stakeholders Questionnaire

Edgecombe Community College (ECC) is beginning the process of re-affirmation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). A Quality Enhancement Plan (QEP) is to be developed, describing a carefully designed course of action to address the enhancement of student learning. The development of the QEP involves all stakeholders of the College. Your help is necessary to assist the College with the topic selection for the QEP.

Please take a moment to complete the following questionnaire designed by our QEP Committee. Your responses will assist the team with the identification of your perception of a successful ECC student.

1. What is your definition of a successful ECC student?
2. What would you perceive to be a strength of a successful ECC student?
3. What would you perceive as an area of improvement for our ECC students?
4. If you had an opportunity to mold an ECC student/graduate, what qualities would they exhibit?
5. What can ECC do to serve you better?

Appendix G: 2017 North Carolina Community College System Performance Measures for Student Success - First Year Progression, Fall 2015 Cohort - By Age 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	**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 T	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 Albema	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

Appendix H: Scripted Emails

The contact emails were drafted using examples from the Education Advisory Board's 2009 publication Hardwiring Student Success, pages 36-85. This email will be sent from Starfish, and be delivered to the student's Edgecombe Community College Gmail address. https://www.eab.com/research-and-insights/academic-affairs-forum/studies/2009/hardwiring-student-success

SAMPLE EMAILS
Edgecombe Community College's QEP committee identified attendance as an important factor in determining a student's academic success. The literature also indicates that student attrition is highly influenced by absenteeism. A study complied at Minnesota State University found the correlation between low attendance and lower class averages than students with no attendance problems. https://www.mnsu.edu/cetl/teachingresources/articles/classattendance.html

Traditional Course Contact Email

"Dear XX,

You have missed one or more of the first week's meetings of this class. Attendance is an important indicator of a student's success in this course. Please contact your instructor if you have a serious issue hindering your attendance. Otherwise, see you in class."

Online Course Contact Email

"Dear XX,

Moodle indicates that you have not yet logged into XXX course. It is important not to fall behind in an online course and regular log-ins to the course sections is one of the best ways to increase your chances of success in this course. Please log-in immediately and begin by reading the course syllabus and take the enrollment verification assignment."

Online Course Follow-Up Conversation

"Hi XXX, this is XX from Edgecombe Community College. We are concerned that you have not logged in to XXX class. Is there anything we can do to help?"
"Frequently logging into Moodle is very important to success in an online course. If you need assistance learning how Moodle works, please drop by the Student Success Center on either the Tarboro or Rocky Mount Campuses."

Traditional & Online Course Follow-Up Conversation

"I want to assure you Edgecombe Community College is committed to helping you achieve you academic goals. If there is anything the Student Services can assist you with, please let us know."

On-Campus Course Cumulative Attendance Alert Contact Email

Dear XX,

You have not been coming to class regularly and have now missed the equivalent of two weeks of class time. Attendance is an important indicator of a student's success in this course. Please contact me if you have a serious issue hindering your attendance. Otherwise, see you in class."

On-Campus Course Cumulative Attendance Alert Follow-Up Conversation

"Hi XXX, this is XX from Edgecombe Community College. We are concerned about your recent attendance issues in XXX class. Is there anything we can do to help your attendance?"

Attendance is very important to success in your class. Always discuss attendance issues with your instructor prior to your absence. Is there anything else I can help you with?"

"I want to assure you that Edgecombe Community College is committed to helping you achieve you academic goals. If there is anything the Student Support Services can assist you with, please let us know."

Online Course Cumulative Attendance Alert Conversation

"Hi XXX, this is XX from Edgecombe Community College. We are concerned about your recent attendance issues in XXX class. Is there anything we can do to help your attendance?"

Attendance is very important to success in your class. Always discuss attendance issues with your instructor prior to your absence. Is there anything else I can help you with?"

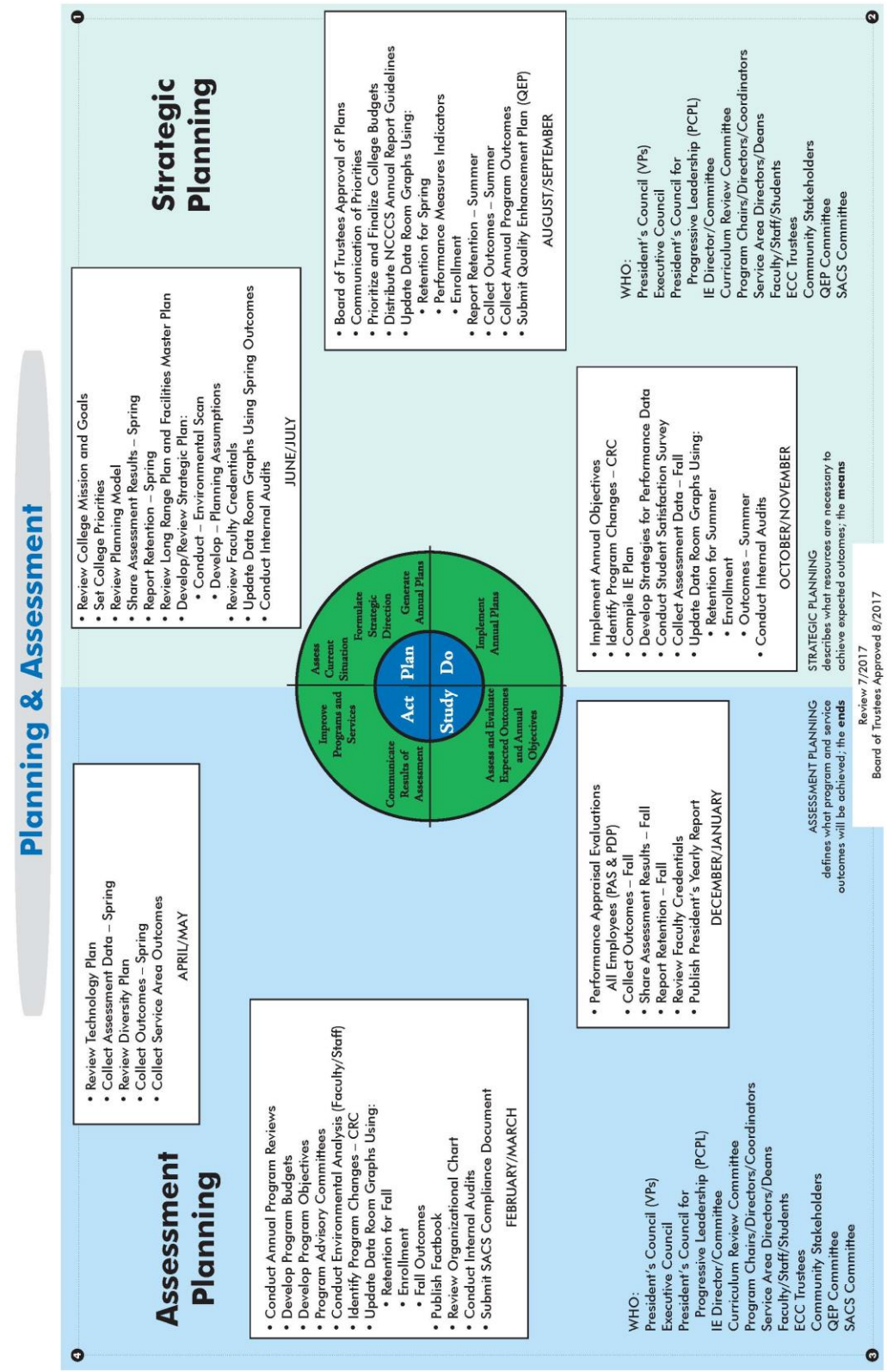
"I want to assure you that Edgecombe Community College is committed to helping you achieve you academic goals. If there is anything the Student Services can assist you with, please let us know."

Academic Performance Contact Email

"Dear XX,

Your overall grade in this course has fallen below 70%. This may indicate that you are in need of academic support services. The Tutoring Center offers a wide range of support options for this course. You can attend one-on-one sessions, or Smarthinking an online tutoring service. Please contact a member Tutoring Center to schedule a session or drop by one the Tarboro or Rocky Mount campus locations during the hours of operation listed below. Please let me know if I can help you with questions related to this course."

APPENDIX I:


Planning & Assessment
Strategic Planning
• Review College Mission and Goals
• Set College Priorities
• Review Planning Model
• Share Assessment Results – Spring
• Report Retention – Spring
• Review Long Range Plan and Facilities Master Plan
• Develop/Review Strategic Plan:
• Conduct – Environmental Scan
• Develop – Planning Assumptions
• Review Faculty Credentials
• Update Data Room Graphs Using Spring Outcomes
• Conduct Internal Audits
JUNE/JULY
• Board of Trustees Approval of Plans
• Communication of Priorities
• Prioritize and Finalize College Budgets
• Distribute NCCCS Annual Report Guidelines
• Update Data Room Graphs Using:
• Retention for Spring
• Performance Measures Indicators
• Enrollment
• Report Retention – Summer
• Collect Outcomes – Summer
• Collect Annual Program Outcomes
• Submit Quality Enhancement Plan (QEP)
AUGUST/SEPTEMBER
WHO:
President's Council (VPs)
Executive Council
President's Council for Progressive Leadership (PCPL)
IE Director/Committee
Curriculum Review Committee
Program Chairs/Directors/Coordinators
Service Area Directors/Deans
Faculty/Staff/Students
ECC Trustees
Community Stakeholders
QEP Committee
SACS Committee
• Implement Annual Objectives
• Identify Program Changes – CRC
• Compile IE Plan
• Develop Strategies for Performance Data
• Conduct Student Satisfaction Survey
• Collect Assessment Data – Fall
• Update Data Room Graphs Using:
• Retention for Summer
• Enrollment
• Outcomes – Summer
• Conduct Internal Audits
OCTOBER/NOVEMBER
STRATEGIC PLANNING
describes what resources are necessary to achieve expected outcomes; the means
Plan
Do
Study
Act
Assess Current Situation
Formulate Strategic Direction
Generate Annual Plans
Implement Annual Plans
Assess and Evaluate Expected Outcomes and Annual Objectives
Improve Programs and Services
Communicate Results of Assessment
Assessment Planning
• Review Technology Plan
• Collect Assessment Data – Spring
• Review Diversity Plan
• Collect Outcomes – Spring
• Collect Service Area Outcomes
APRIL/MAY
• Conduct Annual Program Reviews
• Develop Program Budgets
• Develop Program Objectives
• Program Advisory Committees
• Conduct Environmental Analysis (Faculty/Staff)
• Identify Program Changes – CRC
• Update Data Room Graphs Using:
• Retention for Fall
• Enrollment
• Fall Outcomes
• Publish Factbook
• Review Organizational Chart
• Conduct Internal Audits
• Submit SACS Compliance Document
FEBRUARY/MARCH
• Performance Appraisal Evaluations
All Employees (PAS & PDP)
• Collect Outcomes – Fall
• Share Assessment Results – Fall
• Report Retention – Fall
• Review Faculty Credentials
• Publish President's Yearly Report
DECEMBER/JANUARY
ASSESSMENT PLANNING
defines what program and service outcomes will be achieved; the ends
WHO:
President's Council (VPs)
Executive Council
President's Council for Progressive Leadership (PCPL)
IE Director/Committee
Curriculum Review Committee
Program Chairs/Directors/Coordinators
Service Area Directors/Deans
Faculty/Staff/Students
ECC Trustees
Community Stakeholders
QEP Committee
SACS Committee
Review 7/2017
Board of Trustees Approved 8/2017

Appendix J: Bibliography

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