

College of The Albemarle Quality Enhancement Plan



COLLEGE OF THE
ALBEMARLE

Gateways to Success

College of The Albemarle
P.O. Box 2327
Elizabeth City, NC 27906-2327

On-Site Review: Oct. 2-5, 2023

Quality Enhancement Plan

Table of Contents

List of Figures and Tables.....	iv
Executive Summary	1
College of The Albemarle Profile.....	3
Topic Identification.....	4
2021-24 Strategic Plan.....	5
Aspen Prize Application Process.....	8
North Carolina Rural College Leaders Program	9
Data Analysis and Exploration	10
Selecting and Developing the QEP Topic	17
Broad-based Support.....	18
Topic Identification Committee.....	19
Topic Implementation Committee	21
Selection of QEP Director	23
Student Engagement	23
Collegewide Participation.....	24
Literature Review.....	25
Enhanced Academic Advising.....	26
Early Momentum in Gateway Courses.....	27
Wraparound Services.....	28
Focus on Improving Student Success Measures	30
Enhanced Academic Advising.....	32
Early Momentum in Gateway Courses.....	35
Wraparound Services.....	37
Quality Enhancement Plan Pilots	38
Gateways to Success Workflow	41
Commitment of Resources.....	42
Personnel	43
Quality Enhancement Plan Budget.....	44
Assessment Plan.....	46
Projected Student Success Outcomes	46
Projected Timeline.....	49
References.....	51
Appendix A: 2021-2024 Strategic Plan	53

Appendix B: Institutional Objectives..... 58

Appendix C: Aspen Prize Eligibility Mode 62

Appendix D: Rural College Leaders Program 77

Appendix E: Current vs. Differentiated Advising Model 79

Appendix F: NC Reconnect Program 80

Appendix G: QEP Director Job Description..... 82

List of Figures and Tables

Figure 1: Informing the QEP	4
Figure 2: Basic Skills Performance Measure	11
Figure 3: Success Rate in English Performance Measure	11
Figure 4: English Course Success Rate	12
Figure 5: Written Communication SLO Success Rate	13
Figure 6: Information Literacy SLO Success Rate	13
Figure 7: Success Rate in Math Performance Measure	14
Figure 8: Math Course Success Rate	15
Figure 9: Quantitative Literacy SLO Success Rate	16
Figure 10: Progression/Persistence Performance Measure	16
Figure 11: Progression/Persistence Performance Measure	17
Table 1: Strategic Planning Steering Committee Membership	5
Table 2: Strategic Plan Objectives with an Equity Gap Focus	8
Table 3: QEP Topic Identification Committee Membership	20
Table 4: QEP Topic Implementation Committee Membership	22
Table 5: 2020-21 Benchmark Data	31
Table 6: Enhanced Academic Advising Strategies	32
Table 7: Early Momentum in Gateway Courses Strategies and Progress Indicators	35
Table 8: Wraparound Services Strategies	37
Table 9: QEP Pilot Results	40
Table 10: Projected QEP Budget	45
Table 11: Operational Goals	48
Table 12: Projected Assessment Timeline	50

Executive Summary

College of The Albemarle's (COA) Quality Enhancement Plan (QEP), titled *Gateways to Success*, is a comprehensive and inclusive approach aimed at fostering student success, equity, and continuous improvement for adult learners from lower socioeconomic backgrounds. Based on data analysis from ongoing, comprehensive planning and evaluation processes, and input from internal and external constituencies, COA gained broad-based support of the identified topic, socioeconomic equity. Specifically, the QEP seeks to reduce student success equity gaps between adult, Pell grant recipients and adult, non-Pell grant recipients in three performance measures: gateway English course completion, gateway math course completion, and Fall-to-Fall Persistence.

The College's participation in several other initiatives provide additional insights to address these gaps. The North Carolina Rural College Leaders Program aims to remove barriers and close gaps in completion rates for students from low income backgrounds and those living in rural communities. The North Carolina Reconnect model aims to re-engage adult learners who have stopped out and, thereby, improve student retention. In addition, the College's experience in the application process for the Aspen Prize for Community College Excellence allowed for greater understanding of equity gaps.

A college-wide QEP Topic Implementation Team has implemented a variety of strategies to address these student success equity gaps, including utilizing actionable progress reports, enhancing academic advising through a success coaching approach, and initiating re-enrollment campaigns to encourage semester-to-semester persistence. COA also aims to increase awareness of academic and non-academic support services, providing tailored assistance to individual students to overcome barriers and foster success.

COA has allocated financial resources and created the half-time position of Quality Enhancement Plan Director to oversee the plan's implementation and management. COA's leadership remains committed to annual budget reviews to secure additional funds if necessary.

The College has developed a plan to assess the achievement of both operational goals and the overarching student success measures. Operational goals will be assessed each semester, and the student

success goals will be assessed annually across the five years of the plan. With this continuous improvement lens, the College will collect meaningful data that will support the QEP Impact Report and provide a framework for potential adoption into the College's normal processes.

With a data-informed approach and a strong focus on student success equitable outcomes, the College's QEP is well-positioned to make lasting, positive impacts on its diverse student body and local communities, supporting adult learners in credential attainment as they seek to transfer to four-year institutions or enter the workforce.

College of The Albemarle Profile

Established in 1960, College of The Albemarle (COA) prides itself as North Carolina's first comprehensive community college. COA is a small to midsize institution with over 3,200 curriculum students and over 4,000 non-credit students (continuing education) studying in over 60 certificate, diploma, and associate degree programs. COA's vision is "to transform lives by inspiring and empowering the individuals and communities of our region." The College's mission is "to transform lives in an accessible, supportive educational environment that promotes academic excellence, lifelong learning, workforce development, and community relationships through exceptional service that fosters student success and improves the quality of life for all." The core values of integrity, respect, diversity, community, and collaboration serve as guiding principles in how the college operates.

COA provides instruction at several sites where students can earn at least 50% of the required credits for a program: COA - Elizabeth City (main campus), COA – Currituck, COA - Dare, and COA – Edenton-Chowan.

The student population ranges from high school students to senior citizens from each county of the service region. Approximately 38% enroll full-time, two-thirds are female, and about 34% are of underrepresented ethnic backgrounds. COA maintains an open admissions policy offering access to postsecondary education to the residents of the seven counties of northeastern North Carolina.

At COA, the guiding compass of the institution lies in its commitment to its mission, vision, and values which serve as the cornerstone for every decision. The College strongly believes in nurturing a dynamic learning environment that empowers both its students and the communities it serves. With a focus on continuous improvement, COA embraces innovation, adaptability, and excellence to ensure an enriching educational experience that resonates with its diverse student body and fosters lasting positive impacts within the local communities. COA's current strategic plan, its 2021 invitation to participate in the Aspen Prize, and its involvement in the North Carolina Rural College Leaders Program (RCLP) are evidence of the College's commitment to developing programs and strategies that lead to the success of its students.

Topic Identification

College of The Albemarle's Quality Enhancement Plan (QEP) topic was identified through ongoing, comprehensive planning and evaluation processes. The foundation for topic identification was laid with the development of COA's 2021-2024 Strategic Plan. However, the College's participation in several other opportunities - the Aspen Prize Application Process, the North Carolina Rural College Leaders Program, and the North Carolina Reconnect program - provided insights to further inform and refine development of the QEP topic. Figure 1 below illustrates the connection of various data sources and initiatives into the Quality Enhancement Plan.



Figure 1: Informing the QEP

2021-24 Strategic Plan

In January 2021, COA embarked upon the development of its new Strategic Plan. To ensure broad-based input into and support of the Plan, divisional leaders nominated members to serve on the Steering Committee. The final 22-member, collegewide committee makeup is listed in Table 1.

Table 1: Strategic Planning Steering Committee Membership

Division Represented	Name	Title
<i>Institutional Research, Planning, Effectiveness and Technology</i>	Dr. Dean Roughton (chair)	Vice President of Institutional Research, Planning, Effectiveness and Technology; SACSCOC Accreditation Liaison
	Joshua Alcocer	Institutional Researcher
	Wayman White	Director of Management Information Systems
<i>Learning</i>	Dr. Evonne Carter	Vice President of Learning
	Rodney Wooten	Librarian
<i>Arts and Sciences</i>	Lisa Meads	Dean of Arts and Sciences
	Dr. Joshua Howell	Assistant Professor of English
<i>Business, Industry and Applied Technologies</i>	Michelle Waters	Dean of Business, Industry and Applied Technologies
<i>Health Sciences and Wellness Programs</i>	Robin Harris	Dean of Health Sciences and Wellness Programs
<i>Workforce Development, Public Services and Career Readiness</i>	Dr. Kimberly Gregory	Director of College and Career Readiness
	Sherri May	Coordinator Workforce Development and Career Readiness
	Leslie Lippincott	Associate Professor/Program Coordinator, Culinary Arts

<i>Student Success & Enrollment Management</i>	Kris Burris	Vice President of Student Success & Enrollment Management
	Andrea Dance	Director of Registration and Records/Registrar
	Angela Godfrey-Dawson	Director of Financial Aid
	Megan Dross	Director of Admissions and Recruitment
	Derek Meredith	Director of Career and College Promise
	Eushekia Hewitt	Director of Advising and Student Success
	McCaeyla Murphey	Academic and Financial Aid Advisor
<i>Business and Administrative Services</i>	Johnny McPherson	Supervisor of Maintenance
	Elizabeth White	Accounting and Payroll Manager
<i>Human Resources</i>	Ella Bunch	Director of Human Resources

Led by the Stakeholder Meetings Design Subcommittee, the Steering Committee hosted many sessions to facilitate input into the development of the new Strategic Plan. At that time, the College was still practicing a high degree of social distancing due to COVID-19 protocols, so the sessions were hosted via the Zoom web-conferencing platform. In all, 18 sessions were held to facilitate participation across the College's seven county service area: seven invitation-only external stakeholder meetings, seven open-to-the-public stakeholder meetings, and four internal stakeholder meetings to serve COA's four campuses. Except for the invitation-only sessions, participants could join any of the other meetings regardless of their county of residence.

At the same time the Steering Committee was soliciting input from across the region, a Workplace Climate Survey was administered for employees and a Student Satisfaction Survey was disseminated to students. In addition, through normal processes, the COA Office of Institutional Research, Planning, Effectiveness and Technology (IRPET) reviewed the data reported by the North

Carolina Community College System (NCCCS) in its annual *Performance Measures for Student Success* report, which provides comparison data for all 58 member colleges in seven key measures:

1. Basic Skills Student Progress
2. Student Success Rate in College-Level English Courses
3. Student Success Rate in College-Level Math Courses
4. First-Year Progression
5. Curriculum Student Completion
6. Licensure and Certification Passing Rate
7. College Transfer Performance

All of these various qualitative and quantitative data sources played a role in the development of the Strategic Plan. The Steering Committee Thematic Analysis Subcommittee helped create the Plan, which ultimately had four themes and associated broad goals:

1. Access - To increase access to opportunities, resources and support.
2. Success - To improve success for students, employees and the community.
3. Diversity - To promote diversity of people, perspectives and programs.
4. Relationships - To strengthen relationships with individuals, institutions and industries.

The Strategic Plan, which was developed by the collegewide Steering Committee with the input from a vast array of internal and external stakeholders, was then moved forward for approval by multiple shared governance groups: the President's Leadership Team; the Board of Trustees Policy, Planning, and Student Success Committee; and the full Board of Trustees.

While all four Strategic Plan themes supported the development of measurable institutional objectives, the greater focus on Diversity, compared to the previous Strategic Plan, empowered IRPET to disaggregate student success measures with an eye towards equitable outcomes.

The topic identification process is further described below; however, it is important to note in this section that the QEP topic that was ultimately chosen arose from the 2021-24 Strategic Plan (see Appendix A). The Steering Committee developed part of the Strategic Plan Institutional Objectives (see

Appendix B) based upon the disaggregated student success data. Two of the objectives under the theme of Success focused on student success equity gaps for lower socioeconomic groups. Table 2 provides the relevant excerpt.

Table 2: Strategic Plan Objectives with an Equity Gap Focus

Objectives	Evaluation Method/Criteria/Target(s)
Reduce gaps in Progression/Persistence Performance Measure	The gap between Pell Grant recipients and non-recipients in COA's NCCCS Performance Measure Report First-Year Progression/Persistence score will decrease by 2 percentage points each year for a total of 6 percentage points over three years.
Reduce gaps in Completion Performance Measure	The gap between Pell Grant recipients and non-recipients in COA's NCCCS Performance Measure Report Curriculum Completion score will decrease by 2 percentage points each year for a total of 6 percentage points over three years.

Aspen Prize Application Process

The new 2021-24 Strategic Plan went into effect in Fall 2021 and immediately began to shape the work of the College. However, work done under the 2016-21 Strategic Plan had already led to improvements in key student success metrics, including Persistence and Completion. On the strength of the Integrated Postsecondary Education Data System (IPEDS) aggregate data in these categories, COA was invited to apply for the Aspen Prize for Community College Excellence (see Appendix C) also in Fall 2021. Per the Aspen Institute website:

The Aspen Prize honors colleges with outstanding achievement in five critical areas: teaching and learning, certificate and degree completion, transfer and bachelor's attainment, workforce success, and equity for students of color and students from low-income backgrounds.

By focusing on student success and lifting up models that work, the Aspen Prize aims to celebrate excellence, *advance a focus on equitable student success* [emphasis added], and stimulate replication of effective culture and practice.

During the application process, COA and the other applicants received a composite file of metrics and corresponding data for all applicant institutions. The data indicated that the College was in the top 15 of the 150 national applicants for aggregate performance in three-year graduation rate, year-to-year increase of measures over five years, and three-year graduation rate for students of color. However, one area in which COA was underperforming was the graduation rate of Pell recipients. This data corroborated COA's internal findings when disaggregating data as a part of developing institutional objectives for the 2021-24 Strategic Plan, which had the two equity related objectives listed in Table 2 above.

North Carolina Rural College Leaders Program

College of The Albemarle was invited and selected to participate in the Rural College Leaders Program (see Appendix D) offered by The Belk Center for Community College Leadership and Research (Belk Center). This program supports colleges serving at least one rural county in leading transformation to improve student outcomes and advance equity in educational systems. The three-year capacity-building program engages presidents, senior leadership teams, and trustees from approximately ten rural-serving institutions in a learning community focused on integrating equity strategies to remove systemic barriers and close gaps in institutional completion rates for low-income students and students of color (Belk Center).

As one of the Lead Colleges in the program, COA has committed to several key expectations:

1. defining equity in student success within their rural community;
2. developing a plan for using data to address equity gaps;
3. investing in professional learning centered on equitable student outcomes for faculty and staff;
- and,
4. leveraging student success and workforce data to identify areas for closing equity gaps.

Throughout the program, the College has actively engaged in a learning community to share lessons and student outcome data with other participating institutions and rural-serving colleges in North

Carolina. By the end of the third year, COA and other Lead Colleges will have implemented action plans designed to increase equity and success in student outcomes, with measurable goals and an evaluation process to track progress.

Data Analysis and Exploration

In the early part of the Spring 2022 semester, the College formed the QEP Topic Identification Committee. (More information about the committee is provided in the section on broad-based support.) The Office of Institutional Research, Planning, Effectiveness and Technology provided the Committee with information from the ongoing, comprehensive planning and evaluation processes used to develop the 2021-24 Strategic Plan and the Aspen Prize application. In addition, information was also provided for general education student learning outcomes and course success rates for content areas related to two NCCCS Performance Measures: English and Math success. The content shared with the Committee included the following areas.

Basic Skills Measurable Gain Rate

This is an NCCCS Performance Measure and examines Percentage of Periods of Participation (PoP) with at least one Measurable Skill Gain (MSG). A PoP begins each time a student enrolls in adult education, accumulates at least 12 contact hours, and then exits the program. Subsequent periods occur when a student re-enters the program after 90 days have lapsed since the person last received services and accumulates 12 or more contact hours. If there is no exit, the PoP continues to the next program year. Figure 1 displays trend data for this measure as presented to the Committee.

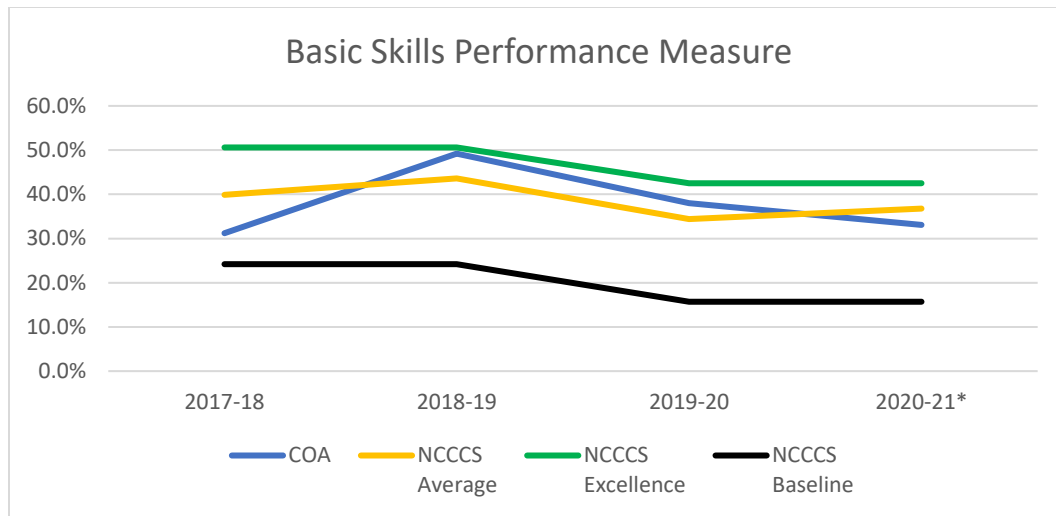


Figure 2: Basic Skills Performance Measure

English Success

Several different measures surround the general concept of English Success and are delineated below.

Success Rate in English Performance Measure. This is an NCCCS Performance Measure and examines the percentage of first-time associate degree seeking and transfer pathway students passing a credit-bearing English course with a “C” or better within three years of their first fall term of enrollment.

Figure 3 displays trend data for this measure as presented to the Committee.

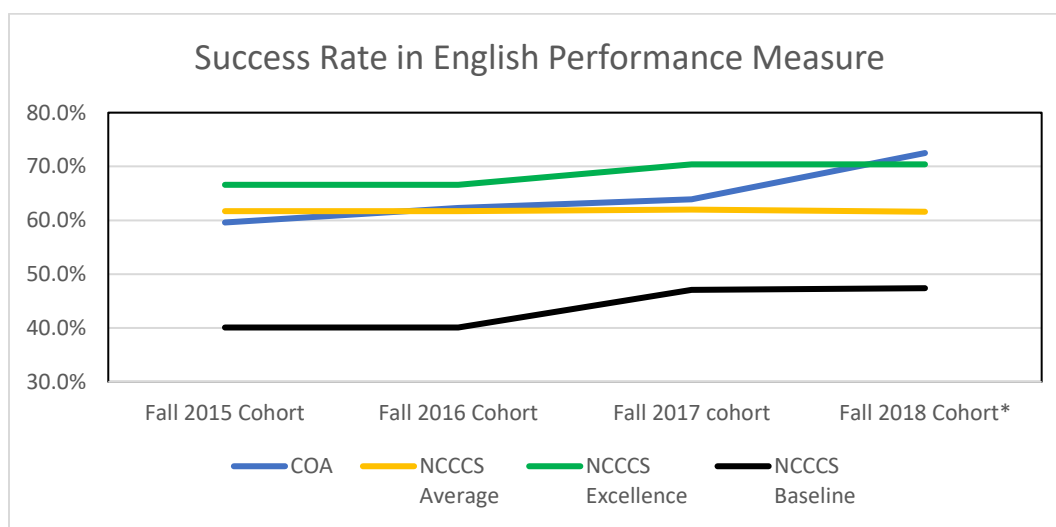


Figure 3: Success Rate in English Performance Measure

Course Success Rate in English Composition Courses. This data provides success rates as indicated by successful completion of freshman composition courses with a grade of C or higher. The first semester course, ENG 111 - Writing and Inquiry, is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. The second semester course, ENG 112 – Writing/Research in the Disciplines introduces research techniques, documentation styles, and writing strategies. Figure 4 displays trend data for these measures as presented to the Committee.

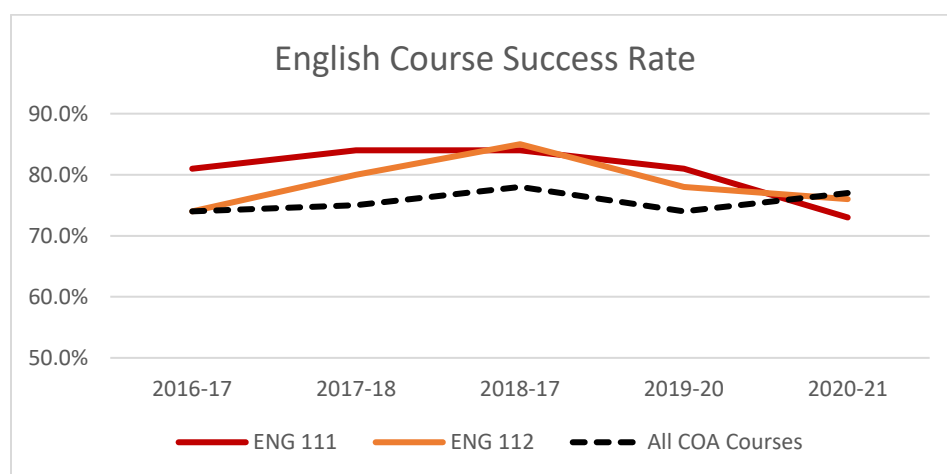


Figure 4: English Course Success Rate

General Education Student Learning Outcomes. COA has established four general education Student Learning Outcomes (SLOs) or core competencies. Two of these relate to English course work.

Written Communication SLO. The Written Communication SLO follows: Students will write effective documents that are unified, coherent, well developed, and which adhere to standard grammar and mechanics. This general education SLO is assessed in the ENG 111 - Writing and Inquiry course.

Figure 5 displays trend data for this measure as presented to the Committee.

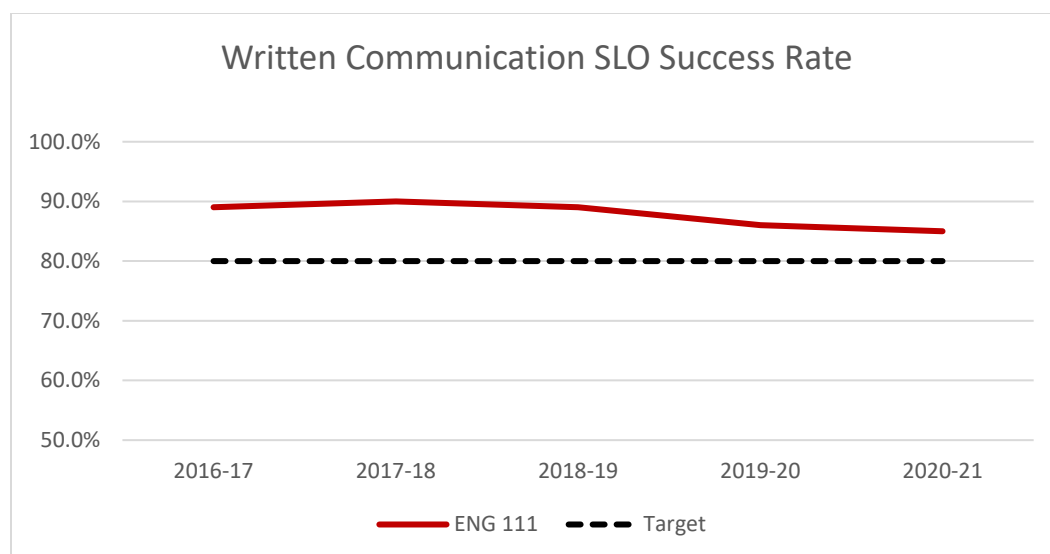


Figure 5: Written Communication SLO Success Rate

Information Literacy SLO. The Information Literacy SLO follows: Students will locate, evaluate, and utilize information using a variety of print and electronic sources. This general education SLO is assessed in the ENG 112 - Writing/Research in the Disciplines course. Figure 6 displays trend data for this measure as presented to the Committee.

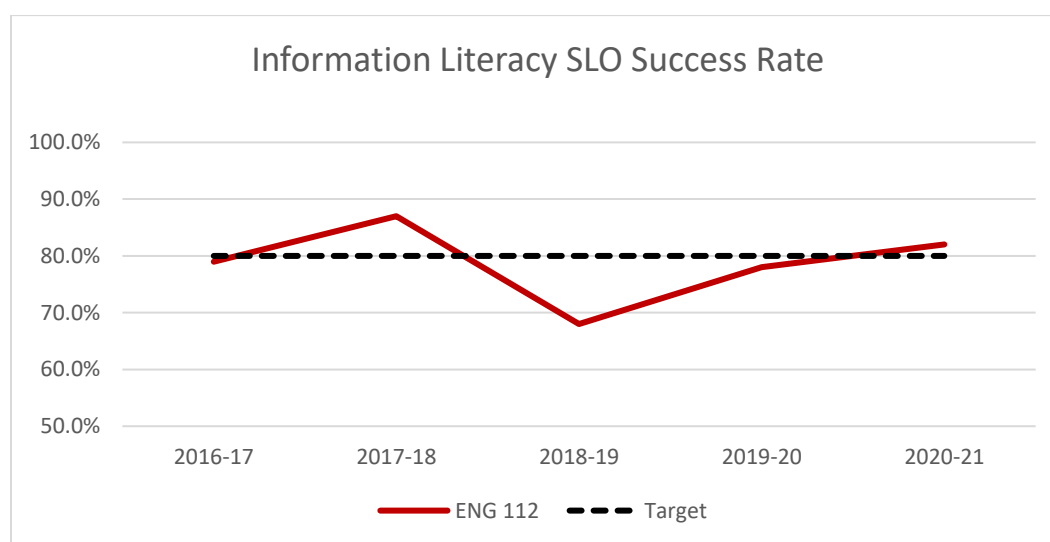


Figure 6: Information Literacy SLO Success Rate

Math Success

As with the English metrics, several different measures surround the general concept of math Success and are delineated below.

Success Rate in English Performance Measure. This is an NCCCS Performance Measure and examines the percentage of first-time associate degree seeking and transfer pathway students passing a credit-bearing math course with a “C” or better within three years of their first fall term of enrollment.

Figure 7 displays trend data for this measure as presented to the Committee.

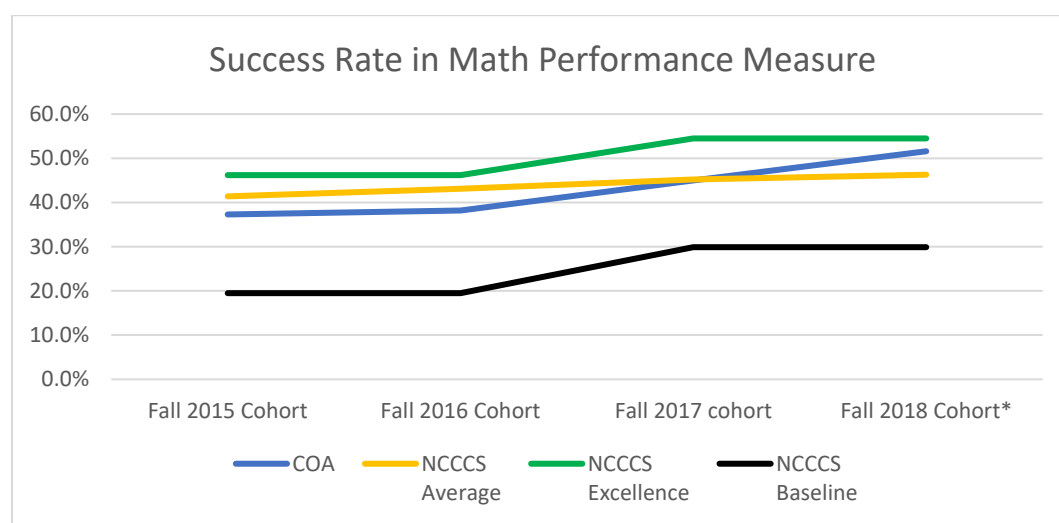


Figure 7: Success Rate in Math Performance Measure

Course Success Rate in Math Courses. This data provides success rates as indicated by successful completion of gateway math courses with a grade of C or higher. Students take math courses as dictated by their programs of study, which could require any of the following courses, depending on incoming credits or placement scores:

- **MAT 110 – Math Measurement & Literacy:** This course provides an activity-based approach that develops measurement skills and mathematical literacy using technology to solve problems for non-math intensive programs.
- **MAT 143 – Quantitative Literacy:** This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment

- MAT 152 – Statistical Methods I: This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy.
- MAT 171 – Precalculus Algebra: This course is designed to develop topics which are fundamental to the study of Calculus.
- MAT 172 – Precalculus Trigonometry: This course is designed to develop an understanding of topics which are fundamental to the study of Calculus.
- MAT 271 – Calculus I: This course is designed to develop the topics of differential and integral calculus.

Figure 8 displays trend data for these measures as presented to the Committee.

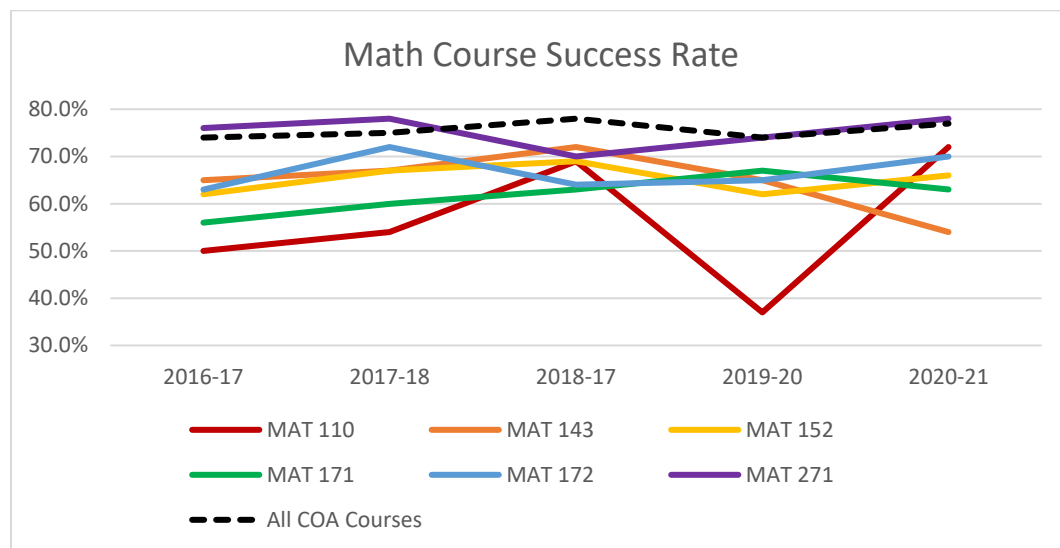


Figure 8: Math Course Success Rate

General Education Student Learning Outcomes. COA has established four general education Student Learning Outcomes (SLOs) or core competencies. One of these relates to math course work. The Quantitative Literacy SLO follows: Students will perform basic arithmetic and algebraic computations. In addition, students will apply these skills in problem solving and in the interpretation of quantitative data. This general education SLO is assessed in the same courses listed above. Figure 9 displays trend data for this measure as presented to the Committee.

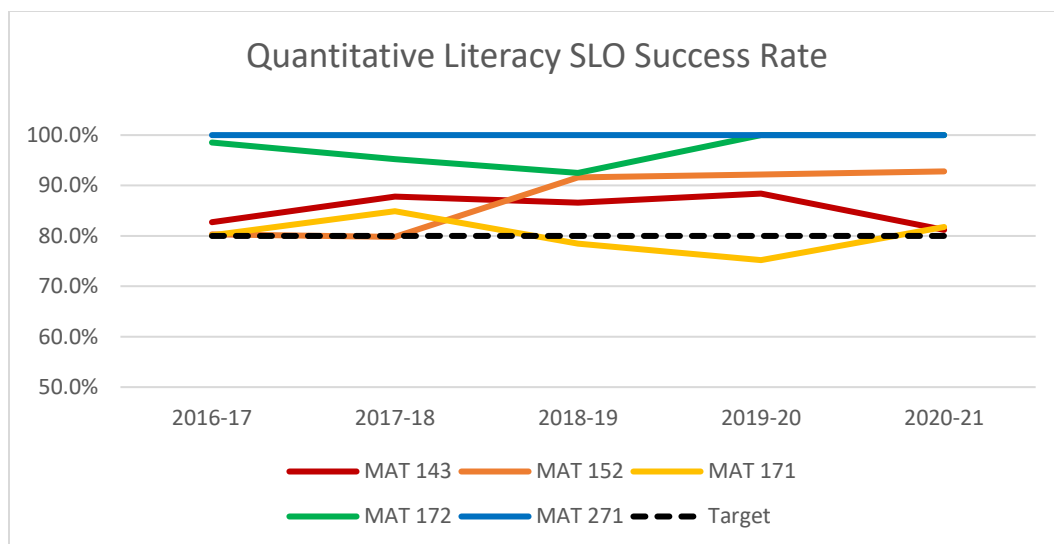


Figure 9: Quantitative Literacy SLO Success Rate

Equity Gaps in Progression/Persistence

In its aggregate, this is an NCCCS Performance Measure and examines the percentage of first-time fall credential-seeking students who graduate prior to or enroll in postsecondary education during the subsequent fall term. As a part of the 2021-24 Strategic Plan, this data was disaggregated to examine equity among various populations. Figure 10 displays trend data for this disaggregated measure as presented to the Committee.

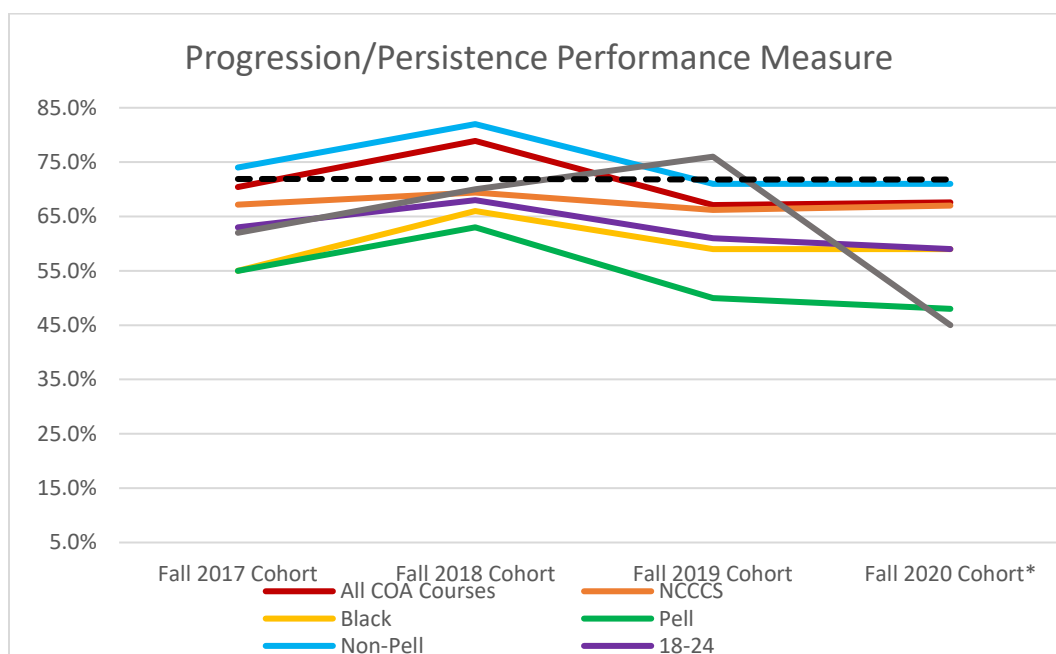


Figure 10: Progression/Persistence Performance Measure

Equity Gaps in Completion

In its aggregate, this is an NCCCS Performance Measure and examines the percentage of first-time fall credential-seeking curriculum students who have graduated, transferred, or are still enrolled during the fourth academic year with 42 successfully completed non-developmental hours. As a part of the 2021-24 Strategic Plan, this data was disaggregated to examine equity among various populations. Figure 11 displays trend data for this disaggregated measure as presented to the Committee.

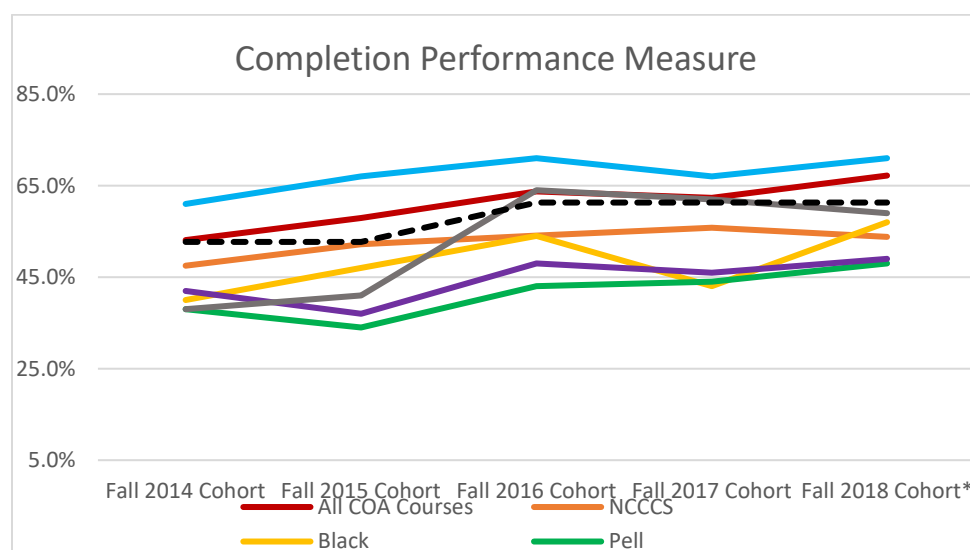


Figure 11: Progression/Persistence Performance Measure

Selecting and Developing the QEP Topic

From the variety of topics discussed above that were presented to the QEP Topic Identification Committee and based on greatest need for improvement, potential scope of impact, and viability of the plan, the Committee narrowed the list to four potential topics to move forward to presentation to the larger college community:

- Math Success
- Racial Equity – Persistence and Completion
- Socioeconomic Equity – Persistence and Completion
- Age Equity – Persistence and Completion

The QEP Topic Identification Committee then formed subcommittees to conduct further research on the topics and to help prepare and deliver a presentation collegewide via web-conferencing.

After the live presentation and a question and answer session, the recorded presentation and a survey were distributed to all employees and students, resulting in 87 respondents: 40 faculty members, 46 staff members, and one student.

The QEP Topic Identification Committee was concerned that there was not enough participation in the survey, so the Committee Chair organized a meeting with College of The Albemarle student, faculty, and staff leadership groups. At the conclusion of the meeting, the leadership groups pledged to help facilitate greater participation in their areas. In addition, in an effort to increase student participation, the Committee Chair presented to a combined nine student organizations and classes.

Two additional, identical surveys were then distributed again to employees and students. Employee participation increased from 87 to 124 respondents. Student participation increased from one to 68 respondents. All campus locations were represented by the respondents.

The final topic, Socioeconomic Equity – Persistence and Completion, was chosen by the QEP Topic Identification Committee based upon its own work as well as the results of all three surveys. This topic was then presented to the President’s Leadership Team; the Board of Trustees Policy, Planning, and Student Success Committee; and the full Board of Trustees. All three leadership groups expressed support for the topic.

Broad-based Support

As established in the Strategic Planning section, the comprehensive planning and evaluation process itself had broad-based support of institutional constituencies. Similar processes were utilized in the development of the QEP to ensure broad-based support of appropriate constituencies for this topic as well.

Topic Identification Committee

Like the Strategic Plan Steering Committee, the QEP Topic Identification Committee had membership from various divisions across the College. Divisional leaders nominated members to serve on the Topic Identification Committee. The final 17-member, collegewide committee makeup is listed below in Table 3.

The QEP Topic Identification Committee convened for its first meeting on January 27, 2022 via Zoom. The Committee Chair provided committee members with a comprehensive review of the QEP criteria to ensure a clear understanding of the requirements. The focus then shifted to the institution's strategic initiatives, covering a wide range of ongoing efforts. Potential QEP topics were discussed, including improving measurable skill gain in basic skills, enhancing success in credit English and math, reducing gaps in progression/persistence and completion, and promoting diversity in the curriculum and continuing education student populations. During this initial meeting, teams were formed, each tasked with researching one potential topic and presenting their findings college-wide.

The second meeting took place on February 27, 2022 via Zoom. Each team presented its research and findings to the committee on the following four topics:

- Math Success
- Racial Equity – Persistence and Completion
- Socioeconomic Equity – Persistence and Completion
- Age Equity – Persistence and Completion

The committee was provided an opportunity to ask follow-up questions to assess the merit of the work.

The third meeting occurred on March 14, 2022, with participation from both the Topic Identification Committee and the entire COA campus community via Zoom. Each team presented their research related to the four approved topics and allowed the College community the opportunity to

inquire further about each topic. Following this meeting, a survey was distributed to all College employees and students to obtain votes on the topic of their choice.

Table 3: QEP Topic Identification Committee Membership

Division Represented	Name	Title
<i>Institutional Research, Planning, Effectiveness and Technology</i>	Dr. Dean Roughton (chair)	Vice President of Institutional Research, Planning, Effectiveness and Technology; SACSCOC Accreditation Liaison
	Joshua Alcocer	Institutional Researcher
<i>Learning</i>	Dr. Evonne Carter	Vice President of Learning
<i>Arts and Sciences</i>	Dr. Steven Raisor	Professor of Music
	Dr. Joshua Howell	Assistant Professor of English
	Dr. Belinda Petricek	Assistant Professor of Communications
<i>Business, Industry and Applied Technologies</i>	Michelle Waters	Dean of Business, Industry and Applied Technologies
<i>Health Sciences and Wellness Programs</i>	Robin Harris	Dean of Health Sciences and Wellness Programs
<i>Workforce Development, Public Services and Career Readiness</i>	LaQuita Clark	Coordinator of College and Career Readiness, Pathways and Testing
<i>Student Success & Enrollment Management</i>	Kris Burris	Vice President of Student Success & Enrollment Management
	Andrea Dance	Director of Registration and Records/Registrar
	Angela Godfrey-Dawson	Director of Financial Aid
	Antonio Williams	Director of Accessibility and Student Conduct
	Katie Cross	Director of Advising and Student Success

<i>Business and Administrative Services</i>	Don Harris	Security Supervisor
<i>Students</i>	Rachel Belue	
	Kevin Moore	

Topic Implementation Committee

Parallel to the QEP topic identification work, the College became aware of the North Carolina Rural College Leaders Program (RCLP). The RCLP operates under the auspices of the Belk Center for Community College Leadership and Research at North Carolina State University. Per the RCLP website:

With support from Ascendium Education Group and Achieving the Dream, the Belk Center launched the Rural College Leaders Program (RCLP) to equip presidents, senior leadership teams and trustees to improve student outcomes and advance equity at their institutions. The three-year, capacity-building initiative offers *strategies for removing systemic barriers and closing gaps in institutional completion rates* for historically underserved populations, *including low-income students* [emphasis added] and American Indian, Black and Latinx students.

As a rural college with student success equity gaps identified through ongoing, comprehensive planning and evaluation processes, COA applied and was accepted into the program.

The early stages of the program involved a small leadership team gathering and reviewing institutional data filled into templates provided by the RCLP. While the data was similar in nature to that used in development of the College's Strategic Plan, the lens was slightly different. Because the RCLP utilizes an Achieving the Dream framework, the program has a greater focus on early momentum metrics than the NCCCS Performance Measures, which were the cornerstone of the College's 2021-24 Strategic Plan. For example, whereas the NCCCS Performance Measures focused on completing gateway English and math courses within three years of college enrollment, the RCLP examined gateway English and math completion in the first year.

As the work in the RCLP moved forward, the COA team began to develop an action plan which required participation from faculty and staff from across different areas at the College. Thus, the originally smaller RCLP team grew. Then as this fuller team continued its work, it recognized how well the work of the RCLP aligned with the intended outcomes of the QEP. With this recognition, the RCLP Team evolved, expanded once more, and became the collegewide QEP Topic Implementation Team. To ensure broad involvement in implementation strategies, this team also represents multiple divisions at the College. The final collegewide committee makeup is listed in Table 4.

Table 4: QEP Topic Implementation Committee Membership

Division Represented	Name	Title
<i>Institutional Research, Planning, Effectiveness and Technology</i>	Dr. Dean Roughton	Vice President of Institutional Research, Planning, Effectiveness and Technology; SACSCOC Accreditation Liaison
	Joshua Alcocer	Institutional Researcher
<i>Learning</i>	Dr. Evonne Carter	Vice President of Learning
	Robin Robertson	Academic Support, Tutoring, and Testing Center Coordinator
<i>Arts and Sciences</i>	Lisa Meads	Dean of Arts and Sciences
	Laura Morrison	Chair of the English and Communications Department
	Regina Price	Chair of the Mathematics and Engineering Department
	Lucretia White	Program Coordinator of Academic Foundations
<i>Workforce Development, Public Services and Career Readiness</i>	Dr. Kimberly Gregory	Director of College and Career Readiness

<i>Student Success & Enrollment Management</i>	Kris Burris	Vice President of Student Success & Enrollment Management
	Andrea Dance (chair)	Director of Registration and Records/Registrar
	Antonio Williams	Director of Admissions and Recruitment
	Derek Meredith	Director of Advising and Student Success
	Shanté Thomas	Enrollment Specialist
<i>Communications and Marketing</i>	Tammy Sawyer	Director of Communications and Marketing

Selection of QEP Director

During the Summer of 2022, College of The Albemarle advertised the part-time Quality Enhancement Plan Director position internally. The College's President and Vice President of Institutional Research, Planning, Effectiveness, and Technology actively conducted interviews to find the most suitable candidate. After a thorough selection process, Ms. Andrea Dance was chosen to serve as the QEP Director. She assumed the director responsibilities in August 2022, ready to lead the College's efforts in advancing student success outcomes.

Student Engagement

During the 2022-23 academic year, the QEP Director played an integral role in engaging with the curriculum student body through various student life activities. In the Fall of 2022, from September 12 to 15, a series of "Sip, Sit, and Chat" events were organized across all COA campuses, providing students with the opportunity to interact directly with the College President and other members of the leadership team. During these gatherings, the QEP Director took the initiative to introduce and discuss the Quality Enhancement Plan's topic: Socio-economic Equity. In the Spring of 2023, from January 23 to 26, another set of student engagement events titled "CoCOA, Cookies, and Chat" were held on each COA campus. These sessions allowed the QEP Director to delve deeper into earlier discussions and focus on introducing

wraparound services tailored to the unique needs of adult learners. By actively participating in such events and creating spaces for open dialogues, the QEP Director ensured broad-based support from College of The Albemarle's student population.

Collegewide Participation

College of The Albemarle has garnered widespread support from its institutional constituencies, including employees, students, and the Board of Trustees, for the implementation and assessment of the Quality Enhancement Plan. Throughout the process, all stakeholders were kept well-informed and appropriately engaged. The QEP Topic Identification Committee, comprising members from various divisions across the college, diligently researched and presented potential topics for the QEP. After thorough discussions and presentations, four topics were selected: Math Success, Racial Equity – Persistence and Completion, Socioeconomic Equity – Persistence and Completion, and Age Equity – Persistence and Completion. This process involved input from the entire COA campus community through meetings and surveys, demonstrating the commitment to inclusivity and transparency.

In parallel, COA embraced the North Carolina Rural College Leaders Program as an opportunity to improve student outcomes and promote equity at the institution. Recognizing the alignment between the RCLP's objectives and the QEP's intended outcomes, the RCLP Team transitioned into the collegewide QEP Topic Implementation Team, ensuring broad participation and representation from multiple divisions at the college. The engagement of faculty and staff from various areas of the college further strengthened the implementation strategies.

To lead these efforts, COA selected Ms. Andrea Dance as the part-time Quality Enhancement Plan Director, demonstrating the commitment to finding a suitable candidate to advance student success outcomes. With Ms. Dance's leadership, COA is well-prepared to embark on its journey to remove systemic barriers and promote equity, aiming for improved completion rates for its students.

In conclusion, College of The Albemarle has exemplified a comprehensive and inclusive approach to its Quality Enhancement Plan, showcasing a commitment to student success, equity, and

continuous improvement. Through the collaboration of its diverse constituencies and the appointment of a dedicated QEP Director, COA is poised to achieve meaningful and sustainable advancements in its educational mission.

Literature Review

Community college students may encounter significant barriers that impede their progress and hinder their ability to achieve their academic goals. Extensive research literature suggests that targeted academic interventions, such as specialized advising and wraparound services, can effectively assist students in overcoming these barriers, ultimately increasing college completion rates (Pascarella et al, 2005). Additional research demonstrates that first-time full-time students that successfully complete a gateway course are more likely to persist than students who were unsuccessful in a gateway course (Flanders, 2017). This literature review explores how specific concepts within specialized advising, such as academic coaching, early enrollment in gateway courses, and improved access to wraparound services, can enhance students' success.

Community colleges serve a diverse student population, consisting of individuals from various socio-economic backgrounds, first-generation college students, working adults, and students with limited financial resources. These students often face a myriad of challenges, including academic and career uncertainty, financial constraints, lack of social support, and competing responsibilities. Due to these challenges, less than forty percent of community college students successfully complete a credential within six years of enrollment (Bailey et al, 2015).

There is a recognized need for specialized advising approaches beyond traditional academic guidance to address these challenges and enhance student success. One effective strategy is academic coaching, a personalized and collaborative approach where advisors work closely with students to develop their skills, set goals, and navigate the complexities of college life (Drake, Jordan, & Miller, 2013). By incorporating academic coaching within advising frameworks, stronger student-advisor relationships can be fostered and tailored support that addresses individual needs can be provided.

Gateway courses are important momentum points in a student's educational journey and are pivotal in achieving significant academic milestones such as degree attainment or certificate completion (Clery, 2011). These milestones serve as tangible benchmarks that showcase a student's progress and demonstrate their growth and achievements in their academic pursuits. Moore and Shulock's (2009) assertion that early enrollment in gateway courses improves a student's path to earning a credential which highlights the significance of these courses in shaping academic success.

Additionally, wraparound services, encompassing a comprehensive range of supports beyond academics, have emerged as a vital component in promoting student success. According to the Hunt Institute, in higher education, wraparound services refer to holistic support to address a student's full range of needs. These needs can include academic, health, socio-emotional, familial, financial, and logistical support. Results from a study by the Chicago Poverty Lab indicate that offering wraparound services increased full-time enrollment by thirteen percent and increased term retention by eleven to sixteen percent (The Hunt Institute, 2022).

Enhanced Academic Advising

Academic advising is fundamental to student success, retention, and degree attainment and can also help students to shape meaningful learning experiences, thus encouraging achievement of educational, career, and life goals (Hunter, 2004). It is a cornerstone of student success and determines whether students will persist or drop out of an institution. The most academically successful students have developed a solid relationship with an academic advisor or administrator who helped them navigate college life (Drake J. K., 2011).

Advisors are crucial in helping students determine their goals and commitments to community college education. By assisting students in clarifying their aspirations and commitments, advisors can help them develop a clear path and a sense of purpose during their academic journey. This guidance is essential as students navigate the complexities of community college and make informed decisions about their educational and career pathways.

Research by the Community College Research Center (CCRC), as highlighted by Jenkins and Cho (2012), emphasizes the importance of goal-setting and commitment in community college education. Students with clear goals and a solid commitment to their educational pursuits are more likely to persist and succeed academically. Student-advisor relationships facilitate effective academic planning and decision-making. Advisors are crucial in helping students navigate course requirements, degree programs, and academic policies (Gordon et al., 2008). Advisors encourage this process by engaging in meaningful conversations with students, helping them identify their passions, interests, and long-term objectives. Through these discussions, advisors can assist students in setting realistic and achievable goals that align with their strengths and aspirations.

Academic coaching has emerged as an advising approach because of the need to provide practical guidance to students (Drake, Jordan, & Miller, 2013). Academic coaching encourages students to reflect upon and act on the various goals, interests, and passions available in higher education. Academic coaches offer one-on-one support and guidance, specifically focusing on students who may be academically at risk. The coaching approach includes regular meetings between the student and advisor, where strategies are developed to address challenges, guide course selections, and monitor academic performance (Community College Research Center, 2013).

Early Momentum in Gateway Courses

Completing gateway courses, particularly in math and English, holds tremendous importance for students. Research consistently indicates that students who complete these courses are more likely to complete their desired academic credentials. For instance, a study by Chen and Soldner (2013) found that students who completed gateway math courses were more likely to persist and achieve their educational goals versus students that did not complete a gateway course.

The importance of gateway courses extends beyond subject-specific skills and knowledge. These courses often provide a foundation for subsequent coursework and serve as a building block to higher-level classes within a specific discipline. In particular, proficiency in math and English is critical for

students as it enhances their ability to comprehend and engage with a wide range of educational material across various fields. In a study of 1,389 students attempting a gateway course, 71.1% successfully completed the course and completed their first semester with an average Grade Point Average (GPA) of 2.829. The unsuccessful students completed their semester with an average GPA of 0.940 (Flanders, 2017).

Early enrollment in gateway courses has proven as an effective strategy for improving student retention rates. Flanders (2017) states that early enrollment in gateway courses significantly increased the likelihood of student persistence and completion. By enrolling in these courses early in their academic journey, students have more time to adjust to the rigors of college-level coursework, seek academic support when needed, and make informed decisions about their academic and career pathways.

Advising and support services are crucial in guiding students toward appropriate course selections, ensuring they understand the significance of gateway courses, and providing them with the necessary resources and assistance to succeed. Effective academic advising can help students navigate the complexities of course requirements, articulate their academic and career goals, and identify the most suitable gateway courses aligned with their aspirations.

Institutions must foster collaboration between faculty, advisors, and student support services to create a supportive environment for early enrollment in gateway courses. This collaboration ensures students receive consistent guidance and mentoring throughout their academic journey. By coordinating efforts and sharing best practices, institutions can enhance the effectiveness of academic advising, provide targeted support for students in gateway courses, and promote a culture of student success (Drake, Jordan, & Miller, 2013).

Wraparound Services

Wraparound services, or non-academic supports, are crucial in addressing barriers, boosting self-esteem, and improving student retention in higher education. These comprehensive support services aim to meet the diverse needs of students by addressing all aspects of their challenges. Moreover, these

services are essential in meeting the needs of a changing student demographic, as the median age of college students is 26, and approximately 45 percent of undergraduates come from various racial and ethnic backgrounds (The Hunt Institute, 2022).

Research conducted by the Community College Research Center (CCRC), as highlighted by Karp (2011), identifies four critical mechanisms that contribute to non-academic activities' positive impact. These mechanisms are fundamental pillars for understanding and enhancing student success in community colleges. The mechanisms focus on building relationships, clarifying goals, acquiring knowledge, and addressing practical aspects of life.

Enhanced academic coaching can contribute to a student's holistic development by addressing non-academic concerns. Coaches can guide students' lives, including time management, study skills, stress management, and accessing campus resources (Hagenauer, Gerda and Volet, Simone E., 2014). By addressing these non-academic factors, COA advisors can support students in achieving a balanced and fulfilling college experience, positively impacting their overall well-being and academic performance.

Several colleges and universities have implemented wraparound services and academic advising to improve student success rates. These institutions recognize the importance of providing comprehensive support to address various barriers students may face, ensuring their holistic well-being and academic achievement. Here are some examples of how colleges have utilized these strategies.

The City University of New York (CUNY) has implemented the "Accelerated Study in Associate Programs (ASAP)" initiative, which focuses on supporting low-income students and improving their academic outcomes. According to Linderman & Kolenovic (2013), the program offers wraparound services such as comprehensive advisement, tutoring, and financial assistance. The individualized advisement helps students stay on track towards graduation and make informed decisions about their academic pathway. Tutoring services are provided to enhance student learning and academic performance while financial assistance covers tuition, textbooks, and transportation costs. The ASAP initiative has resulted in higher graduation rates and increased transfer rates to four-year institutions. It demonstrates the effectiveness of comprehensive support services in promoting student success and upward mobility.

Brown & Kurzwell (2015) assert that Valencia College in Orlando, Florida implemented the "LifeMap" academic advising model, which has led to high graduation rates and student retention. The LifeMap approach focuses on intrusive advising which provides students with a clear path to degree completion and integrating support services. Intrusive advising ensures personalized support and intervention when needed. Career counseling is integrated into the advising process, helping students align their academic choices with their career goals. Wraparound services address non-academic needs, such as financial aid and mentoring. The success of the LifeMap model is demonstrated by Valencia College's strong graduation rates and student retention, showcasing its commitment to student success and holistic support.

Conclusion

The use of academic coaching, early enrollment in gateway courses, and access to wraparound services demonstrates the potential to improve student success rates significantly in higher education. Research literature highlights the importance of these interventions to aid in student success and increase student achievement and retention. The student-advisor relationship fosters a sense of belonging and creates a supportive environment where students feel comfortable seeking assistance when needed. Enhancement of the advising process gives students comprehensive support that addresses their academic and non-academic needs.

Focus on Improving Student Success Measures

The SACSCOC *Quality Enhancement Plan Policy Statement* allows for a focus on improving specific student learning outcomes and/or student success. The COA QEP focuses on student success measures rather than student learning outcomes. Specifically, the QEP will address equity gaps between new student Pell Grant recipients and new student non-Pell Grant recipients in these three student success measures: successful completion of gateway, college-level English classes; successful completion of gateway, college-level math classes; and Fall-to-Fall persistence.

College of The Albemarle recognizes the challenges faced by community college students. COA's approach to bridging equity gaps is data-driven, leveraging disaggregated student success data to identify areas of improvement and track the effectiveness of interventions. This ensures that the College's initiatives are aligned with its strategic priorities and focused on achieving equitable outcomes for all students, regardless of their socioeconomic backgrounds.

With the knowledge that approximately 50% of COA's adult curriculum students are Pell Grant recipients, the College identified 2020-21 benchmark data during its initial participation in RCLP. The data presented in Table 5 below highlights the significant gaps for Pell Grant recipients in key metrics, including Gateway English and math completion, and Fall-to-Fall Persistence.

Table 5: 2020-21 Benchmark Data

	Fall 2020 % Points Inequity for Pell vs. Non- Pell Recipients
Gateway English Completion	16%
Gateway Math Completion	2%
Fall-to-Fall Persistence	18%

In response to the equity gaps identified above in the 2020-21 benchmark data, COA's Quality Enhancement Plan aims to take measures to address these disparities and foster equitable outcomes for all students by addressing the following QEP primary student success goals:

- Goal 1 – Reduce cohort (new student Pell-grant recipients) academic gaps in the first year Gateway/College-Level English Completion by 3 percentage points each year for 5 years
- Goal 2 - Reduce cohort (new student Pell-grant recipients) academic gaps in the first year Gateway/College-Level math Completion by .5 percentage points each year for 5 years

- Goal 3 – Reduce cohort (new student Pell-grant recipient) equity gap in Fall-to-Fall persistence by 3 percentage points each year for 5 years.

COA's response to the challenges faced by Pell Grant recipients is based on a comprehensive approach. It draws insights from the 2021-24 Strategic Plan, RCLP action plan, QEP Topic Identification Committee research, constituent input, and an extensive literature review. The result is a focused set of strategic initiatives that aim to address the identified gaps. These strategic focus areas include enhanced academic advising, early momentum in gateway courses, and wraparound services. In support of the larger student success goals above, each strategic focus area includes a set of operational goals.

Enhanced Academic Advising

Enhanced Academic Advising recognizes the fundamental role of academic advising in student achievement. The literature review emphasizes the importance of student-advisor relationships and goal-setting in fostering academic success. By incorporating academic coaching within advising frameworks, COA aims to provide tailored support to address individual needs and guide students through their academic journey. Table 6 below lists the strategies to address goals of the QEP related to enhanced academic advising.

Table 6: Enhanced Academic Advising Strategies

Primary QEP Goal(s) Supported	Strategy
Goals 1 and 2	Implement a Differentiated advising model (Academic Coaching) for onboarding cohort students
Goal 3	Encourage re-enrollment of cohort students who stop out in spring semester via the reconnect model

Differentiated Advising/Academic Coaching

Currently the academic advising process for curriculum students enrolled at COA, although comprehensive, is transactional and lacks the depth needed to adequately address the equity gaps experienced by adult students. Upon enrollment, students are assigned an academic advisor who serves as a guide throughout their academic journey. The advisors work with students to assess their interests and assist them in developing an academic plan. Advisors provide insights into course selection and program requirements to help foster a well-rounded educational experience. Resources for academic and student support as well as career development are available; however, these services are not proactively offered to students prior to the need for assistance.

Academic advisors play a vital role in guiding students to enroll in gateway English and math courses within their first year of attendance, aiming to enhance their academic performance and improve retention. By adopting an academic coaching approach, COA can enhance student outcomes and improve academic performance, retention, and completion rates for Pell Grant recipients. Students can maximize their potential and achieve their educational goals through this holistic approach.

Based on the literature review, COA implemented a differentiated advising model (See Appendix E) to ensure new students who are applying for financial aid receive holistic student support in an effort to address the noted equity gaps in performance measures for Pell Grant recipients versus non-recipients. With this shift, advisors now take the initiative to inquire about potential barriers, be they academic, financial, or personal, that could impede a student's progress. This proactive approach enables advisors to provide tailored solutions and connect students with wraparound services, including tutoring, counseling, and financial aid, to address their individual needs comprehensively.

Another notable improvement in current services is the emphasis on promoting early enrollment in gateway courses in English and math. Recognizing the importance of a strong foundation, advisors actively encourage Pell Grant recipients to enroll in these courses within their first year, thereby fostering academic success. Moreover, the shift from transactional appointments to engaging ones signifies a greater focus on building meaningful relationships with students. These interactive sessions enable

advisors to gain a deeper understanding of students' aspirations and challenges, allowing them to provide more personalized guidance and support throughout their academic journey.

The evolution of advising services at COA reflects a shift from a transactional approach to a holistic and student-centered model. By embracing an intake process, promoting wraparound services, encouraging early enrollment in gateway courses, and fostering engaging advising sessions, COA has taken significant strides to close the equity gaps between Pell Grant recipients and non-recipients. This transformation not only empowers Pell Grant recipients to overcome obstacles but also fosters a sense of belonging and support within the academic community, ultimately contributing to higher retention and graduation rates.

Re-enrollment Campaign (Stop Out in Spring Semester)

NC Reconnect (see Appendix E) is an initiative launched in early 2021 by the John M. Belk Endowment, aimed at engaging adult learners in North Carolina who have not completed a post-secondary credential and encouraging them to attend a community college. The program was introduced as a response to the Leaky Pipeline research report and the MyFutureNC attainment goal of 2 million degrees or credentials by 2030. Recognizing that focusing solely on high school students will not bridge the attainment gap, NC Reconnect targets the adult population, which comprises around 1.3 million individuals aged 25-44 in North Carolina without a degree or credential. NC Reconnect has selected three cohorts of five colleges each for participation, with College of The Albemarle being chosen to join the 3rd cohort in Fall 2022. COA officially announced its participation during its Spring 2023 convocation.

In an effort to enroll the fall cohort students (Pell recipients) who did not re-enroll in the spring semester, COA advisors have adopted strategies from the "reconnect" model. Leveraging direct outreach and coaching techniques, the advisors will proactively reach out to these Pell recipients to understand their individual circumstances and address any barriers hindering their re-enrollment. To bolster these efforts, a series of dedicated marketing campaigns will be crafted by collaborating with the

Communications and Marketing department. This multi-faceted approach will include a mix of postcards, emails, text messages, calls, and handwritten notes to foster a personalized connection with each student. Additionally, targeted messaging will be deployed to cater to the specific needs and preferences of the individuals in question. By consistently implementing these strategies throughout the registration period, COA aims to re-engage and successfully enroll a significant portion of the fall cohort students who previously did not re-enroll.

Early Momentum in Gateway Courses

Early Momentum in Gateway Courses acknowledges the pivotal role these courses play in a student's academic journey. The literature review emphasized that completing gateway courses, especially in English and math, significantly increases the likelihood of achieving educational goals. COA seeks to enhance student retention by promoting early enrollment in gateway courses and providing targeted support through effective academic advising. Table 7 below lists strategies to address goals of the QEP related to early momentum in gateway courses.

Table 7: Early Momentum in Gateway Courses Strategies and Progress Indicators

Primary QEP Goal(s) Supported	Strategy
Goals 1 and 2	Implement actionable progress reports for cohort students in Transition and Gateway English and math
Goals 1 and 2	Encourage cohort students who are unsuccessful in English and/or math courses to re-enroll the next semester
Goal 3	Encourage semester-to-semester cohort re-enrollment via a targeted campaign in Element451

Actionable Progress Reports

COA has taken a proactive approach to support its cohort students (Pell recipients) in transition and gateway English and math courses through the implementation of actionable progress reports. Spearheaded by the Division of Learning, this initiative aims to provide enhanced early alerts to advisors of cohort students enrolled in transition and gateway English and math classes within the first four weeks of the semester. Faculty members are tasked with assessing students based on various criteria, such as class attendance, timely assignment submissions, class participation, grades above 80, and non-academic struggles. The progress reports are completed by English and math faculty and shared with advisors and academic support center staff via a Google sheet. Academic Advisors and Academic Support Center staff are directed to promptly reach out to students to connect them to tutoring and other academic support services. Beyond academic assistance, the advisors utilize this opportunity to identify wraparound services available at the College or within the community to assist students with non-academic concerns.

Re-enrollment Campaign (Unsuccessful in English and/or Math)

COA aims to ensure that cohort students (Pell recipients) who were unsuccessful in English and/or math will re-enroll in those courses within the subsequent semester. To achieve this, advisors reach out to students to offer personalized assistance and motivation to return to English and math classes within the first week after grades have been posted. Utilizing both call and email outreach, advisors engage with students to discuss the benefits of re-enrollment and provide guidance on how to overcome barriers. The communications and marketing team launches targeted campaigns that highlights the crucial role of English and math courses in academic progress, emphasizing the long-term benefits of mastering these subjects.

Re-enrollment Campaign (Semester-to-Semester)

Advisors collaborate closely with the communication and marketing department to design a focused campaign utilizing Element451 in an effort to foster high re-enrollment rates among semester-to-semester cohort students (Pell recipients). The strategy encompasses various outreach methods, such as sending personalized postcards, engaging emails, timely text messages, empathetic phone calls, and

thoughtful handwritten notes. Moreover, the marketing team continuously communicates with students during the registration period, tailoring messages to their specific needs and interests. To monitor the campaign's progress, advisors diligently track re-enrollment efforts using a Google sheet and leveraging filters in Watermark, the College's dedicated retention software.

Wraparound Services

Wraparound Services acknowledges the need for comprehensive support beyond academics. The literature review highlighted the effectiveness of wraparound services in addressing academic and non-academic barriers that students face. By offering holistic support, COA aims to improve student retention and overall well-being, fostering a positive college experience. Table 8 below lists the strategies to address goals of the QEP related to wraparound services.

Table 8: Wraparound Services Strategies

Primary QEP Goal(s) Supported	Strategy
Goals 1 and 2	Increase awareness of academic support services for English and math
Goal 3	Create and distribute a centralized list of all wraparound services available to COA students

Wraparound Services - Academic Support

COA aims to increase awareness of its academic support services for English and math courses among Pell recipient students enrolled in transition and gateway courses. With a plan developed by the QEP implementation team, the Academic Support, Tutoring and Testing Center Coordinator will ensure the cohort is integrated into a focused tutoring campaign, designed to acquaint students with the available

support services offered at COA. For English courses, COA offers a Writing Center staffed by experienced tutors who provide individualized assistance in grammar, composition, and research. Additionally, they offer online resources, workshops, and access to digital tools to enhance writing skills. For math courses, individual tutoring and study groups are available, and the College's website offers links to supplementary online math resources, practice exercises, and interactive tutorials to strengthen students' mathematical proficiency. Tutoring is available in person or virtually 24-hours per day, seven days per week via tutor.com.

Wraparound Services - Non-Academic Support

In an effort to increase awareness and access of available wraparound services, COA created a document of wraparound services that is shared with students during their initial advising session and within a follow up email to provide early support for student success. These wraparound services encompass essential resources, such as academic support services, financial aid and scholarships, COA-Cares, Child Care assistance, the Finish Line Grant, and the Student Assistance Program. To ensure effective utilization of these services, COA will use the differentiated advising model mentioned above to engage students in open discussions that identifies potential obstacles that might hinder their academic progress. By carefully assessing each student's circumstances, advisors can then help students connect with wraparound services that best address their specific needs.

Quality Enhancement Plan Pilots

Two initiatives at College of The Albemarle have in some ways served as pilot programs to the proposed QEP. While not initially planned as such, COA's participation in the Carolina Works Initiative demonstrated that a success coaching model can help improve persistence and completion measures for underperforming populations. In addition, a planned pilot in one facet of the QEP, gateway English and math academic support, helped the QEP Implementation Committee work through and refine new processes and demonstrated the effectiveness of those processes.

Carolina Works Initiative

In 2020, a proactive success coaching model was examined in a validation study funded by a First In The World Grant (FITW) and completed by the Carolina Works Initiative. The study (Valentine & Price, 2020) stated that students assigned a success coach are four percent (4%) more likely to stay enrolled for two academic years (fall to second spring semester). The study examined underrepresented students such as black students and male students. It was determined that male students assigned to a success coach experienced an eight percent (8%) increase in fall-to-fall retention and an eight percent (8%) increase in credential completion. The study also showed that black students assigned to a coach are eight percent (8%) more likely to remain enrolled for a year (fall-fall retention) and more likely to stay enrolled for two academic years (fall to second spring semester).

COA was one of the ten (10) participant institutions in North Carolina in this study. Although this randomized trial did not specifically target lower socioeconomic student groups, the study can still be viewed in some ways as an early pilot for the college's QEP, in that, COA hopes to improve student success for other underrepresented groups, in the case of Pell-grant recipients.

Gateway English and Math Academic Support

During the Spring of 2023, the QEP Implementation Committee embarked on a pilot project to improve student success outcomes for Pell recipients. The primary objective was to identify and support Pell recipients enrolled in transition and gateway English and math courses. Working closely with the QEP Director, the Dean of Arts and Sciences, Institutional Researcher, and Systems Administrator collaborated to select a pilot cohort for Spring 2023. The chosen cohort consisted of 485 students who received Pell grants in Fall 2022. This group included 345 students already enrolled in Spring 2023 and 140 students who were enrolled in Summer 2022 and Fall 2022 but not for the Spring semester.

To further narrow down the cohort, the list of 345 students was used to identify 130 students enrolled in transition and gateway English and math courses during Spring 2023. During the first week of classes the Academic Support, Tutoring and Testing Center Coordinator attempted to contact each student in the cohort to discuss available academic support services. As part of this pilot, the QEP

Implementation Committee agreed to utilize actionable progress reports for students within this cohort. The Dean of Arts and Sciences used Google sheets to compile and share the cohort list with the respective English and math faculty members. Faculty members were then tasked with assessing students based on various criteria, such as class attendance, timely assignment submissions, class participation, grades above 80, and non-academic struggles. Additionally, faculty members were given the opportunity to recommend tutoring for students in need.

Progress reports were provided at weeks three and six of the semester. If students expressed a desire to withdraw from their courses, advisors offered alternatives, such as registering for late-start classes or the next semester's courses. In cases where tutoring was recommended by faculty, the Academic Support, Tutoring, and Testing Center Coordinator received a copy of the progress report spreadsheet to reach out to the identified students and offer tutoring support. Table 9 below provides a summary of the data collected following the implementation of the actionable progress reports and referrals for tutoring service in transition and gateway English and math courses.

Table 9: QEP Pilot Results

Subject	Course Success Rates of Cohort Students that Did Not Attend Tutoring	Course Success Rate of Cohort Students that Attended Tutoring
Gateway English	53%	67%
Gateway Math	31%	69%

In both transition and gateway English and math courses, the number of students recommended for tutoring is notably lower than the total number of students in the cohort. Specifically, 16 out of 64 students were recommended for tutoring in transition and gateway English, and 44 out of 94 students were recommended for tutoring in transition and gateway math. This indicates that there is an opportunity to extend tutoring services to more students who might benefit from additional support.

The data also reveal a discrepancy between the number of students recommended for tutoring and the actual attendance at tutoring sessions. For transition and gateway English, 15 out of the 16 recommended students attended tutoring while for transition and gateway math, only 16 out of the 44 recommended students attended tutoring. This suggests that a significant proportion of students who could have benefited from tutoring did not take advantage of the service, which is a concern to address.

The comparative tutoring success rates reveal the effectiveness of the tutoring program. In transition and gateway English, out of the 15 students who attended tutoring, 10 or 66.67% successfully completed the course. Similarly, in transition and gateway math, out of the 16 students who attended tutoring, 11 or 68.75% successfully completed the course. These figures demonstrate that tutoring had a positive impact on the course completion rates, showing that students who attended tutoring were more likely to be successful in the course compared to those who did not attend tutoring.

Through this pilot project, the QEP Implementation Committee laid the groundwork for improving student success outcomes for Pell recipients. The data indicates that while tutoring has shown promise in improving course completion rates, there is a need to reach more students who could benefit from tutoring services. Addressing the disparity between recommended students and actual attendance may be crucial in maximizing the positive impact of the tutoring program and ensuring that more students achieve academic success. To ensure a comprehensive support system, a step is proposed in which faculty members are notified regarding student tutoring access, closing the loop and enabling further collaboration in assisting students.

Gateways to Success Workflow

The Gateways to Success workflow is designed to improve student success outcomes, particularly for Pell recipients, by providing enhanced tutoring services and academic support. The workflow begins with the student completing the College's admissions application, which initiates the process. Once the application is received and information is entered into the system, the student receives admissions letters

containing information about the necessary steps to complete their file. The student is then assigned an academic advisor who reaches out to the student within one to three days to initiate contact.

During the initial meeting with the academic advisor, the student is asked about completing the Free Application for Federal Student Aid (FAFSA). If the student has already completed the FAFSA, the academic advisor proceeds with the Differentiated Advising Model Form and tags the student in Watermark, the College's retention software. The student is then registered for transition or gateway English and math, and the advisor discusses available wraparound services at the college. A follow-up email is sent by the advisor after the meeting to provide a written summary of the meeting to include important dates, links and available wraparound services.

If the student has not completed the FAFSA, the advisor provides face-to-face assistance to ensure completion. This is an important step to address financial barriers and ensure students have access to necessary resources.

Throughout the process, intentional communications are employed to keep students informed about the cohort and what to expect. Strategic communications are utilized during the first four weeks of classes to engage students effectively. The Watermark early alert software and actionable progress reports are used to inform students about their progress in English and math courses, allowing timely intervention when needed.

Student engagement is prioritized through various means, including personalized phone calls from advisors, campus previews prior to the first day of class to familiarize students with the college environment, student activities to foster a sense of belonging, targeted marketing to reach specific student groups, and academic and student success workshops to equip students with essential skills.

Commitment of Resources

COA is dedicated to the reduction of identified equity gaps as evidenced by its commitment of human and financial resources to initiate, implement, and successfully complete its Quality Enhancement Plan. Institutional stakeholders play a pivotal role in the continuous planning and evaluation of the QEP and make recommendations regarding needed resources. At the core of this endeavor is the QEP Director,

a position created and filled to oversee the QEP's implementation and management. Supported by a team of key personnel, including Vice Presidents from various divisions, the QEP Director collaborates closely with stakeholders to achieve the plan's objectives. COA has allocated an initial budget of \$8,000 to cover operational expenses to ensure the plan is financially viable. COA's leadership, including the President and Chief Financial Officer, remains dedicated to annual budget reviews to secure additional QEP funds if necessary.

Personnel

COA has created and filled the position of QEP Director (see Appendix G). The role of the QEP Director is to oversee the implementation and management of the QEP, lead QEP assessment activities, ensure compliance with SACSCOC QEP requirements, and fulfill internal and external QEP reporting requirements. This role is being served by the Registrar, who receives a half-time reduction in those duties as well as a monthly stipend in addition to the Registrar's normal salary.

In addition, members of the QEP Implementation Committee will remain actively involved in all stages of implementing and completing the Plan. The committee will support the QEP Director by providing oversight within their areas of responsibility and through participation in scheduled meetings.

Key positions and their responsibilities are listed below:

- The Assistant Registrar will on occasion work an adjusted schedule to assume some of the duties of the Registrar's role.
- The Vice President of Institutional Research, Planning, Effectiveness and Technology will provide support in the areas of report writing/revision, development of the assessment plan, and SACSCOC compliance oversight.
- The Vice President of Student Success and Enrollment Management will provide support in ensuring activities related to differentiated onboarding/advising and student success coaching take place as indicated by the QEP.

- The Vice President of Learning will provide support in ensuring activities related to academic support outreach for the cohort take place as indicated by the QEP..
- The Dean of Arts and Sciences will provide support in ensuring activities related to completion of actionable progress reports in transition and gateway English and math courses for the cohort take place as indicated by the QEP..
- The Director of Advising and Student Success will provide support in ensuring the differentiated advising model and follow up services are being delivered as indicated by the QEP.
- The Academic Support, Tutoring and Testing Center Coordinator will provide support to increase awareness of tutoring and other academic services in addition to outreach to identified students.
- The Director of Communications and Marketing will provide support in ensuring activities related to reenrollment campaigns for the cohort take place as indicated by the QEP.

Quality Enhancement Plan Budget

The QEP has been allocated a budget (Table 10) with line items for personnel, transportation within the College's service area, communication and marketing, and other expenses – which may include any unforeseen expenses which do not fit within other line item parameters. State funds will be used for all allowable expenses such as personnel, transportation, and communication. Institutional funds will be used for marketing and product purchases to increase QEP awareness among stakeholders.

The Division of Institutional Research, Planning, Effectiveness and Technology also has a dedicated budget for SACSCOC related matters. This budget will be used to provide QEP related professional development for the QEP Director and supporting personnel as needed.

Given future population projections for the region, which indicate a steady decline for a number of years in traditional college-aged residents, it is imperative that the College increasingly focus on retention efforts to bolster the anticipated decrease in new student numbers. Looking forward with that lens, it is expected that the QEP will become an ingrained part of the institution's activities and culture. As such,

the President and the Chief Financial Officer are committed to an annual budget review to determine if and when additional QEP funds may be needed to support cohort retention and completion.

Table 10: Projected QEP Budget

QEP Budget						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
State Funds						
QEP Director* (50% salary & benefits)	\$41,305.00	\$42,131.10	\$42,973.72	\$43,833.20	\$44,709.86	\$214,952.88
Stipend	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$15,000.00
Transportation	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$5,000.00
Communication	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$5,000.00
SACSCOC Training			\$2,500.00 (Annual Meeting)	\$2,500.00 (Summer Institute)		
Institutional Funds						
Marketing / Other	\$8,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$12,000.00
Total	\$54,305.00	\$48,131.10	\$51,473.72	\$52,333.20	\$50,709.86	\$256,952.88

**Estimated 2% increase yearly*

Assessment Plan

The selection of the QEP topic was based on the institution's strategic plan and a commitment to promoting equity and fostering student success. The strategic plan provided a guiding framework that aligned the institution's mission, vision, and values with the overarching mission of fostering equity and ensuring student success. This commitment permeated the entire QEP development process, ensuring that the selected topic would effectively address the identified gaps and disparities.

By basing the QEP topic selection on data and aligning it with the strategic plan, the College demonstrates a systematic and deliberate approach to improving educational outcomes for our cohort of students and ensures that the outcomes are measurable. This process ensures that the QEP will be impactful, tailored to the specific needs of the students, and aligned with the institution's overarching vision for equity and student success.

Projected Student Success Outcomes

The primary goal of the QEP is to reduce equity gaps in course success in first-year Gateway College-Level English and math as first steps in reducing equity gaps in Fall-to-Fall persistence between COA Pell-eligible and non-Pell eligible students - ultimately improving completion rates for the targeted population. To achieve the QEP goals, targeted interventions will be implemented by a cross-sectional team of the Student Success and Enrollment Management Division and the Division of Learning to include:

- Differentiated advising/onboarding for Pell students, which encourages them to take Gateway English and math in the first year and which provides them with information for tutoring and other wrap-around services for lower socioeconomic groups
- Actionable progress reports from instructors of transition and Gateway College-Level English and math courses
- Outreach to Pell students from Academic Support Services and Advisors using a success coaching model

- Inclusion in targeted Element451 (the college's new Customer Relationship Management System) messaging campaigns for Fall-to-Spring and Spring-to-Fall re-enrollment

Summative Assessments

Level of achievement will be assessed for each of the following primary, student success goals:

- Goal 1 – Reduce cohort (new student Pell-grant recipients) academic gaps in the first year Gateway/College-Level English Completion by 3 percentage points each year for 5 years
- Goal 2 - Reduce cohort (new student Pell-grant recipients) academic gaps in the first year Gateway/College-Level math Completion by .5 percentage points each year for 5 years
- Goal 3 – Reduce cohort (new student Pell-grant recipient) equity gap in Fall-to-Fall persistence by 3 percentage points each year for 5 years.

The Institutional Researcher will utilize the Entrinsik Informer data analytics platform to collect assessment data from the Ellucian Colleague information system in order to compare performance by students in the cohort to that of all students each year. Yearly QEP cohorts will include all students, full-time and part-time, who entered COA for the first time in a given fall (includes transfer-in credits and students who earned college-level credit during high school, through dual enrollment, International Baccalaureate, and/or Advanced Placement) and who are Pell Grant recipients.

After establishing success rates in Gateway/College-Level English Completion, Gateway/College-Level math Completion, and Fall-to-Fall persistence for both the cohort and all students, the Institutional Researcher will ascertain the performance equity gap for each measure. The gaps will then be compared to the goals above to determine if targets are being met. These summative assessments will take place at the end of each fall semester and will then be shared with the QEP Director to be included in the assessment report.

Formative Assessments

In support of each primary goal, a series of strategies will be utilized. Each strategy is connected to an operational goal. Data for assessing the effectiveness of each strategy will be collected by the person

responsible for overseeing each strategy and then shared with the QEP Director to be included in the assessment report. Table 11 lists operational goals, strategies to support the goals, and the person responsible for gathering and analyzing the data in connection with each goal.

Table 11: Operational Goals

Primary Goals Supported	<p>Goal 1 – Reduce cohort (new student Pell-grant recipient) equity gaps in first-year Gateway/College-level English completion by 3 percentage points each year for 5 years</p> <p>Goal 2 - Reduce cohort (new student Pell-grant recipient) equity gaps in first-year Gateway/College-level math completion by .5 percentage points each year for 5 years</p>	
Person Responsible	Strategy	Operational Goal/Measure
Director of Advising and Student Success	Implement a differentiated advising model for onboarding cohort students	95% of new students who are applying for financial aid will be advised using the differentiated advising model
Academic Support, Tutoring and Testing Center Coordinator	Increase awareness of academic support services for English and math	95% of cohort students enrolled in transition and gateway math and English courses will be included in a targeted tutoring campaign on support services available
Dean of Arts and Sciences	Implement actionable progress reports for cohort students in transition and Gateway English and math	Advisors of 95% of cohort students enrolled in transition and gateway math and English courses will receive actionable progress reports before the end of the first four weeks of class
Director of Advising and Student Success	Encourage cohort students who are unsuccessful in English and/or math courses to re-enroll the next semester	50% of cohort students who were unsuccessful in transition and gateway math and English courses will re-enroll in such courses the next semester.

Primary Goal Supported		Goal 3 – Reduce cohort (new student Pell-grant recipient) equity gap in Fall-to-Fall persistence by 3 percentage points for five years
Person Responsible	Strategy	Operational Goal/Measure
Director of Communications and Marketing	Encourage semester-to-semester cohort re-enrollment via a targeted campaign in Element451	95% of cohort students will be included in the targeted campaign
Director of QEP	Encourage re-enrollment of cohort students who drop out in spring semester via the reconnect model	25% of fall cohort students who did not re-enroll in the Spring semester will re-enroll in the next semester
Director of QEP	Identify reasons for cohort students withdrawing from classes	95% of cohort students who withdraw from one or more classes will be included in a survey campaign to ascertain the reasons behind the withdrawal
Director of QEP; Director of Advising and Student Success	Encourage cohort students to make use of wraparound services	Cohort students will have a wraparound services usage rate greater than or equal to that of the general student population

Projected Timeline

The Gateways to Success QEP began its initial pilot phase in Spring 2023 and will undergo a comprehensive rollout starting Fall 2023. Over the next five years, the plan will be implemented with a new cohort each fall, ensuring a sustained effort toward student success. Table 12 below provides a timeline for interim formative analysis and plan adjustments.

Table 12: Projected Assessment Timeline

Goal	Data Collection Period	Analysis & Plan Adjustment Period
Operational Goals		
95% of new students who are applying for financial aid will be advised using the differentiated advising model	Annually March - September, preceding first day of fall semester classes	Annually in October (include classes through 12-weeks)
95% of cohort students enrolled in transition and gateway math and English courses will be included in a targeted tutoring campaign on support services available	Annually in spring and summer semesters preceding first day of fall semester classes 1st week of classes 16-week, 14-week, 12-week	Annually in October
Advisors of 95% of cohort students enrolled in transition and gateway math and English	Annually during the first four weeks of fall semester	Annually in November
courses will receive actionable progress reports before the end of the first four weeks of class	Two per semester (16-week, 14-week, 12-week)	
50% of cohort students who were unsuccessful in transition and gateway math and English courses will re-enroll in such courses the next semester	Annually between the end of each semester and the start of the next semester	Annually in March, June, and October
95% of cohort students will be included in the targeted re-enrollment campaign	Annually between the midpoint of each semester and the start of the next semester	Annually in March, June, and October
25% of fall cohort students who did not re-enroll in the spring semester will re-enroll in the next semester	Annually between the end of spring semester and the start of fall semester	Annually in October
Cohort students will have a wraparound services usage rate greater than or equal to that of the general student population	Ongoing	Annually in March, June, and October

95% of cohort students who withdraw from one or more classes will be included in a survey campaign to ascertain the reasons behind the withdrawal	Ongoing	Annually in March, June, and October
Primary Goals		
Goal 3 – Reduce cohort (new student Pell-grant recipient) equity gap in Fall-to-Fall persistence by 3 percentage	Annually in fall semester	Annually in October
Goal 2 - Reduce cohort (new student Pell-grant recipients) academic gaps in the first-year Gateway/College-Level math Completion by .5 percentage points each year for 5 years	Annually in fall semester	Annually in October
Goal 3 – Reduce cohort (new student Pell-grant recipient) equity gap in Fall-to-Fall persistence by 3 percentage points each year for 5 years.	Annually in fall semester	Annually in October

References

Aspen Institute. (n.d.). *Aspen prize for community college excellence*. Retrieved from

<https://highered.aspeninstitute.org/aspen-prize/>

Belk Center. (2023). *Rural college leaders program*. Belk Center for Community College Leadership and

Research. Retrieved from <https://belk-center.ced.ncsu.edu/leadership-and-learning/rural-college-leaders-program/>

- Brown, J., & Kurzweil, M. (2015). Collaborating for Student Success at Valencia College. *Ithaka S+ R*.
- Clery, S. (2011, May/June). *Achieving the Dream*. Retrieved from Achieving the Dream:
<https://files.eric.ed.gov/fulltext/ED521254.pdf>
- Community College Research Center. (2013, September). Retrieved from Community College Research Center: <https://ccrc.tc.columbia.edu/publications/what-we-know-student-supports.html>
- Drake, J. K. (2011). The Role of Academic Advising in Student Retention and Persistence. *About Campus*, 8-12.
- Drake, J. K., Jordan, P., & Miller, M. (2013). *Academic advising approaches: Strategies that teach students to make the most of college*. John Wiley & Sons, Incorporated.
- Flanders, G. R. (2017). The Effect of Gateway Course Completion on Freshman College Student Retention. *Journal of College Student Retention*, 2-24.
- Hagenauer, Gerda & Volet, Simone E. (2014). Teacher-student relationship at university: an important yet under-researched field. *Oxford Review of Education*, 370-388.
- Hunter, M. A. (2004). Could Fixing Academic Advising Fix Higher Education? *About Campus*, 20-25.
- Karp, M. (2011). Non-academic student supports and student outcomes: The impact of student services. Community College Research Center, Columbia University.
- Linderman, D. & Kolenovic, Z. (2013) Moving the Completion Needle at Community Colleges: CUNY's Accelerated Study in Associate Programs (ASAP), *Change: The Magazine of Higher Learning*, 45:5, 43-50, DOI: [10.1080/00091383.2013.824350](https://doi.org/10.1080/00091383.2013.824350)
- Moore, C. &. (2009, September). *California State University Sacramento*. Retrieved from California State University Sacramento: www.csus.edu/ihelp
- The Hunt Institute. (2022, April). Retrieved from The Hunt Institute: <https://hunt-institute.org/wp-content/uploads/2022/04/final-A4A-brief-april-22.pdf>
- Valentine, J. L. & Price, D.V. (2020, November). *Improving student success through proactive coaching*. DVP-Praxis Ltd.



COLLEGE OF THE
ALBEMARLE

Strategic Plan 2021-2024

To Our Stakeholders



This document you are viewing will be College of The Albemarle's north star for the next three years.

Many hours have been dedicated to committee work and community-focused feedback sessions in order to get us to this point. Our Strategic Plan Steering Committee started with a review of the college's mission, vision and values; and from there, our committee members facilitated more than 20 community listening sessions, worked to evaluate those sessions and performed a thematic analysis of the transcripts. From this work, the Steering Committee was able to identify four recurring and comprehensive themes: Access, Success, Diversity and Relationships. From these themes, the Steering Committee has also identified four broad goals, one for each corresponding theme.

These goals become the marching orders for COA in the coming three years. Each unit within the institution will be asked to develop measurable objectives that will help the college reach its goals. Each goal will be tied to individual Key Performance Indicators (KPIs) that will allow us to monitor our level of success in addressing each goal. In lieu of handing down specific measurable objectives to various functional units, we will expect and entrust the COA family members to identify and work toward measurable outcomes in support of the college's goals.

COA's Board of Trustees approves the college's mission, vision, values and the strategic plan, and will be instrumental in monitoring the attainment of goals. I and my designees will share the measurable objectives and how well the college is meeting those objectives with the Board of Trustees and the campus community regularly. Everyone's input, awareness and commitment are vital as we move forward as a community.

Much work has been put in to get to this point in the development of the plan, but the real work lies ahead. It is my goal and commitment that the faculty and staff will endeavor over the next three years to move the college forward and will seek continuous improvement as we bring COA's mission to life.

I invite you, our stakeholder, to join us as we travel this journey together.

Sincerely,

A blue ink signature of Jack Bagwell, written in a cursive style.

Jack Bagwell, President



Access

To increase access to opportunities, resources and support.

College of The Albemarle will strive through focused marketing and recruitment efforts to increase awareness of all we have to offer. We will work to mitigate physical, knowledge, financial, transportation, technology, and other barriers that may limit access to opportunities, resources, and support provided by the College. We will explore innovative and creative ways to provide comparable access for all across our service region.



Success

To improve success for students, employees and the community.

Success and a better quality of life for all are integral to College of The Albemarle's mission. We will seek to improve our performance on traditional measures of success while recognizing and supporting more personalized goals. We will celebrate both the individual and collective successes of our students, employees, and community.





Diversity

To promote diversity of people, perspectives and programs.

The College understands the importance of diversity, equity, and inclusion in our continually evolving society. We will endeavor to achieve broader representation among our students, employees, and leadership. We will also engage with diverse points of view and work toward more varied programmatic elements.



Relationships

To strengthen relationships with individuals, institutions and industries.

College of The Albemarle cares about people and our connections to them. We are committed to building lifelong relationships with those individuals we serve. We will work in cooperation with our educational, business, industry, and other organizational partners to enhance our communities.



Mission

The mission of College of The Albemarle (COA) is to transform lives in an accessible, supportive educational environment that promotes academic excellence, lifelong learning, workforce development, and community relationships through exceptional service that fosters student success and improves the quality of life for all.

Vision

COA's vision is to transform lives by inspiring and empowering the individuals and communities of our region.

Core Values

Integrity: We value honesty, dignity and trust.

Respect: We value and care about people.

Diversity: We value equity and inclusion.

Community: We value relationships and service to others.

Collaboration: We value communication, unity and partnerships.



COLLEGE ^{OF THE}
ALBEMARLE

COA – Currituck

107 College Way
Barco, NC 27917
252-453-3035

COA – Dare

132 Russell Twiford Road
205 S Business Highway 64/264
Manteo, NC 27954
252-473-2264

COA – Edenton-Chowan

118 Blades Street
Edenton, NC 27932
252-482-7900

COA – Elizabeth City

1208 North Road Street
Elizabeth City, NC 27909
252-335-0821

Strategic Plan 2021-2024: Institution Level Objectives			
Objectives	Evaluation Method/Criteria/Target(s)	Tasks	Responsible Area(s)
Access: Increase access to opportunities, resources, and support.			
Increase unduplicated headcount in curriculum programs	<p>Fall unduplicated headcount in curriculum programs will increase by 2 percent each year for a total of 6 percent over three years</p> <p>Fall 2020 Baseline = 2,526 Fall 2021 Target = 2,577 Fall 2022 Target = 2,628 Fall 2023 (Total) Target = 2,681</p> <p>Annual unduplicated headcount in curriculum programs will increase by 2 percent each year for a total of 6 percent over three years</p> <p>Reporting Year 2020-21 Baseline = 3,665 Reporting Year 2021-22 Target = 3,738 Reporting Year 2022-23 Target = 3,813 Reporting Year 2023-24 (Total) Target = 3,889</p>	<ul style="list-style-type: none"> - COA CCP Liaisons will regain entry into high schools. - COA will host two "CCP to COA Days" in spring 2022. - COA Admissions team will build and retain relationships with high school principals, guidance counselors, and CDC coordinators - COA Admissions team will have a presence in the local high schools of the seven counties we serve - student events, parent nights, and admissions events - COA Admissions team will work to highlight community events to take part in; admissions will strategically look at which events should be considered for recruitment purposes and which should be considered community outreach - COA Admissions team will highlight new recruitment methods that align with the change of our student populations (i.e. social media campaigns, etc.) - COA will continue to assign advisors after an applicant completes the steps to enroll; allowing advisors the opportunity to contact new students proactively -COA advisors will develop and implement an intake form to access incoming students' resource needs and transfer/career goals - COA will use funding opportunities to promote the college in efforts to provide better access to education for students interested in attending COA (i.e. Longleaf Funding, Pell Grant, Dare Guarantee Scholarship) - COA Admissions team will continue to provide and support college events that highlight curriculum programs (i.e. Test Drives, Advanced Manufacturing Day, etc) 	<p>SSEM</p> <p>Deans/Program Coordinators</p>
Increase unduplicated headcount in continuing education programs	<p>Fall unduplicated headcount in continuing education programs will increase by 2 percent each year for a total of 6 percentage points over three years</p> <p>Fall 2020 Baseline = 1,874 Fall 2021 Target = 1,911 Fall 2022 Target = 1,948 Fall 2023 (Total) Target = 1,989</p> <p>Annual unduplicated headcount in continuing education programs will increase by 2 percent each year for a total of 6 percent over three years</p> <p>Reporting Year 2020-21 Baseline = 3,721 Reporting Year 2021-22 Target = 3,795 Reporting Year 2022-23 Target = 3,871 Reporting Year 2023-24 (Total) Target = 3,948</p>	<ul style="list-style-type: none"> - COA Admissions team will continue to provide and support college events that highlight CONED programs (i.e. Evening in Edenton, Chef for a Day, etc) 	<p>Workforce Development & Career Readiness</p> <p>Admissions and Recruitment</p>
Increase student use of tutoring services	<p>Fall unduplicated student headcount utilizing tutoring services will increase by 1.67 percent each year for a total of 5.01 percentage over three years</p> <p>Fall 2020 Baseline = 629 Fall 2021 Target = 640 Fall 2022 Target = 651 Fall 2023 (Total) Target = 662</p>	<ul style="list-style-type: none"> -Increase advertisement of tutoring for available subjects, particularly math and English, to increase student presence. -Recruit more peer tutors to provide a wider range of subjects and availability for students seeking tutoring. -Build a resource collection for tutors to use to assist students in becoming independent learners. -Use Adviso early alerts to identify students who may need tutoring or other academic support services. 	Academic Support Services
Increase awareness of opportunities, resources, and support	Plan developed and implemented in 2021-22 or not	-Develop and implement comprehensive communication and marketing plan	Director of Communications and Marketing

Success: Improve success for students, employees, and the community.			
Improve Basic Skills Measurable Skill Gain Rate Performance Measure	COA's NCCCS Performance Measure Report Basic Skills Measurable Skill Gain Rate score will increase by 5 percentage points each year for a total of 15 percentage points over three years. 2021 Report Baseline = 33.1% 2022 Report Target = 38.1% 2023 Report Target = 43.1% 2024 Report (Total) Target = 48.1%	-Increase student engagement and participation in classroom instruction in math, reading, science, and social studies. -Increase posttesting for students that reach the 40-hour mark of instruction time. - Increase information sharing with students about career pathways as well as facilitate links with NEXTGEN, NCWorks, and Vocational Rehabilitation. -Increase students knowledge about post secondary enrollment opportunities, facilitating a link with curriculum programs and certificate programs that yield industry-recognized certificates.	CCR
Improve success in Credit English Performance Measure	COA's NCCCS Performance Measure Report Success in Credit English score will increase by 2.5 percentage points each year for a total of 7.5 percentage points over three years. 2021 Report Baseline = 63.9% 2022 Report Target = 66.4% 2023 Report Target = 68.9% 2024 Report (Total) Target = 71.4%	-Move to full OER resources for ENG 111 which will ensure that all students have access to their required course materials on the first day of class. -Faculty will continue to evaluate RISE model and make necessary improvements. -The English department will continue to revise myCourses shell and assignments based on the recent online course feedback. -Increase face-to-face English corequisite courses offerings to support collaboration and success. -The English faculty will work to better scaffold ENG courses across the department. -Implement Supplemental Instructors pending funding approval in ENG 111 and ENG 011. -Encourage student use of Writing Center.	English and Communications Dept. SSEM
Improve success in Credit Math Performance Measure	COA's NCCCS Performance Measure Report Success in Credit Math score will increase by 2.5 percentage points each year for a total of 7.5 percentage points over three years. 2021 Report Baseline = 45.0% 2022 Report Target = 47.5% 2023 Report Target = 50% 2024 Report (Total) Target = 52.5%	-The math department will expand face-to-face co-requisite course offerings to support collaboration and success. -Faculty will continue to evaluate RISE model and make necessary improvements. -Faculty will explore implementing Supplemental Instruction (SI) in certain high risk courses pending funding approval. -The math department will continue to revise department myCourses shells and assignments based on the recent online course feedback. -Encourage student use of the Math Center in the ASC. -Collaborate with SSEM to ensure students are selecting the appropriate gateway math course. -SSEM will continue to use proactive (intrusive) advising strategies coupled with myService academic planning to promote ENG & MAT enrollment for both adult and CCP students within the first year. -Assigned CCP liaisons will continue to provide individualized attention to the students they serve. -Targeted Advising and outreach for students who have not completed a MAT course after their first year.	Math and Engineering Dept. SSEM

Reduce gaps in Progression/Persistence Performance Measure	<p>The gap between all students and Black students in COA's NCCCS Performance Measure Report First-Year Progression/Persistence score will decrease by 2 percentage points each year for a total of 6 percentage points over three years.</p> <p>2021 Report gap Baseline = 8.4% 2022 Report Target = 6.4% 2023 Report Target = 4.4% 2024 Report (Total) Target = 2.4%</p> <p>The gap between Pell Grant recipients and not recipients in COA's NCCCS Performance Measure Report First-Year Progression/Persistence score will decrease by 2 percentage points each year for a total of 6 percentage points over three years.</p> <p>2021 Report gap Baseline = 21% 2022 Report Target = 19% 2023 Report Target = 17% 2024 Report (Total) Target = 16%</p>	<p>-Employ a Success Coach with a caseload focused on students from underrepresented populations; among other duties, the Success Coach will:</p> <ul style="list-style-type: none"> -Identify and provide proactive outreach to students at-risk, connecting them to intentional intervention and student support activities (including referrals to academic and basic needs security resources). -Identify the appropriate action/outreach for faculty-generated early alerts. -Engage students in academic and career planning activities -Connect students to campus engagement/enrichment opportunities -Facilitate the college transfer process -Work with the summer jump program to connect minority male students with a mentor 	SSEM DOL/Academic foundations
Reduce gaps in Completion Performance Measure	<p>The gap between all students and Black students in COA's NCCCS Performance Measure Report Curriculum Completion score will decrease by 2 percentage points each year for a total of 6 percentage points over three years.</p> <p>2021 Report gap Baseline = 9.6% 2022 Report Target = 7.6% 2023 Report Target = 5.6% 2024 Report (Total) Target = 3.6%</p> <p>The gap between Pell Grant recipients and not recipients in COA's NCCCS Performance Measure Report Curriculum Completion score will decrease by 2 percentage points each year for a total of 6 percentage points over three years.</p> <p>2021 Report gap Baseline = 28% 2022 Report Target = 20% 2023 Report Target = 18% 2024 Report (Total) Target = 16%</p>	<p>-Employ a Success Coach with a caseload focused on students from underrepresented populations; among other duties, the Success Coach will:</p> <ul style="list-style-type: none"> -Identify and provide proactive outreach to students at-risk, connecting them to intentional intervention and student support activities (including referrals to academic and basic needs security resources). -Identify the appropriate action/outreach for faculty-generated early alerts. -Engage students in academic and career planning activities -Connect students to campus engagement/enrichment opportunities -Facilitate the college transfer process -Work with the summer jump program to connect minority male students with a mentor 	SSEM DOL/Academic foundations
Diversity: Promote diversity of people, perspectives, and programs.			
Promote diversity of curriculum education student populations	<p>Minority curriculum student percentage will increase by 2 percentage points each year for a total of 6 percentage points over three years.</p> <p>Fall 2020 Baseline = 32% Fall 2021 Target = 34% Fall 2022 Target = 36% Fall 2023 (Total) Target = 38%</p>	<p>- The Admissions team will work to provide better access to students within diverse populations. This will be done by broadening who we partner with and by changing the audience we typically speak to.</p> <p>- Utilize the Unity Task Force to create a recruitment plan to increase student diversity.</p>	Marketing SSEM Unity Task Force
Promote diversity of continuing education student populations	<p>Minority continuing education student percentage will increase by 1 percentage points each year for a total of 1 percentage points over three years.</p> <p>Fall 2020 Baseline = 26% Fall 2021 Target = 27% Fall 2022 Target = 28% Fall 2023 (Total) Target = 29%</p>	<p>Expand marketing strategies to increase diverse population enrolled in key programs (CDL, NA, EMS) through:</p> <ul style="list-style-type: none"> -Use of varied ethnicities and gender in visual marketing. - Marketing campaigns that target underserved populations in specific CTE programs (i.e. - Women in Truck Driver Training) -Research new program offerings that meet community need and reach diverse market (e.g. "Natural Hair Certificate Program") 	Marketing Workforce Development and Career Readiness

Promote diversity of employee population	<p>All minority employee population percentage will increase by 1 percentage points each year for a total of 3 percentage points over three years.</p> <p>Fall 2020 Baseline = 21% Fall 2021 Target = 22% Fall 2022 Target = 23% Fall 2023 (Total) Target = 24%</p> <p>Full-time minority employee population percentage will increase by 1 percentage points each year for a total of 3 percentage points over three years.</p> <p>Fall 2020 Baseline = 22% Fall 2021 Target = 23% Fall 2022 Target = 24% Fall 2023 (Total) Target = 25%</p> <p>Part-time minority employee population percentage will increase by 1 percentage points each year for a total of 3 percentage points over three years.</p> <p>Fall 2020 Baseline = 20% Fall 2021 Target = 21% Fall 2022 Target = 22%</p>	<p>The HR Office will work more to standardize the interview experience and implement proven methods and evidence-based practices that support diverse hiring.</p> <p>- Evaluate hiring and promotion procedures and policies to highlight considerations of diversity to better align with and be representative of the community. -Create an employee referral program with special emphasis placed on encouraging referrals from minority employees. -Use the "blind hiring" technique that anonymizes or "blinds" personal information about a candidate which can lead to unconscious or conscious bias about the candidate. -Rewrite job descriptions and postings to ensure language used will help attract and not turn off diverse candidates from applying to the college.</p>	<p>Human Resources</p> <p>Hiring Managers</p>
Promote diversity of leadership population	<p>Male minorities in leadership positions will increase by 2.5 percentage points each year for a total of 7.5 percentage points over three years.</p> <p>Fall 2021 Baseline = 2.5% Fall 2022 Target = 5.0% Fall 2023 (Total) Target = 7.5%</p>	<p>- Recruit historically black colleges and universities and other schools with majority-minority student bodies -Advertise open leadership roles in media that serves minorities. -Build relationships with minority professional groups. -Research, review and establish mentoring programs for upcoming minority leaders in the workplace</p>	<p>Human Resources</p> <p>Hiring Managers</p> <p>President's Leadership Team</p>
Relationships: Strengthen relationships with individuals, institutions, and industries.			
Strengthen relationships with employees	<p>Full-time employee retention will increase by 1 percentage points each year for a total of 3 percentage points over three years.</p> <p>Fall 2020 Baseline = 89% Fall 2021 Target = 90% Fall 2022 Target = 91% Fall 2023 (Total) Target = 92%</p>	<p>-Provide boot camps for new supervisors where providing positive feedback and listening are key topics addressed. -Offer career and professional development for all employees. -Praise employees through various recognition opportunities. -Improve employee engagement and retention.</p>	<p>Human Resources</p> <p>President's Leadership Team</p>
Strengthen relationships with service area high schools	<p>Secondary ed partner satisfaction survey</p> <p>2021-22 = Develop and implement 2022-23 Target = Targets to be established after first survey administration 2023-24 (Total) Target = Targets to be established after first survey administration</p>	<p>-Create work team to develop survey instrument by early Spring 2022 -Implement survey to gather feedback from secondary ed partners -Establish baseline using survey results -Set targets using baseline as starting point</p>	<p>Admissions and Recruitment</p> <p>Career and College Promise</p> <p>Program Coordinators</p>
Strengthen relationships with industry employers	<p>Industry partner satisfaction survey</p> <p>2021-22 = Develop and implement 2022-23 Target = Targets to be established after first survey administration 2023-24 (Total) Target = Targets to be established after first survey administration</p>	<p>-Create work team to develop survey instrument by early Spring 2022 -Implement survey to gather feedback from secondary ed partners -Establish baseline using survey results -Set targets using baseline as starting point</p>	<p>Academic Deans</p>

Aspen Prize for Community College Excellence

Round 1 Eligibility Model (2023)

Executive Summary

Round 1 of the Aspen Prize for Community College Excellence process is designed to select 150+ public two-year institutions (out of 982 potential candidates) as eligible to apply for the Round 2 selection process.¹ The model was developed by the National Center for Higher Education Management Systems (NCHEMS), in consultation with the Aspen Prize's Data and Metrics Advisory Panel, and uses publicly available data from the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) and the U.S. Census Bureau. This document provides details of the analytic model developed to determine the top 150+ institutions. Specific calculations for each metric in the model are available in the appendix.

The model is based on institutional performance in three general areas: (1) retention, completion, and transfer, (2) improvement in performance over time, and (3) equity, defined as performance outcomes for underrepresented minorities and low-income students. Subject to modifications described in this document, each of these general categories was equally weighted in the baseline model, with each accounting for one-third of the overall score. Adjustments to the measures were made in the analytic model (where possible) to control for institutions with unusual percentages of part-time and underrepresented minority student enrollment in order not to penalize institutions that serve disproportionately large populations of these students. Also, the model assesses both absolute levels of performance and gains over time, and it contains adjustments designed to give credit to institutions that have made significant improvements in performance outcomes over time. For institutions that have shown significant improvement, greater weight is applied to the improvement in outcomes, while for institutions that have high but relatively constant outcomes, greater weight is shifted to the absolute levels of performance. Finally, in order to produce a representative set of institutions with respect to mission, size, and percent of minority students served, the top overall performers were selected within each quartile of "percent vocational/technical credentials awarded," "unduplicated annual enrollment" and "percent minority enrollment." Additionally, to ensure that there was not disproportionate representation of institutions from certain states, no more than half of the institutions in each state were included in the top 150+ (exceptions are made for states with a performer in the top 150 overall who would otherwise miss selection due to this rule. In this cycle, one institution from South Dakota and one institution from Wisconsin were added back in).

Model Measures

The following metrics were used to determine which colleges are considered eligible to apply for Round 2 of the Aspen Prize. Each is derived from publicly available data. The "weights" given to each metric in the Round 1 selection were developed in consultation with the Data and Metrics Advisory Panel.

¹ A list of the DMAP members is available on the Prize website: www.AspenCCPrize.com.

Performance

1. **First-Year Retention Rates.** Defined as the percentage of first-time full- and part-time students in the fall semester who are enrolled the following fall semester. Those who complete a certificate or degree within the first year are also counted as “retained.” An average of the three most recent years was used to account for fluctuations in reported annual data – particularly at smaller colleges. First-Year Retention Rates are assigned a performance weight of 11.1% within the model (Source: NCES, IPEDS Enrollment Survey)
2. **Graduation Rates, 150% of Normal Program Time.** Defined as the percentage of first-time, full-time, degree-seeking students in the fall semester that complete any formal award (certificate or associate degree) within 150% of normal program time or transfer out to another institution within three years. An average of the three most recent years was used to account for fluctuations in reported annual data – particularly at smaller colleges. Graduation Rates are coupled with Full-Time Outcomes in the model, each receiving half of the 11.1% performance weight assigned (Source: NCES, IPEDS Graduation Rate Survey)
3. **Full-Time Outcomes.** Defined as the percentage of first-time and non-first-time, full-time degree/certificate seeking students in the fall semester that complete any formal award (certificate or Associate degree) within 8 years. An average of the three most recent years was used to account for fluctuations in reported annual data – particularly at smaller colleges. Full-Time Outcomes are coupled with Graduation Rates in the model, each receiving half of the 11.1% performance weight assigned (Source: NCES, IPEDS Outcome Measures Survey)

Note: The weight applied to the graduation rate/full-time outcomes rate in the model has varying influence on the overall result, depending on the percentage of first-time degree/certificate-seeking students who are full-time. Institutions with high percentages of full-time first-time students (75th percentile or higher) get the full weight applied. For those that have smaller percentages of full-time first-time students, more weight is shifted to the retention and credentials awarded per 100 FTE students measures equally (described above and below).

4. **Completers per 100 Full-Time Equivalent Students.** The number of students who earn credentials of one-year or longer in length per 100 full-time equivalent students. Because associate degrees are typically twice the length in duration of certificates, associate degrees are given twice the weight of other credentials in the calculation. An average of the three most recent years was used to account for fluctuations in reported annual data – particularly at smaller colleges. Awards per 100 FTES is coupled with Part-Time Outcomes in the model, each receiving half of the 11.1% performance weight assigned (Sources: NCES, IPEDS Completions and Enrollment Surveys)
5. **Part-Time Outcomes.** Defined as the percentage of first-time and non-first-time, part-time degree/certificate seeking students in the fall semester that complete any formal award (certificate or Associate degree) within 8 years. An average of the three most recent years was used to account for fluctuations in reported annual data – particularly at smaller colleges. Part-Time Outcomes are coupled with Completers per 100 FTES in the model, each receiving half of the 11.1% performance weight assigned (Source: NCES, IPEDS Outcome Measures Survey).

Change Over Time

6. **Annual Change in Retention Rates, Graduation Rate, Full-Time Outcomes, Completers per 100 Full-Time Equivalent Students, and Part-Time Outcomes.**

The most recent 5 years of data were used for retention rates, graduation rates, full-time outcomes, completers per 100 FTE students, and part-time outcomes. For each of the five performance

metrics, a linear regression line was fit to the annual data and the slope of the regression line was used to determine the overall increase or decrease in performance over time. This is in contrast to the methodology that has been used in past cycles, where if an institution improved a percentage point or more from one year to the next, it was given a value of 1. If it held within + or – one percentage point it was given a value of 0. If it declined by a percentage point or more from one year to the next, it was given a value of -1. With this methodology, three performance metrics, and 5 years of data, the maximum value an institution could earn was 12 and minimum was -12. With the revised methodology, a more precise measure/scale of improvement can be obtained over time for the 5 performance metrics (full-time and part-time outcome measures are new additions this cycle). The slope of the five regression lines were added together to create a final change score for change over time, weighted accordingly as previously outlined in the Performance section (retention weight = 1, full-time graduation and full-time outcomes each receive 1/2 weight, and completers per 100 FTES and part-time outcomes each receive 1/2 weight).

The 1/3 weight given to “change over time” kicks in only for institutions that improved overall with a positive final change score. If an institution did not improve (with aggregate scores of 0 or less) the entire 1/3 weight gets shifted to the performance category. The 1/3 weight is also sensitive to those that improved. If an institution has the highest aggregate score in the pool for improvement, it is given the entire 1/3 weight to change over time. A score of half that maximum yields 1/2 of the 1/3 weight, and so on.

Institutions who no longer report retention rates were given retention scores equivalent to their performance on the other performance metrics (an equivalent percentile score, i.e. the weight of the retention score was completely shifted to the other performance metrics).

Equity

7. **Graduation Rate for Underrepresented Minority Students.** Defined as the percentage of first-time, full-time, degree-seeking minority students in the fall semester that complete any formal award (certificate or associate degree) within three years. Underrepresented minority was defined, using the race codes within the IPEDS data set, as Hispanic, African-American, and Native American. This approach was used rather than the “gaps” between whites and minorities because a small gap could yield a high score for the metric even if the actual graduation rate was low for all students. An average of the three most recent years was used to capture fluctuation over time.
8. **Completers per 100 Full-Time Equivalent Students for Underrepresented Minority Students.** Defined as the number of minority students who earn credentials of one-year in length or higher per 100 full-time equivalent minority students. Since associate degrees are typically twice the length in duration of certificates, associate degrees were given twice the weight of other credentials in the calculation. An average of the three most recent years was used to capture fluctuation over time. (Sources: NCES, IPEDS Completions and Enrollment Surveys)
9. **Graduation Rate for Low Income Students.** Defined as the percentage of first-time, full-time, degree/certificate-seeking undergraduate students in the fall semester who received a Pell Grant that complete any formal award (certificate or associate degree) within 150% of normal program time.

Low-Income Service Area or the Share of Students Receiving a Pell Grant. Defined as either the median family income of the institution’s Public Use Microdata Area (PUMA) or the share of all undergraduate students receiving a Pell Grant in the latest available award year. Since community

colleges tend to draw large percentages of their students from the areas in which they are located, it is reasonable to assume a high correlation between the income levels of students and the income levels of the residents in the college's local area. The PUMA areas defined by the Census Bureau contain roughly 100,000 to 150,000 residents. They are, in most cases, a better unit of analysis than county because they more accurately represent the demographic characteristics of the communities the institutions serve. A more standard proxy for income is to use percent Pell Grant recipients, but NCHEMS and the DMAP group recognized that percent Pell may not always be the best approximation of the actual financial need of community college students. Many community college students who are eligible for Pell Grants never apply; use of Pell Grants may therefore under-represent the percentage of low-income students attending community colleges. However, the opposite may also hold true: Institutions located within more affluent areas, such as those in densely populated cities, may nonetheless serve a high proportion of low-income students as demonstrated by a high share of Pell recipients. A combination of service area income and percent Pell was thus used to provide the most accurate representation of the income characteristics of the college's service population. If the median family income for an institution's service area was relatively lower than its share of Pell recipients, median family income was used for this metric. But if an institution's share of Pell recipients suggested that a higher proportion of low-income students are served than the median income of the service area would otherwise imply, percent Pell was used. (Sources: NCES, IPEDS Student Financial Aid Survey, U.S. Census Bureau, 2019 American Community Survey)

As for the *graduation rate* and *completers per 100 FTE students* metrics for minority students, a "sliding scale" was applied to the equity measures. Institutions with high percentages of underrepresented minority students (50th percentile or higher) received the full weight applied to the two equity measures. For those institutions with lower percentages of full-time minority students, more weight was shifted to the equity metrics for low income students.

The Model Dashboard

Below is the actual “dashboard” of the model. The final weights for each measure are shown.

Measures for Round One Selection of Institutions

Category	Measure	Weighting Value
Performance	First-Year Retention Rate	11.1%
	Graduation Rate (150% of normal program time), Full-Time Outcomes (8 years)	11.1%
	Completers per 100 FTE Students, Part-Time Outcomes (8 years)	11.1%
Change Over Time	First-Year Retention, Graduation Rates (150% of normal program time), and Completers per 100 FTE Students	33.3%
Equity: Rates for Minorities*	Graduation Rate (150% of normal program time)	8.3%
	Completers per 100 FTE Students	8.3%
Equity: Rates for Low-Income	Graduation Rate of Pell Recipients (150% of normal program time) and either Median Family Income of Service Area or Percent Pell (Equal Weights 8.325%)	16.7%
Total (Must Equal 100%)		100.0%

*Minorities include African-Americans, Hispanics, and Native Americans. Full equity weights are applied to institutions with the highest percent minority enrolled (top 25%). Otherwise, more weight is placed on the rates for low income students and varies with the percent minority enrolled.

Data and Measures Used to Ensure Adequate Institutional Representation

The following data/metrics were examined to ensure that the selection process did not disproportionately advantage specific types of colleges – e.g., small rural colleges, colleges with technical missions, or colleges with largely full-time student bodies. To test for adequate representation, NCHEMS ranked the colleges using each proposed model and then placed institutions into quartiles for each of the measures described below.

- **Institution Size.** Total annual unduplicated student headcount. (Source: NCES, IPEDS Enrollment Survey)
- **Percent Part-Time.** The percentage of part-time enrollment in the fall semester. (Source: NCES, IPEDS Enrollment Survey)
- **Percent Non-Traditional Enrollment.** The percentage of students enrolled in the fall semester aged 25 and older. (Source: NCES, IPEDS Enrollment Survey)
- **Percent Minority.** Percentage of students enrolled in the Academic Year that is African-American, Hispanic, or Native American. (Source: NCES, IPEDS Enrollment Survey)
- **Geographic Location.** The options provided in IPEDS are city, suburb, town, and rural. (Source: NCES, IPEDS Institutional Characteristics Survey)
- **Vocational/Technical Mission.** Defined by the percentage of credentials and degrees awarded in technical fields. Previous research has shown that “technical” colleges tend to have much higher retention and completion rates because of the nature of the student body (mostly full-time), the terminal nature of many of the awards (i.e. students are less likely to transfer prior to degree completion), and the more direct path to completion (i.e. students are more likely to be enrolled to acquire specific skills and credentials for direct job placement). Adjustments in this category resulted in increased representation of other types of colleges. (Source: NCES, IPEDS Completions Survey)
- **Number of Degree Programs.** The number of 2-digit CIP categories for which the college awards undergraduate credentials. This category was used to ensure representation of colleges that ranged from relatively few programs to a comprehensive array of programs.

In addition, state representation was considered by analyzing the proportion of each state’s community colleges represented in the top 152. This was examined to ensure that policies, demographics and other characteristics unique to each state did not have a disproportionately large impact on the inclusion of institutions in the eligible list.

When the proposed model resulted in representation of over 50 percent of institutions in any one quartile on the metrics above, NCHEMS and the DMAP Committee considered whether a potential bias existed in the model and whether to adjust the model to account for that bias. And, when the proposed model resulted in more than half of a state’s institutions being represented in the eligible pool, the DMAP Committee considered making an adjustment.

Model Adjustments

Once the final model was created, three adjustments were applied in order to produce a representative set of high-performing institutions with respect to mission and size. First, the top 60 overall performers were selected within each quartile of “percent vocational/technical credentials awarded”, generating an initial list of 240 institutions. Second, the top 30 performing institutions were selected within each quartile of “unduplicated annual enrollment.” These two steps generated a list of 120 high-performing institutions. A third step was added to ensure that large, minority serving institutions were appropriately represented in the model. Of the remaining colleges (after steps one and two), the 30 overall best performing institutions within the top two quartiles of percent minority and size (unduplicated annual headcount) were selected. In addition, based on demonstrated exceptional performance in the 2019 Prize cycle completion, learning, equity, and labor market outcomes, all 2019 Prize finalists were considered eligible to apply for the 2021 Aspen Prize. Two institutions would not have otherwise qualified through the round 1 eligibility model this year. They were added after running the full model to prevent them from displacing any qualifying institutions.

In the end, the best performing 152 institutions – with respect to the measures and the weights applied above – were colleges that represented the full range of diversity and richness in the sector, from vocational to technical mission, small to large in size, and commitment to high levels of access and success for low-income and minority students. With general agreement among DMAP members, a final adjustment was made to allow no more than half of the institutions in each state to appear in the final list of 152 eligible institutions. In this case, the institutions were ranked by state on the above metrics and the bottom half of the state’s colleges were excluded. This adjustment impacted institutions in Florida, South Dakota, and Wisconsin (an exception was made for one institution in South Dakota and one institution in Wisconsin where these institutions would have missed selection due to the state rule but who scored within the top 150 of all institutions).

Characteristics of the 152 Eligible Institutions

The table below displays the characteristics of the final 152 institutions that are eligible for the round two selection process. The final list of 152 institutions is available at www.AspenCCPrize.com.

U.S. Quartile	Size: Annual Headcount	Percent Part-Time	Percent Non-Traditional Age	Percent Minority	Percent Voc Tech Awards	Number of CIP-2 Programs with Credentials	Associates Degrees as % of All Awards
Lowest	19.7%	33.6%	23.0%	27.6%	33.6%	15.8%	35.5%
Next Lowest	19.7%	21.1%	28.3%	19.7%	15.8%	25.0%	28.3%
Medium	28.9%	23.0%	31.6%	26.3%	17.8%	23.7%	19.7%
Highest	31.6%	22.4%	17.1%	26.3%	32.9%	35.5%	16.4%

The detailed calculations for each of the measures in the model are included in the appendix below.

Appendix

Measures Used for Selection/Eligibility

Measures	Definitions/Calculations	Sources
First-Year Retention Rate (3 years combined)	Percent of fall first-time (full-time and part-time students combined) returning the following fall semester. The measure combines the most recent three years of data (Fall 2017, Fall 2018, and Fall 2019). Calculation: ((Still enrolled or completed Fall 2017, 2018, and 2019) / (total first-time fall 2016, 2017, and 2018)) * 100. For the change over time analysis, the most recent five years of data are used and rates are calculated in the same way for each individual year (Fall 2015, Fall 2016, Fall 2017, Fall 2018, and Fall 2019). Index scores based on the institutional average. Calculation: (institution rate) / (average rate of all Aspen institutions) * 100.	NCES, IPEDS 2015, 2016, 2017, 2018, and 2019 Fall Enrollment Surveys - Files ef2015d_rv, ef2016d_rv, ef2017d_rv, and ef2018d_rv Final Release Data Files, ef2019d provisional data file.
Graduation Rate (3 years combined)	Percent of fall first-time full-time degree/certificate-seeking undergraduates completing any formal award within 150% of normal program time or transferring out to another institution within 3 years. The measure combines the most recent three years available (2017, 2018, 2019). Calculation: (Completers of any formal award within 150% of normal program time + transfer-outs by summer 2017, 2018 and 2019) / (fall 2014, 2015, and 2016 cohorts of first-time full-time undergraduates seeking any formal award) * 100. For institutions offering Bachelor's programs, cohort years are fall 2011, 2012, and 2013. For the change over time analysis, the most recent five years of data are used and rates are calculated in the same way for each individual year (2015, 2016, 2017, 2018, and 2019). Index scores based on the institutional average. Calculation: (institution rate) / (average rate of all Aspen institutions) * 100.	NCES, IPEDS 2015, 2016, 2017, 2018, and 2019 Graduation Rate Surveys - Files gr2015_rv, gr2016_rv, gr2017_rv, and gr2018_rv Final Release Data Files, gr2019 provisional release data file.

Full-Time Outcomes (3 years combined)	Percent of first-time and non-first-time, full-time degree/certificate-seeking undergraduates completing any formal award within 8 years. The measure combines the most recent three years available (2017, 2018, and 2019). Calculation: (Completers of any formal award within 8 years by summer 2017, 2018, and 2019) / (2009-10, 2010-11, and 2011-12 full-year cohorts of first-time and non-first-time, full-time undergraduates seeking any formal award)*100. For the change over time analysis, the most recent five years of data are used and rates are calculated in the same way for each individual year (2015, 2016, 2017, 2018, and 2019). Index scores are based on the institutional average. Calculation: (institution rate) / (average rate of all Aspen institutions) * 100.	NCES, IPEDS 2015, 2016, 2017, 2018, and 2019 Outcome Measures Surveys - Files om2015_rv, om2016_rv, om2017_rv, and om2018_rv Final Release Data Files, om2019 Provisional Release Data File.
Undergraduate Credentials Awarded per 100 FTE Undergraduate Students (3 years combined)	Undergraduate completers of certificates of at least one year, Associate Degrees, and Bachelor's Degrees per 100 full-time equivalent undergraduates. The measure combines the most recent three academic years of data (2017-18, 2018-19, and 2019-20). Calculation: ((undergraduate completers of awards of at least one year in length) in 2017-18, 2018-19, and 2019-20) / (credit hour generated annual undergraduate FTE enrollment 2017-18, 2018-19, 2019-20)) * 100. For the change over time analysis, the most recent five years of data are used and rates are calculated in the same way for each individual academic year (2015-16, 2016-17, 2017-18, 2018-19, and 2019-20). Index scores based on the institutional average. Calculation: (institution rate) / (average rate of all Aspen institutions) * 100.	NCES, IPEDS Academic Year 2015-16, 2016-17, 2017-18, 2018-19, and 2019-20 Completions and Enrollment Surveys - Completions Files c2016_c_rv, c2017_c_rv, c2018_c_rv, c2019_c_r Final Release Data Files, c2020_c Provisional Release Data File. Enrollment Files efia2016_rv, efia2017_rv, efia2018_rv, efia2019_rv Final Release Data Files, and efia2020 Provisional Release Data File.

Part-Time Outcomes (3 years combined)	Percent of first-time and non-first-time, part-time degree/certificate-seeking undergraduates completing any formal award within 8 years. The measure combines the most recent three years available (2017, 2018, and 2019). Calculation: (Completers of any formal award within 8 years by summer 2017, 2018, and 2019) / (2009-10, 2010-11, and 2011-12 full-year cohorts of first-time and non-first-time, part-time undergraduates seeking any formal award)*100. For the change over time analysis, the most recent five years of data are used and rates are calculated in the same way for each individual year (2015, 2016, 2017, 2018, and 2019). Index scores are based on the institutional average. Calculation: (institution rate) / (average rate of all Aspen institutions) * 100.	NCES, IPEDS 2015, 2016, 2017, 2018, and 2019 Outcome Measures Surveys - Files om2015_rv, om2016_rv, om2017_rv, and om2018_rv Final Release Data Files, om2019 Provisional Release Data File.
Change Over Time (Most recent 5 years): Retention Rates, Graduation Rates, Full-Time Outcomes, Completers per 100 FTE Students, and Part-Time Outcomes.	A Weight Index is calculated for each metric based on the slope of the regression line through the most recent five years of data. The regression slopes across all five metrics are aggregated to get a final Weight Index, weighting for each metric consistent with performance weighting used within the model (retention = 1, graduation rates and full-time outcomes each = 1/2, and completers per 100 FTES and part-time outcomes each = 1/2 for a total weight of 3). A weight index of 0 is assigned an index score of 100. The maximum observed weight index is assigned an index score equal to the average of the three best index scores across all performance and equity metrics and the minimum observed weight index is assigned a final index score equal to the average of the three lowest index scores across all performance and equity metrics. Index scores for weight indexes falling between 0 and the maximum are scaled linearly against the maximum, and index scores for weight indexes falling between 0 and the minimum are scaled linearly against the minimum.	See above sources for Retention Rates, Graduation Rates, Full-Time Outcomes, Completers per 100 FTE Students, and Part-Time Outcomes.
Minority Graduation Rate (3 years combined)	Same graduation rate calculation described above for the combination of Blacks, Hispanics, and Native Americans for 2017, 2018, and 2019. Index scores based on the institutional average. Calculation: (institution rate) / (average rate of all Aspen institutions) * 100.	NCES, IPEDS 2015, 2016, and 2017 Graduation Rate Surveys - Files gr2017_rv, gr2018_rv Final Release Files, and gr2019 Provisional Data File.

Minority Completers per 100 FTE Minority Undergraduate Students (3 Years combined).	Same calculation described above for the combination of Blacks, Hispanics, and Native Americans for the combination of academic years 2016-17, 2017-18, and 2018-19. Note that FTE by race is not available from IPEDS. FTE by race is calculated by applying the Fall full-time to part-time ratio (combine Fall 2016, Fall 2017, and Fall 2018) to the academic year unduplicated headcount (combine academic years 2016-17, 2017-18, and 2018-19) to get estimated full-time and part-time enrollment, then calculating estimated FTE as full-time + 1/3 part-time. Calculation: (Fall full-time) / (Fall full-time + Fall part-time) * (Academic Year Unduplicated Headcount) + 1/3*(Fall part-time) / (Fall full-time + Fall part-time) * (Academic Year Unduplicated Headcount).	NCES, IPEDS Completions and Enrollment Surveys - Files c2017_c_rv, c2018_c_rv, and c2019_c_rv Final Release Data Files, effy2017_rv, effy2018_rv, and effy2019_rv Final Release Data Files, ef2016a_rv and ef2017a_rv Final Release Data Files, ef2019a Provisional Release Data File.
Pell Graduation Rate	Graduation rates for Pell Grant recipients 2019, 150% of normal time to complete any award - cohort year 2013 (IPEDS 4-year institutions) and cohort year 2016 (IPEDS less-than-4-year institutions). Index scores based on the institutional average. Calculation: (institution rate) / (average rate of all Aspen institutions) * 100.	NCES IPEDS Graduation Rate Survey, File GR2019_PELL_SSL Provisional Release Data File.

Index Scores Used in the Model to Normalize the Measures	
Measures with Index Scores	Calculation
First-Year Retention Rate	(Institutional Value) / (Aspen Colleges Average)*100
Graduation Rate (150% of normal program time)	(Institutional Value) / (Aspen Colleges Average)*100
Full-Time Outcomes (8 years)	(Institutional Value) / (Aspen Colleges Average)*100
Completers per 100 FTE Students	(Institutional Value) / (Aspen Colleges Average)*100
Part-Time Outcomes (8 years)	(Institutional Value) / (Aspen Colleges Average)*100
Change Over Time	See Definition/Calculation Above
Minority Graduation Rate (150% of normal program time)	(Institutional Value) / (Aspen Colleges Average)*100
Minority Completers per 100 FTE Students	(Institutional Value) / (Aspen Colleges Average)*100
Pell Graduation Rate (150% of normal program time)	(Institutional Value) / (Aspen Colleges Average)*100

Measures Used to Gauge Institutional Representation

Measures	Definitions/Calculations	Sources
Carnegie Classification	2015 and 2018 Basic Carnegie Classification (IPEDS variables c15basic, c18basic). See the Table below for detailed reference.	NCES IPEDS Institutional Characteristics Survey - File hd2020 (Provisional Release)
Size: Annual Unduplicated Headcount	Total unduplicated headcount enrollment, 2019-20.	NCES IPEDS Enrollment Survey - File effy2020 (Provisional Release)
Percent Part-Time	Percentage of all students enrolled part-time in fall 2019.	NCES IPEDS Enrollment Survey - File ef2019_a (Provisional Release)
Percent Non-Traditional Age (25 and Older)	Percentage of undergraduates enrolled in the fall of 2019 who are 25 years of age and older (calculated on known age counts - exclude unknown age from denominator).	NCES IPEDS Enrollment Survey - File ef2019b (Provisional Release) - Reporting Mandatory in Odd Years Only
Percent Minority	Percentage of undergraduates enrolled in AY 2019-20 who are Black Non-Hispanic, Hispanic, or Native American/Alaska Native.	NCES IPEDS Enrollment Survey - File effy2020 (Provisional Release)
Location	College is located in a city, suburb, town, or rural area (IPEDS variable locale - Degree of urbanization (Urban-centric locale)).	NCES IPEDS Institutional Characteristics Survey - File hd2020 Provisional Release
Pell Graduation Rate	Graduation rates for Pell Grant recipients 2019, 150% of normal time to complete any award - cohort year 2013 (IPEDS 4-year) and cohort year 2016 (IPEDS less-than-4-year) institutions	NCES IPEDS Graduation Rate Survey, File GR2019_PELL_SSL (Provisional Release)
Percent Technical Awards	Percent of undergraduate credentials awarded in 2019-20 in fields other than arts, sciences, and business. See table below for specific fields included (shaded rows).	NCES IPEDS Completions Survey; File c2020_a (Provisional Release)
Number of CIP-2 Programs with Credentials	Number of undergraduate CIP-2 categories with awards in 2019-20 (Any CIP-2 with awards given at only one or multiple award levels counts as 1 program).	NCES IPEDS Completions Survey; File c2020_a (Provisional Release)

Basic Carnegie Classifications (2015 Classification)

Code	Description
-2	Not applicable, not in Carnegie universe (not accredited or nondegree-granting)
1	Associate's Colleges: High Transfer-High Traditional
2	Associate's Colleges: High Transfer-Mixed Traditional/Nontraditional
3	Associate's Colleges: High Transfer-High Nontraditional
4	Associate's Colleges: Mixed Transfer/Career & Technical-High Traditional
5	Associate's Colleges: Mixed Transfer/Career & Technical-Mixed Traditional/Nontraditional
6	Associate's Colleges: Mixed Transfer/Career & Technical-High Nontraditional
7	Associate's Colleges: High Career & Technical-High Traditional
8	Associate's Colleges: High Career & Technical-Mixed Traditional/Nontraditional
9	Associate's Colleges: High Career & Technical-High Nontraditional
10	Special Focus Two-Year: Health Professions
11	Special Focus Two-Year: Technical Professions
12	Special Focus Two-Year: Arts & Design
13	Special Focus Two-Year: Other Fields
14	Baccalaureate/Associate's Colleges: Associate's Dominant
15	Doctoral Universities: Highest Research Activity
16	Doctoral Universities: Higher Research Activity
17	Doctoral Universities: Moderate Research Activity
18	Master's Colleges & Universities: Larger Programs
19	Master's Colleges & Universities: Medium Programs
20	Master's Colleges & Universities: Small Programs
21	Baccalaureate Colleges: Arts & Sciences Focus
22	Baccalaureate Colleges: Diverse Fields
23	Baccalaureate/Associate's Colleges: Mixed Baccalaureate/Associate's
24	Special Focus Four-Year: Faith-Related Institutions
25	Special Focus Four-Year: Medical Schools & Centers
26	Special Focus Four-Year: Other Health Professions Schools
27	Special Focus Four-Year: Engineering Schools
28	Special Focus Four-Year: Other Technology-Related Schools
29	Special Focus Four-Year: Business & Management Schools
30	Special Focus Four-Year: Arts, Music & Design Schools
31	Special Focus Four-Year: Law Schools
32	Special Focus Four-Year: Other Special Focus Institutions
33	Tribal Colleges

Basic Carnegie Classifications (2018 Classification)

Code	Description
-2	Not applicable, not in Carnegie universe (not accredited or nondegree-granting)
1	Associate's Colleges: High Transfer-High Traditional
2	Associate's Colleges: High Transfer-Mixed Traditional/Nontraditional
3	Associate's Colleges: High Transfer-High Nontraditional
4	Associate's Colleges: Mixed Transfer/Vocational & Technical-High Traditional
5	Associate's Colleges: Mixed Transfer/Vocational & Technical-Mixed Traditional/Nontraditional
6	Associate's Colleges: Mixed Transfer/Vocational & Technical-High Nontraditional
7	Associate's Colleges: High Vocational & Technical-High Traditional
8	Associate's Colleges: High Vocational & Technical-Mixed Traditional/Nontraditional
9	Associate's Colleges: High Vocational & Technical-High Nontraditional
10	Special Focus Two-Year: Health Professions
11	Special Focus Two-Year: Technical Professions
12	Special Focus Two-Year: Arts & Design
13	Special Focus Two-Year: Other Fields
14	Baccalaureate/Associate's Colleges: Associate's Dominant
15	Doctoral Universities: Very High Research Activity
16	Doctoral Universities: High Research Activity
17	Doctoral/Professional Universities
18	Master's Colleges & Universities: Larger Programs
19	Master's Colleges & Universities: Medium Programs
20	Master's Colleges & Universities: Small Programs
21	Baccalaureate Colleges: Arts & Sciences Focus
22	Baccalaureate Colleges: Diverse Fields
23	Baccalaureate/Associate's Colleges: Mixed Baccalaureate/Associate's
24	Special Focus Four-Year: Faith-Related Institutions
25	Special Focus Four-Year: Medical Schools & Centers
26	Special Focus Four-Year: Other Health Professions Schools
27	Special Focus Four-Year: Engineering Schools
28	Special Focus Four-Year: Other Technology-Related Schools
29	Special Focus Four-Year: Business & Management Schools
30	Special Focus Four-Year: Arts, Music & Design Schools
31	Special Focus Four-Year: Law Schools
32	Special Focus Four-Year: Other Special Focus Institutions
33	Tribal Colleges

CIP 2010: List By Program Area (2-Digit CIP)

CIP-2	CIP-2 Description	2-Year Degree Groupings
01	AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES.	Arts and Sciences
03	NATURAL RESOURCES AND CONSERVATION	Technical
04	ARCHITECTURE AND RELATED SERVICES	Technical
05	AREA, ETHNIC, CULTURAL, AND GENDER STUDIES	Arts and Sciences
09	COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS	Service
10	COMMUNICATIONS TECHNOLOGIES/TECHNICIANS AND SUPPORT SERVICES	Technical
11	COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES.	Arts and Sciences
12	PERSONAL AND CULINARY SERVICES	Service
13	EDUCATION	Service
14	ENGINEERING.	Technical
15	ENGINEERING TECHNOLOGIES/TECHNICIANS	Technical
16	FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS	Arts and Sciences
19	FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES	Service
22	LEGAL PROFESSIONS AND STUDIES	Service
23	ENGLISH LANGUAGE AND LITERATURE/LETTERS	Arts and Sciences
24	LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES	Arts and Sciences
25	LIBRARY SCIENCE	Arts and Sciences
26	BIOLOGICAL AND BIOMEDICAL SCIENCES	Arts and Sciences
27	MATHEMATICS AND STATISTICS	Arts and Sciences
29	MILITARY TECHNOLOGIES	Technical
30	MULTI/INTERDISCIPLINARY STUDIES	Arts and Sciences
31	PARKS, RECREATION, LEISURE, AND FITNESS STUDIES	Service
38	PHILOSOPHY AND RELIGIOUS STUDIES	Arts and Sciences
39	THEOLOGY AND RELIGIOUS VOCATIONS	Arts and Sciences
40	PHYSICAL SCIENCES	Arts and Sciences
41	SCIENCE TECHNOLOGIES/TECHNICIANS	Technical
42	PSYCHOLOGY	Arts and Sciences
43	SECURITY AND PROTECTIVE SERVICES	Service
44	PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS	Service
45	SOCIAL SCIENCES	Arts and Sciences
46	CONSTRUCTION TRADES	Trade
47	MECHANIC AND REPAIR TECHNOLOGIES/TECHNICIANS	Trade
48	PRECISION PRODUCTION	Trade
49	TRANSPORTATION AND MATERIALS MOVING	Trade
50	VISUAL AND PERFORMING ARTS	Arts and Sciences
51	HEALTH PROFESSIONS AND RELATED CLINICAL SCIENCES	Health Sciences
52	BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES	Business
54	HISTORY	Arts and Sciences

Belk Center for Community College Leadership and Research

[About](#)[Research & Insights](#)[Leadership & Learning](#)[Partnerships & Convenings](#)[Contact Us](#)[GIVE NOW →](#)

Rural College Leaders Program



With support from Ascendium Education Group and Achieving the Dream, the Belk Center launched the Rural College Leaders Program (RCLP) to equip presidents, senior leadership teams and trustees to improve student outcomes and advance equity at their institutions. The three-year, capacity-building initiative offers strategies for removing systemic barriers and closing gaps in institutional completion rates for historically underserved populations, including low-income students and American Indian, Black and Latinx students.

In 2022, the Belk Center was pleased to offer targeted support for 10 community colleges* serving rural counties in North Carolina:

- Carteret Community College
- Catawba Valley Community
- College of The Albemarle
- Davidson-Davie Community College
- Isothermal Community College
- McDowell Technical Community College
- Roanoke-Chowan Community College
- Stanly Community College

- > Vance-Granville Community College
- > Western Piedmont Community College

**Colleges were selected through a written application and formal interview process.*

Project support for the RCLP cohort includes leadership training for community college presidents and their senior leadership teams grounded in institutional data on access, enrollment and program completion.



January 2022

Inaugural RCLP cohort is announced



February 2022

Belk Center hosts RCLP cohort presidents and coaches for a program kickoff



September 2022

RCLP cohort convenes in Raleigh to review early data, prioritize student success goals and draft action plans

“MTCC’s participation in the Rural College Leaders Program is helping to build change-makers on our new administrative team. As one of the smaller institutions in the ‘Great 58’ [North Carolina community colleges], resources are tight and it is often tough for us to participate in regional and national professional development. Joining the RCLP network has connected our team with national thought leaders who are challenging us to think differently about prioritizing student learning and success in new, innovative ways.”

– Dr. Brian Merritt, President, McDowell Technical Community College

Belk Center for Community College Leadership and Research

706 Hillsborough Street
Raleigh, NC 27603

CONNECT WITH US

[Accessibility](#)

[Give](#)

[Copyright](#)

[Our Team](#)

[Contact Us](#)

[Privacy Statement](#)

	Current Advising Model	Differentiated Advising Model
After admission, advisor assignment and contact made within 1-3 business days.	✓	✓
Academic Planning and Registration Assistance	✓	✓
Inquire about applying for Financial Aid	✓	✓
Career Coach Assessment	✓	✓
Encourage early enrollment in Gateway Math and English		✓
Discuss potential barriers and available wraparound services: <ul style="list-style-type: none"> • Complete Differentiated Advising Form • Provide Academic and Student Support Services Information 		✓
Engage in targeted communication plan: <ul style="list-style-type: none"> • Personalized advisor email and phone calls prior to start of semester • Weekly communication during the first 4 weeks of classes 		✓
Actionable Progress Reports (Gateway Math and English): <ul style="list-style-type: none"> • Tutoring referrals • Advisor phone calls • Academic support staff phone calls 		✓
Targeted re-enrollment plans: <ul style="list-style-type: none"> • Personalized email communication from Element 451 • Specific text messages • Advisor phone calls 		✓

Belk Center for Community College Leadership and Research

[About](#)[Research & Insights](#)[Leadership & Learning](#)[Partnerships & Convenings](#)[Contact Us](#)[GIVE NOW →](#)

NC Reconnect

Made possible through a collaboration with the John M. Belk Endowment, NC Reconnect aims to engage adult learners and improve student retention – specifically among adult learners – in North Carolina. The initiative is designed to help former students successfully navigate the complexities of re-enrollment and re-entry, while developing a plan to complete a degree or credential.

After launching in 2021 with five pilot schools – Pitt Community College, Fayetteville Technical Community College, Blue Ridge Community College, Durham Technical Community College, and Vance-Granville Community College – Belk Center researchers began compiling and analyzing data on adult students' re-enrollment and retention from the participating colleges.

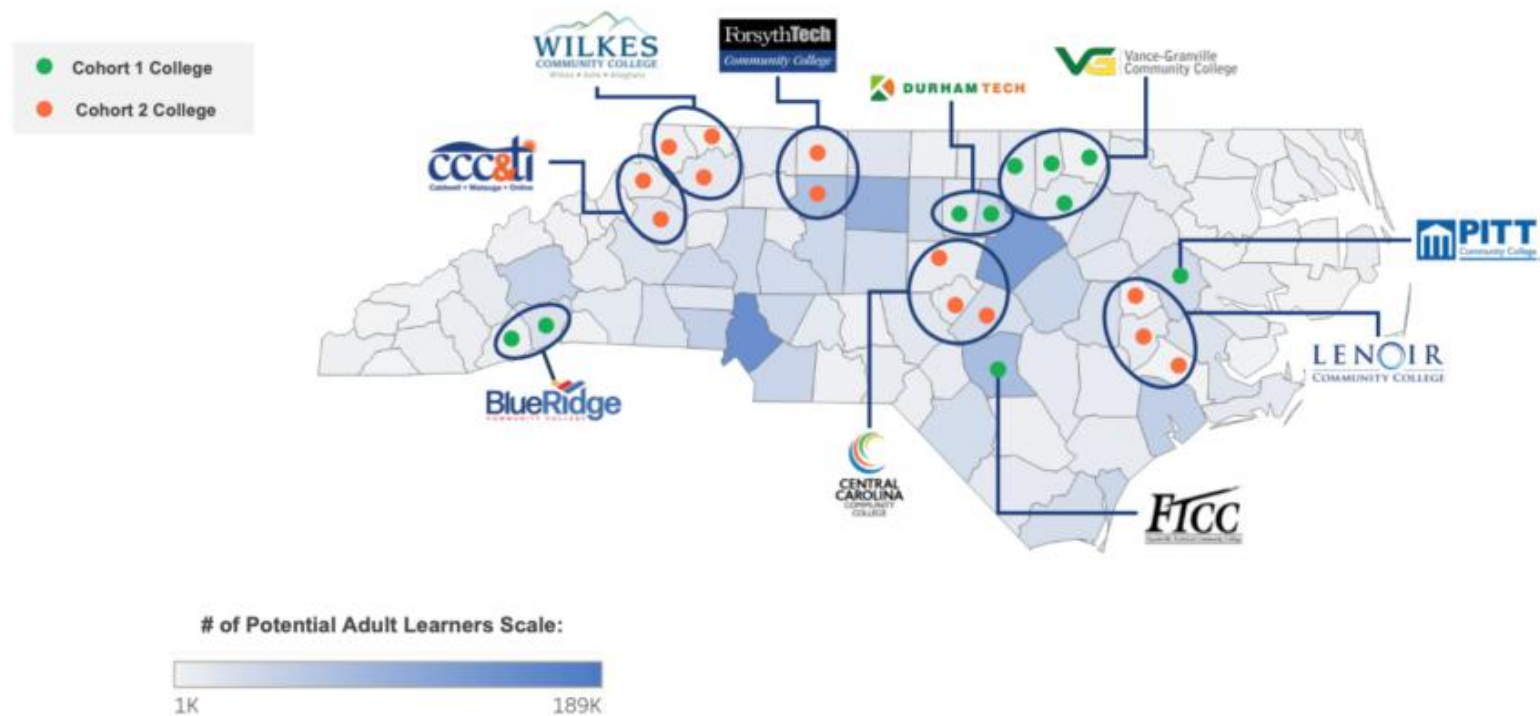
Building off of this initial data, the Belk Center and partners InsideTrack, VisionPoint and EducationNC, hosted interviews and focus groups with community college leadership, faculty, staff and adult learners to gain insight into the leadership decisions of executives, day-to-day operations of student services staff and lived experiences of adult learners. From this work, the Belk Center released an [Adult Learner Guidebook](#) that offers tangible strategies and key insights on reimagining postsecondary education for adult learners at North Carolina community colleges.

As of 2021, adult learners aged 25-64 represent 52% of North Carolina's community college student population.

To learn more about NC Reconnect, please contact the Belk Center at belk_center@ncsu.edu

[Learn more about NC Reconnect →](#)

Current NC Reconnect Institutions



In 2022, a second cohort was announced, including Caldwell Community College and Technical Institute, Central Carolina Community College, Forsyth Technical Community College, Lenoir Community College and Wilkes Community College. In the year ahead, NC Reconnect will continue to expand with the support of the John M. Belk Endowment, the Belk Center, the North Carolina Community College System, myFutureNC, InsideTrack, Crisp Communications and VisionPoint Marketing.



12,000 students identified

Number identified by the five pilot schools who had previously attended, completed at least 50% of a degree or credential and had been enrolled within the last five years.



753 of those students re-enrolled

These students re-enrolled at one of the five pilot colleges for the fall 2021 semester.



87% of those students received grades in their courses



68% either completed a degree, credential, or enrolled in the following term



Quality Enhancement Plan Director

Class Code:
FT-QEPDIR-7/2022

Bargaining Unit:

COLLEGE OF THE ALBEMARLE
Established Date: Jul 25, 2022
Revision Date: Jul 25, 2022

SALARY RANGE



CLASSIFICATION DESCRIPTION:

Position subject to availability of budgeted funds

FLSA: Professional, Exempt

The Quality Enhancement Plan (QEP) Director is a half-time position accompanied by a corresponding reduction in duties in an employee's primary role. The role of the QEP Director is to oversee the implementation and management of the QEP, lead QEP assessment activities, ensure compliance with SACSCOC QEP requirements, and fulfill internal and external QEP reporting requirements.

The QEP Director receives supervision from the Vice President, Institutional Research, Planning, Effectiveness and Technology for QEP related matters, and from the normal supervisor associated with the employee's primary role for all other matters.

EXAMPLES OF DUTIES:

- Chair the QEP Development, and Implementation/Steering Committees.
- Foster a collaborative environment for the QEP Implementation/Steering Committee to develop the full QEP and monitor the progress and assessments related to the Key Performance Indicators outlined therein.
- Work with faculty, administration, staff, and students to guarantee the successful implementation of the QEP.
- Ensure that professional development needed for the QEP is completed by faculty and staff.
- Collect and analyze the data and assessments for the QEP.
- Manage the QEP budget in compliance with all COA policies and procedures.
- Develop and deliver reports and presentations that clearly communicate the QEP information to a wide variety of internal and external audiences.
- Provide oversight and updates to the campus community regarding the QEP progress.
- Attend SACSCOC Summer Institutes and annual meetings as needed.
- Produce the QEP Proposal and QEP Impact Report according to SACSCOC requirements.
- Other duties as assigned.

TYPICAL QUALIFICATIONS:

Required:

Bachelor's degree in Education, Higher Education, Counseling, Social Work or related field.
Minimum three years' experience in a post-secondary educational setting.

-
-

- Excellent computer skills, including standard educational and business software applications.

Desired:

- Master's degree in Education, Higher Education, Counseling, Social Work or related field.
- Two years of supervisory or management experience.
- Demonstrated experience in project management.

KNOWLEDGE, SKILLS & ABILITIES:

Knowledge of:

- The community college system and a commitment to its mission.
- COA's mission and a commitment to it.
- Demonstrated competence in compliance matters.

Ability to:

- Communicate effectively, both orally and in writing.
- Work successfully in a team environment, prioritize a variety of work assignments and meet deadlines.
- Possess strong analytical, project management, communication, and organizational skills.
- Exercise good judgement and initiative.

LIMITATIONS & DISCLAIMER:

The above job description is meant to describe the general nature and level of work being performed. It is not intended to be construed as an exhaustive list of all responsibilities, duties and skills required for the position.

All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities. Requests for accommodation should be made to the supervisor and the Human Resources department. Some requirements may exclude individuals who pose a direct threat or significant risk to the health and safety of themselves or other employees.

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. An employee will be required to follow any other job-related instructions and to perform other job-related duties required by his/her supervisor in compliance.

Requirements are representative of minimum levels of knowledge, skills and/or abilities. To perform this job successfully, the employee must possess the abilities or aptitudes to perform each duty proficiently. Employment remains at all times subject to personnel policies established by the Board of Trustees.

College of The Albemarle (COA) is dedicated to fostering an inclusive, diverse environment. We ensure equal opportunity across all facets - admissions, employment, and access - and prohibit discrimination or harassment of any kind, based on race, color, national origin, sex, age, religion, disability, or veteran's status. We actively recruit and support a diverse community of students, faculty, and staff. The following individuals have been designated to handle inquiries regarding the non-discrimination policies: (Employees) Ella Fields-Bunch, Director, Human Resources, 252-335-0821 ext. 2236, ella_bunch44@albemarle.edu; (Students) Kris Burris, Vice-President, Student Success and Enrollment Management, 252-335-0821 ext. 2251, kris_burris76@albemarle.edu.