



SUCCESS NETWORK

Supporting Your Power to Succeed

Nash Community College QEP

Success Network

October 26–29, 2020

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Executive Summary

After a comprehensive and collaborative process to identify needs to enhance student learning and/or success, Nash Community College (NCC) selected the establishment of a Success Network as the College's Quality Enhancement Plan (QEP). Three committees chaired by the QEP Director were formed utilizing broad-based participation to guide the development of the QEP. Composed of key compliance stakeholders and a smaller composition of faculty/staff, the QEP Leadership Team was established to provide continuity and executive guidance for the duration of the QEP process. The QEP Topic Discovery Team comprised of faculty, staff, and a student were charged with the selection of a topic emerging from the on-going institutional evaluation processes and aligning with the College mission. The QEP Development Team composed of a few members of the QEP Topic Discovery Team, a new student, and additional members representing a cross-section of faculty/staff narrowed the topic and developed an extensive plan for implementation.

NCC selected the Success Network as the topic after 12 months of broad-based participation from internal and external stakeholders using both quantitative and qualitative data collection and analysis. Analysis revealed that although the campus offers a tremendous amount of services, students do not access them as frequently as expected. The objective of the Success Network is to serve as a 'hub' to holistically support students by connecting them to the appropriate help they need when they need it. This objective echoes the NCC Mission of providing "an educational environment that meets students where they are and prepares them for successful college transfer and rewarding careers in a global and diverse society."

The QEP Development Team spent two years developing the vision, student success outcomes assessment, and operational components of the Success Network. The vision of the Success Network is to connect students with services and resources to support their success through the guidance and mentorship of a Success Coach from application to graduation. Management of the Success Network includes realigning specific support services under one reporting structure. The student services area will be remodeled to centralize support functions and create a welcoming and engaging atmosphere. Implementation of a proactive and appreciative advising model for the management of the Success Network includes the recruitment and training of Success Coaches who will be assigned a case load of students in order to monitor and help manage the students' success. The Success Network will provide the

College an opportunity to empower students as well as address gaps in service. The Success Network has four defined student success outcomes as follows:

- Students who interact with a Success Coach will be connected to the appropriate service(s) and resource(s) within the Success Network.
- Students who interact with a Success Coach and connect with the appropriate service(s) and resource(s) within the Success Network will persist from semester to semester.
- Students who interact with a Success Coach and connect with the appropriate service(s) and resource(s) within the Success Network will progress successfully from point of entry to subsequent courses required in their program of study.
- Students who interact with a Success Coach and connect with the appropriate service(s) and resource(s) within the Success Network will complete their program of study.

The QEP was developed and will be executed within the capabilities of the College. Implementation is supported with appropriate leadership, personnel, technology, training, and realistic timelines. A gradual rollout of dedicated Success Coaches will ensure opportunity to assess impact, make necessary adjustments, and optimize resources. Upon completion of the QEP, all students will be assigned a dedicated, professional Success Coach to challenge, advise, support, and empower them to reach their goal(s). The QEP includes a detailed assessment plan that designates a treatment cohort of first-time students with identified measurable success targets for comparison against historical data as the Success Coach model is expanded each year.

The faculty, staff, and administration are enthusiastic about the opportunity to enhance the holistic nature of how students are supported at the College. The College's choice of First Year Experience (FYE) for the 2011 QEP marked the beginning of a culture shift to increased student focus and service provision on the NCC campus. A tremendous volume of resources has blossomed over the last 10 years. It is a natural fit that NCC's 2021 QEP will continue the theme of holistic success and connect the dots of the efforts of many across campus over the years.

Introduction to Nash Community College

Nash Community College was founded in 1967 and is a public, two-year post-secondary educational institution with an open-door admissions policy. Its mission is to provide an affordable educational environment which prepares students for college transfer and rewarding careers. Approximately 12,000 citizens participated in programs at Nash Community College during the 2018-2019 academic year.

The College is located on 111 acres midway between Nashville and Rocky Mount, North Carolina, less than a mile off U.S. Highway 64 Bypass and U.S. Interstate 95. While the primary service area is Nash County, the convenient location attracts students from the surrounding counties of Franklin, Wake, Wilson, Edgecombe, and Halifax. Modern buildings including the Continuing Education and Public Safety Building, Science and Technology Center, the Business and Industry Center, and a five- star rated Child Development Center comprise the campus physical plant.

As a comprehensive community college, numerous academic programs are offered, many of which lead to a degree, diploma, or certificate. Included are two-year technical and college transfer programs which give students the knowledge and expertise required for challenging careers or successful transfer to four-year colleges or universities. Vocational, occupational, business, and industry related programs are also offered which prepare students for jobs and provide a skilled workforce for the area. Additionally, the College offers Adult Basic Education, High School Equivalency, and Adult High School to meet the diverse needs of the citizenry in Nash County and surrounding area.

The College employs approximately 500 full and part-time faculty and staff to provide administrative, instructional, and support services to students. The operating budget for 2018-2019 totaled approximately \$35 .4 million appropriated from county, state, federal, and institutional sources.

The mission of the College is to provide an educational environment that meets students where they are and prepares them for successful college transfer and rewarding careers in a global and diverse society. Through quality instruction, support, services, technology, workforce development, research, and community partnerships, Nash Community College fosters lifelong learning opportunities by addressing the needs of individuals, communities, and organizations.

Glossary

Aviso – An early alert predictive model retention software program that identifies intervention opportunities.

Career Coach – North Carolina Community College System initiative to place community college career coaches in high schools to assist students with determining career goals and identifying community college programs that would enable students to achieve these goals.

Cooperative Innovative High School (CHIS) - North Carolina's early colleges that allow students to receive a high school diploma and associate degree; NCC houses the Nash-Rocky Mount Early College and partners with the Center for Industry, Technology & Innovation (CITI) High School at an offsite location.

IPEDS Cohort – The treatment group to be used in the assessment of the QEP defined as first time full- or part-time credential seeking student determined from the Integrated Postsecondary Education Data System (IPEDS). Excludes dual enrolled and special credit students. Once identified initially, full- or part-time status remains unchanged.

Men Achieving Leadership and Excellence (MALE) – Program that promotes academic, personal, and professional success for minority males at NCC.

Meta-major - A group of individual majors under a larger academic umbrella (sometimes referred to as career clusters or communities of interest). These programs provide students with a clear pathway to graduation and help them make connections between their studies and different career tracks.

Minority Male Success Initiative (MMSI) – North Carolina Community College System initiative to promote student success and reduce achievement gaps for underserved students specifically targeted to address and increase the progression and completion rates of minority male students.

Retention- A success outcome measure that will calculate student persistence from fall semester to the subsequent fall semester excluding students who completed a credential.

Self Service – New all-in-one online registration and planning tool at NCC that allows students to plan, register, drop and add classes, monitor their progress towards completion of a program, and more. It will replace WebAdvisor in the 2020/21 academic school year.

Student and Enrollment Services (SES) – The student support services unit of NCC.

Success Partners – Descriptor for all the services and resources that Nash Community College offers that are tangentially connected to the Success Network but not within its reporting structure. The Success Network will connect students with Success Partners such as the Math Tank, English Studio, STILL for science tutoring, financial aid, Computer Engineering Technology (CET) Repair Shop, Success Closet, Food Pantry, etc. (See Appendix P for complete list)

SWELL – Nash Community College Student Wellness Center offering clinical counseling, victim's advocacy, and Single Stop designed to empower the whole student with personal, social, and community resources for self-development and personal enrichment.

Broad-Based Topic Identification Process

In an effort to foster broad-based support for the selection and development of the QEP, the College sought to nurture a bottom-up, grassroots framework. As such, input was sought from both internal and external stakeholders during the QEP development process. Efforts included the creation of representative committees with cross-campus faculty/staff membership charged with different elements of the QEP. Additional participation was sought at several critical junctures and in various formats. Key constituents were afforded the opportunity to share or learn more about the progress of the QEP at employee or Board of Trustee meetings, focus groups, listening tours, literature and/or model reviews, a logo contest and newsletter updates.

A representative institutional process for the QEP topic selection began in earnest in the spring of 2017. The QEP Director launched the start of the QEP process at a full NCC employee meeting on February 23, 2017. Here every member was asked to submit a QEP commitment card (Figure 1) outlining how he or she would personally support the QEP process. At that same

Figure 1 Sample Completed QEP Commitment Card

<p>My QEP Commitment:</p> <p>I commit to supporting the QEP process to ensure genuine broad-based participation and authentic data evaluation by submitting <i>submitting data, being a resource being a voice and communicate the importance of the process.</i></p> <p>Signed <i>Carla J. Reunstan</i></p>	<p>meeting, solicitations for QEP topics were collected and locked in a treasure chest in order to emphasize that the topic selection would be a deliberate process incorporating strategic planning but that everybody's opinions were "treasured." As</p>
<p>My QEP Commitment:</p> <p>I commit to supporting the QEP process to ensure genuine broad-based participation and authentic data evaluation by <i>providing my full mental, organizational and physical abilities to the QEP committee as requested and needed.</i></p> <p>Signed <i>[Signature]</i></p>	
<p>My QEP Commitment:</p> <p>I commit to supporting the QEP process to ensure genuine broad-based participation and authentic data evaluation by <i>remaining open minded to the group process. A true team member and not the heavy with preconceived ideas.</i></p> <p>Signed <i>[Signature]</i></p>	

testament to conducting a systematic process of topic selection, the treasure chest was not opened until after the QEP Discovery Topic Team had narrowed the topic. At the close of the QEP launch presentation, the QEP Director introduced all the members of the QEP Topic Discovery Team.

The QEP Topic Discovery Team, comprised of a diverse cross-section of disciplines and areas of responsibility campus-wide including faculty, staff, and a student, chaired by the QEP Director, was charged with identifying potential topics emerging from the institutional evaluation processes and aligning with the College mission. Further, a smaller QEP Leadership Team comprised of key compliance stakeholders and a smaller composition of faculty/staff was formed to provide continuity and executive guidance for the duration of the QEP process. Provided in Table 1 is a list of the members of the QEP Leadership Team and QEP Topic Discovery Team.

Table 1 QEP Leadership and Topic Discovery Team Membership

QEP Leadership Team 2017- Present

Lisa Cooper, Chair	QEP Director, Humanities and Social Sciences Department Chair
Ryan Cox (2017)	Nash Online SME, Criminal Justice Faculty (former)
Amanda Guy	Lead ACA Instructor, (FYE course)
Dr. Amy Harrell	Associate Dean, Academic Research, SACSCOC Compliance Specialist
Renee Martinez	Director of Advising Services
Farley Phillips	Dean, Institutional Effectiveness
Holly Whistler (2017-18)	English Faculty, AVID Tutoring Coordinator (former)
Heather Perry (2019-present)	Assistant Registrar

QEP Topic Discovery Team (2017-2018)

QEP Leadership Team	
Lettie Allen	Natural Sciences Faculty
Jaye Biggs	Continuing Education Registrar
Greg Bauer (2017)	Emergency Management Faculty (former)
Mary Hyatt	Business and Information Technology Faculty
Stephanie Geanes (2017)	Director of Admissions (former)
Eva Williams	Humanities and Social Sciences Faculty
Jarrett Hedgepeth	Business and Information Technology Faculty
Anthony Lucas	Business and Information Technology Faculty
Teresa Peacock	Math Faculty
Kelsey Skaggs	Student, Associates of Arts
Melissa Turner	Systems Administrator, IT
Wanda Tyson	Applied Engineering Faculty

The QEP Topic Discovery Team began monthly meetings on May 5, 2017. Team members reviewed the NCC 2018-2021 strategic plan whereby the College is committed to “maximize student learning and achievement” through the provision of quality instruction and student support. The QEP Topic Discovery Team consulted program reviews, student evaluations, graduation data, North Carolina Community College System (NCCCS) performance data, demographic reports, NCC General Education Student Learning Outcomes Team (GESLOT) reports, and the Community College Survey of Student Engagement (CCSEE) among other college review processes. The team conducted both qualitative and quantitative research and sought input from students, faculty, staff, administrators, and community advisory groups.

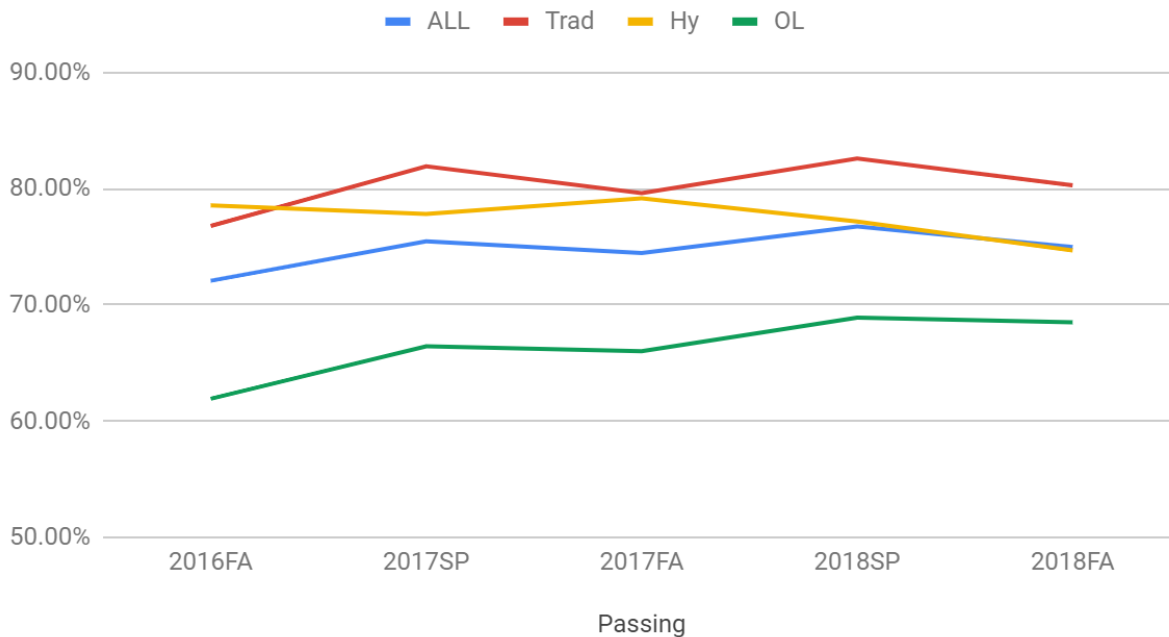
Data Collection and Analysis

The QEP Topic Discovery Team reviewed several key performance indicators including retention, passing rates, and graduation rates. The Office of Institutional Effectiveness shared retention figures that have remained relatively unchanged for years. From the fall of 2016 through the fall of 2018, the average retention rate for NCC, as measured by the percentage of students who return from fall to the subsequent fall semester, was 44%. The average passing rate for NCC during the analyzed time frame averaged 75%. The 3-year average graduation rate was 17.7%. The team reviewed the fact that despite relatively strong passing rates, retention and completion rates were low.

The College’s General Education Student Learning Outcomes Team (GESLOT) develops, reviews, and evaluates processes used in the assessment of general education student learning outcomes. The committee was established in 2006 and meets regularly with departmental representation to assess achievement in critical thinking, problem solving, oral communication, written communication, and computer skills. In general, results indicated students were achieving a targeted rubric score of three or better, but some decline in problem solving was noted. In addition, performance and retention rates in the general education courses were lower when content was delivered online versus in a traditional in-person format. This trend was further substantiated upon a review of passing rates for NCC as a whole. Figure 2 displays a 15-20% lower passing rate in online versus traditional in-person delivery methods.

Figure 2 General Education Courses Passing Rates by Delivery Method

NCC Passing Rates (A,B,C) by Delivery Method



In the 2015-16 academic year, the College conducted the Community College Survey of Student Engagement (CCSSE). Survey findings demonstrated that students placed a high value on advising, financial aid, career counseling, computer labs, transfer credit assistance, and skills lab (see Figure 3). Students ranked Advising/Academic Planning as the service they value most. When asked which was very important, academic advising/planning ranked first at 67%, followed closely by financial aid advising at 65%, and a computer lab at 58%. However, as demonstrated in Figure 4, student use of these services was comparatively low. Usage at the “sometimes” level was below 50% for all services ranked. These findings indicate a disconnect between need and use.

Figure 3 CCSSE Results - Importance of Services at NCC

How important are the following services at this college?

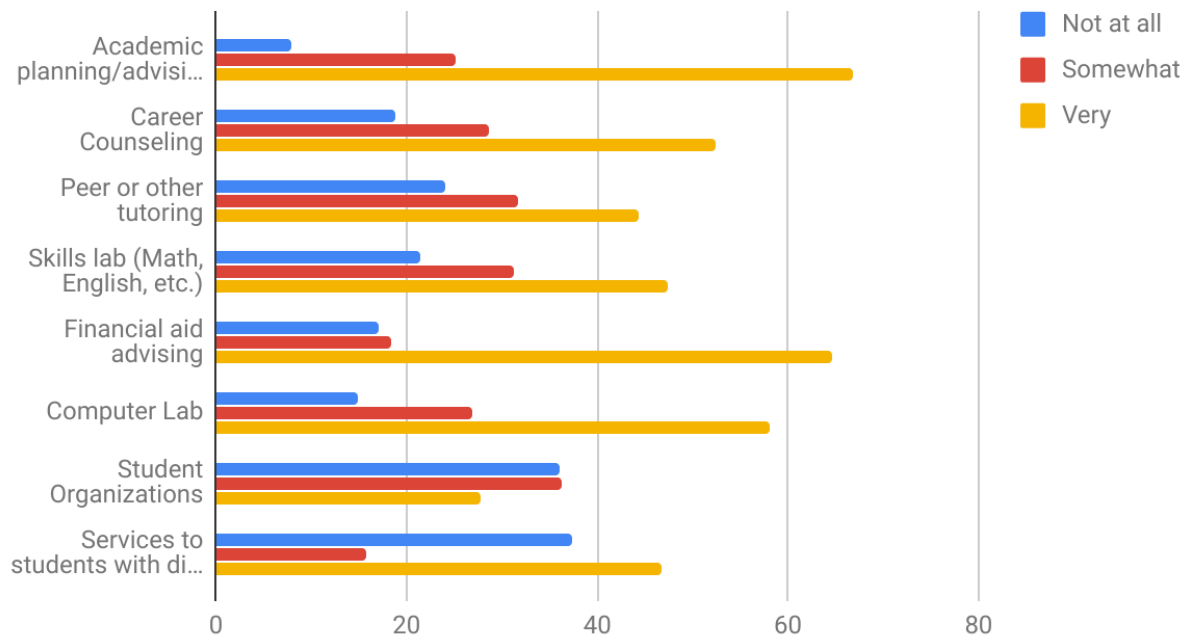
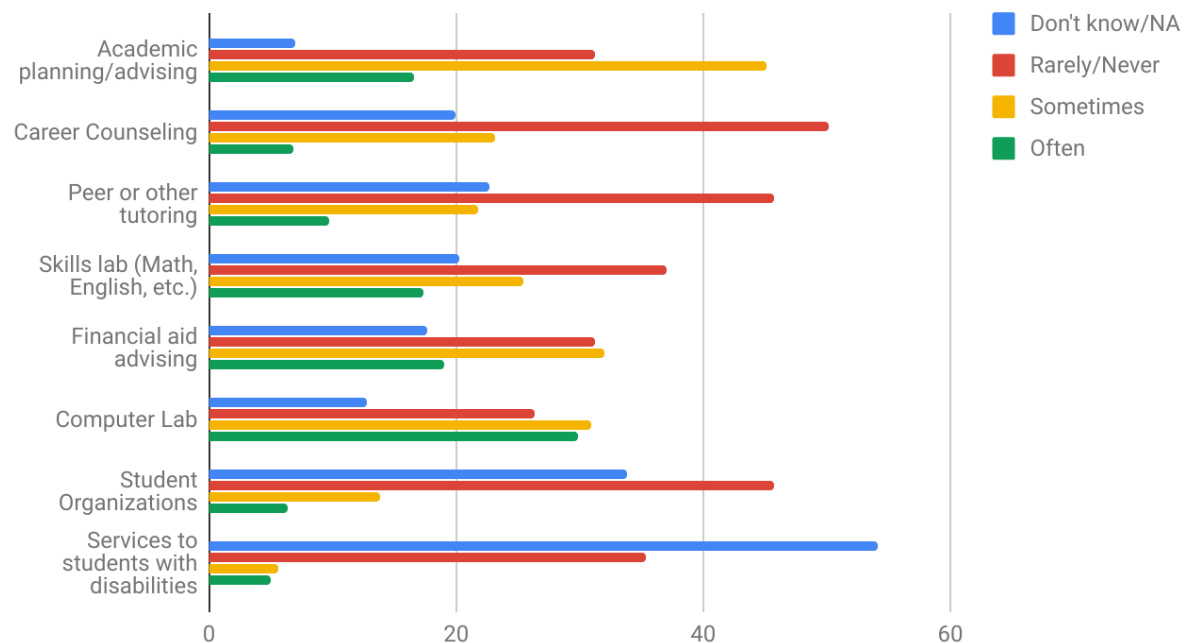


Figure 4 CCSSE Results - Use of Services at NCC

How often do you use the following services at the college?



Focus Group and QEP Skills Assessment Findings and Discussion

Following this analysis, the team held a series of focus groups and online surveys to explore the needs originating from the institutional evaluation process more in depth. In the fall of 2017, separate focus groups were conducted with key stakeholders including faculty, staff, administrators, advisory community members, and students. Pre-trained faculty and staff facilitators guided each focus group through the discussion. Discussions were timed to ensure that all groups addressed each of the primary questions under discussion. Scribes (other than the facilitators) kept records of the groups' responses to the questions.

Focus groups were held for faculty and staff Oct. 23-24, 2017 at six different sessions. One session was held for NCC administration on Nov. 14, 2017. The guiding questions for faculty/staff can be found in Appendix A. Student focus groups were convened at a Student Government Association (SGA) invitational meeting and in fourteen classes ranging from English, Math, Introduction to Communication, Public Speaking, Introduction to Computers, General Psychology, ACA (First-Year seminar course), Economics, and Engineering, all held at different times. The questions were replicated and distributed to all online students to provide a random sample representation of the student population of the College. Student focus group and survey questions can be found in Appendix B. To ensure broad-based participation from the College's external constituents, a survey and subsequent discussion was conducted during the College's annual advisory committee meetings. Each curriculum program and continuing education division of NCC maintains an advisory committee consisting of community members from business and industry to provide professional guidance and program input. Questions for the advisory committee survey and focus groups can be found in Appendix C. Records were kept of all focus group and survey responses and were returned to the QEP Topic Discovery Team.

The QEP Topic Discovery Team broke into three smaller groups to analyze the responses to the focus groups and surveys based on respondent designation of NCC employee, student, or advisory committee member. Questions overlapped in theme about gaps and needs of services but were tailored to the particular audience. In addition, all groups were given a skills inventory in order to rank needs for improvement in the case of students and faculty/staff and importance in the case of advisory groups. Each of the three QEP Topic Discovery Team analysis groups evaluated the data in order to identify common themes among responses. Each team reported their findings back to the entire QEP Discovery Team who then discussed themes and commonalities from the data.

When asked about student struggles, faculty and staff expressed concerns that students are highly burdened by personal struggles including access to resources and balancing work, school, home life, and academic struggles. These participants concurred that the campus offers a tremendous amount of services, yet students do not access them as frequently as expected. Awareness of resources was an expressed gap for students and participants as well. During the discussions, employees often expressed surprise because they, themselves were not aware of all the resources NCC offered. In terms of motivating students to improve utilization of these resources, there was an expressed need for increased awareness and centralization of services.

For students, the greatest barriers they encountered involved time management in the balance of life, work, and school. They expressed conflicts in accessing services due to work or class schedules. Students expressed a greater struggle or need for guidance with online courses. In terms of services, students' greatest barrier was in awareness and availability of services. Students were asked about their experiences and for suggestions to improve learning in multiple delivery methods from traditional, hybrid, and online instruction. For traditional instruction, student responses focused on scheduling, the physical environment such as room temperature, hands-on activities, and more consistency between classes in terms of due dates and expectations. In terms of online, students polled in the in-person focus groups requested more face-to-face options, improved feedback, directions, and timeliness of responses. Of note, online students who selected their preferred method of instruction as online focused on the convenience of the option but evaluated the learning more positively in the face-to-face environment. These students indicated it was more difficult to learn online due to loss of focus, communication issues, self-motivation, and the impression they were teaching themselves.

Conducted in person and online as part of the focus group process, a skills survey assessment was distributed to the three target groups including students, NCC employees, and advisory committee members. The questions focused on proficiency of skills of eighteen student success factors shown in Table 2. The levels of proficiency were ranked 1-4 from weakest to strongest. The results were tabulated and weighted 1-4 with the highest score for areas deemed weakest by the respondent. A sample of the survey instrument is found in the Appendix for NCC Employees (Appendix A), students (Appendix B), and advisory Committee (Appendix C).

Table 2 Skills Inventory Components

Communication	Listening	Risk Taking
Conflict Management	Logical Reasoning	Taking Initiative
Critical Thinking/Problem Solving	Organization	Taking Ownership
Following Directions	Professional Etiquette	Teamwork
Interpersonal Communication	Quantitative Literacy	Time Management
Leadership	Reading	Writing

The top six rankings of each are displayed in Table 3 with each overlapping item highlighted in a corresponding color. Of note, students and faculty/staff participants tended to give a higher priority to hard skills (reading, writing) and time management while advisory committee employers focused on soft and relational skills such as conflict management and leadership. Although no one skill appeared in the top six of all three, there was some agreement among constituencies holistically that a blend of hard and soft skills was important.

Table 3 Comparison of Top Ranked Skills Importance and Proficiency

Rank	Students	NCC Employees	Advisory Committee
1	Time Management	Reading	Risk Taking
2	Writing	Writing	Taking Initiative
3	Communication	Critical Thinking/Problem Solving	Taking Ownership
4	Quantitative Literacy	Taking Ownership	Quantitative Literacy
5	Organization	Time Management	Conflict Management
6	Reading	Professional Etiquette	Leadership

Emerging Issues and Topic Selection

As the QEP Topic Discovery Team evaluated existing in-house data and focus group responses related to student performance and completion, key themes and issues emerged. Students struggle with navigating resources and technology and are burdened with various deficits including home life support, financial stability, mental health, time management, online readiness, or academic skills. Advising is fragmented and centralization of services or support is needed, particularly as students struggle to balance these challenges. Each challenge is unique to every student, and students often struggle to express their authentic needs. Faculty and staff are spread thin in order to consistently ensure students' needs and access to resources are met and managed.

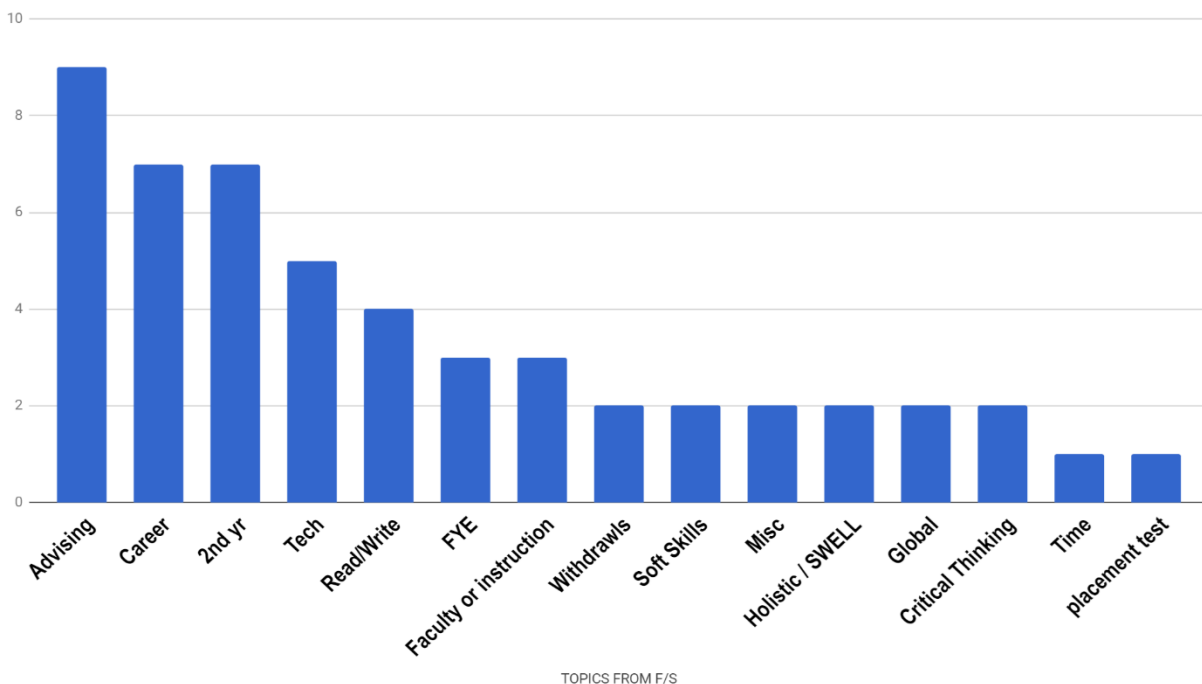
The case for the recommended topic was built upon a representative process incorporating institutional needs and viability of the plan. Based on the collected data and needs

analysis, each member of the QEP Topic Discovery Team submitted potential QEP topics to address these needs. Each team member completed one or more topic submission form(s) (see Appendix D). Each topic submission was required to identify the problem being addressed, provide rationale based on data analysis, and explain how the topic would impact either student learning or success. The team also developed a weighted list of criterion from which to evaluate the viability of each potential topic. Displayed in Table 4 is the viability criteria including the following: capacity to implement, ability to assess, climate of acceptance, administrative support, design, impact on students, connection with needs assessment, connection to NCC mission, and opportunity for growth. The team voted on the weights afforded each criterion. One weight that was deliberated and revised was administrative support. The team agreed that no QEP topic would move forward without executive approval, but committee members wanted to maintain the integrity of the process by reducing the influence trying to “second guess” what administrator preferences might have.

Table 4 QEP Topic Evaluation and Selection Viability Criteria		
Criterion	Description	Weight
Capacity	College’s wherewithal to implement (costs, physical and human resources)	3
Assessment	Ability to adequately assess/express achievement of goals or learning outcomes	3
Climate of Acceptance	Level at which key stakeholders (faculty/staff, etc.) will embrace or accept the topic	2
Administrative Support	Level of expected administrative support for the plan as designed	1
Design	Level of complexity/ease and aesthetic to craft and implement the topic	2
Impact on students	Anticipated impact on students by the topic (level of intervention, meaningful difference, # of students, etc.)	3
Needs assessment connection	Level to which topic addresses needs from data collect analysis	3
NCC mission connection	Level to which a connection to the College’s mission statement is evident	3
Opportunity for growth	Level to which opportunity exists for further interventions and expansion	2

Initially twenty topics were submitted for review. The QEP Topic Discovery Team was split into two groups to evaluate each topic using the QEP Topic Analysis Evaluation Form (Appendix E) and applying the viability criteria to generate raw score rankings. In the process, it was noted several topics were similar and were combined into one evaluation form. Three topics surfaced for further review and independent vote as follows: success center, career exploration, and online readiness. At this time, the team opened the treasure chest and reviewed the original topics submitted by NCC employees at the 2017 launch meeting. Of note, many of the submitted suggestions were in alignment with the narrowed topic selection as displayed in Figure 5. Advising, career, second year programming, and technology were among the top preferences. In the final vote, the success center was the clear favorite receiving nearly 90% approval. Overall, the team expressed the opinion that a success center would be able to address other identified gaps over time. The topic of Success Center was announced campus-wide on April 9, 2018.

Figure 5 NCC Employee Proposed Topics from Treasure Chest



Campus-wide Literature and Model Review

After the topic was announced, all NCC employees were encouraged to participate in either a literature or a model review. The focus of the literature review centered upon student

success initiatives and academic and holistic support theories. For the model review, participants sought another college that had a success center already in place from which to glean best practices. Nearly 60 employees contributed to the review process. The instructions and templates the College used to conduct the reviews are found in Appendix F.

In the fall of 2018, the QEP Development Team set to work to define and develop the success center, determine student success and/or learning outcomes, and develop a plan for assessment. As the team deliberated, and members attended external conferences, it was determined that the primary vision of the success center was to serve as a “hub” to connect students with the various services the College provides. Considering the fragmented nature of the College’s services, the team decided the QEP would more realistically serve as a network connecting students to a variety of success partners and resources rather than a "center" which implies one central physical location. As such, the QEP Development Team officially adjusted the QEP topic to a Success Network incorporating a data informed case management approach through proactive outreach by Success Coaches. The key assumptions and supporting research focused on supporting student success through centralization of services, early alert systems, success coaching, and appreciative and proactive advising models.

Key Assumptions and Supporting Research Literature Review

The transition to college is often met with a blend of fear and excitement. However, for the vast majority of those students, completion of the degree goes unfulfilled. Access to college has increased over the last fifty years due in large part to the expansion of the community college system. However, access and attendance does not equate to an increase in graduation rates. Under ever increasing pressure to improve retention and completion rates, colleges have reevaluated many practices including the advising model. Many colleges have expanded advising efforts through the creation of centralized units staffed by professional advisors serving specific student groups (Chiteng & Kot, 2014). The ACT’s *Sixth Survey of Academic Advising* (Habley, 2004) reported an increase in colleges having an advising center, from 14% in 1979 to 74% in 2003. Most colleges designate an individual or centralized unit to manage the early alert system (Simons, 2011).

Combining a culture of transparency with fundamental academic advising methods and technological resources can provide a higher level of service while still maintaining student relationships (Simpson, 2018). Multiple studies have found a strong correlation between

students' perception of advising quality and their feelings about their academic institution (Abouchedid & Nasser, 2002; Vianden & Barlow, 2015; Young-Jones Burt, Dixon, & Hawthorne, 2013). The provision of a centralized student support center moves services from a process-centered to a student-centered approach, reducing the run-around students often experience navigating their academic institution (Thangavelu, Partridge, Carey, O'Sullivan & Lutvey, 2019).

Support services are integral to student engagement and need to be flexible, integrated, and visible to students (Thangavelu, et al, 2019). In a recent study, participants noted that the centralized integrated service model was highly beneficial and provided flexible assistance (Thangavelu, et al, 2019). Moreover, while there are various reasons for seeking support, adapting to a new environment and processes and lack of confidence in task completion are the most prevalent factors among students seeking support (Thangavelu, et al, 2019). A further benefit of the integrated student support service model is that it can also enable colleges to integrate more data, decision makers, and processes (Altieri, 2019). Ultimately, this approach can unleash more informative analytics and realize technological capabilities and efficiencies (Altieri, 2019). Robinson (2015) also asserts colleges should provide venues for academic and social integration.

Early Alert System

Student retention is critical to an institution's success, and employing data-driven, student-centered strategies for student retention is essential (Faulconer, Geissler, Majewski, & Trifilo, 2014). Early alert systems provide a systematic approach for colleges to identify and intervene with students exhibiting at-risk behaviors (Tampke, 2013). They provide a formal, proactive feedback structure through which an academic institution can alert students to issues impacting academic performance (Faulconer, et al, 2014). Data supports the assertion that this technological tool has the potential to create a more cohesive approach to monitoring students' academic progress (Faulconer, et al, 2014). The timing of early alert contact is crucial; students can be at-risk as early as a few weeks into the semester (Simons, 2011). Early alert programming requires cross-campus involvement from faculty and staff; stakeholder involvement from development to implementation is critical (Simons, 2011). Research suggests that meaningful contact with any campus member, whether faculty or staff, can significantly impact student persistence (Heisserer & Parette, 2002; Kuh, Kinzie, Buckley, Bridges, & Hayek, 2006).

Success Coaches

With an open-door policy, community colleges receive the vast majority of at-risk, underprepared students exacerbating the need for intervention (Zeidenberg, 2008). Goldrick-Rab (2010) contended that improving student success at the community college involved intervention at key times including initial transition, experience with remedial coursework, and persistence in credit-bearing coursework (p. 437). Chickering (2006) stated a critical component for persistence is timely, specific, and individualized feedback on strengths and weaknesses, accompanied by specific next steps or suggestions for improvement (p. 2). A vast amount of research demonstrates that relationships between students and college representatives are a reliable predictor of student success (Habley, Bloom, & Robbins, 2012; Pascarella & Terenzini, 2005). In response, many colleges have adopted various adaptations of a coaching model with varying degrees of purpose, design, and infrastructure (Robinson, 2015).

Over the last twenty years, the academic success coach has emerged in higher education (Robinson, 2015). The positive effects of student coaching were chronicled in a study conducted by Bettinger and Baker (2014) where they found a 14% increase in persistence after 24 months. For students, a Success Coach is like having a personal cheerleader, coach, friend, advocate, and educational expert rolled into one. Exit interviews conducted with students at one university revealed a strong sentiment toward the interaction and support received from his/her Success Coach (Neuhauser & Weber, 2011, p. 48).

Robinson (2015) explored the concept of success coaching in order to add clarity to the field because due to the disparity of needs at differing institutions, coaching was difficult to define (p. 124). A Success Coach may wear additional hats at his/her institution that differ from person to person and institution to institution. As such, Robinson attempted to distinguish coaching from other roles in more general terms. Robinson purports that blurred roles can be a source of confusion for students, and what is needed is clarity of purpose (p. 121). Robinson provided the following definition:

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

For most institutions, the mission of the Success Coach is to provide comprehensive help by connecting students to the appropriate resource (Farrell, 2007, p. 46). In collaboration with faculty, staff, and community partners, success coaches provide mentoring, individualized support, and advocacy.

Proactive and Appreciative Advising

There are two student development philosophies that work in tandem in the success coach model NCC will employ. The first is engaging in proactive interactions driven by the coach. Proactive interventions are personal; foster student responsibility for problem solving and decision making; and provide assistance in identifying resolvable causes of poor academic performance (Varney, 2013, p. 146). The second is appreciative advising which provides a framework for guiding the Success Coach to develop meaningful relationships with students. The theory of Appreciative Advising incorporates elements of appreciative inquiry, positive psychology, and reality therapy to create a student-centered approach (Fippinger, 2009). The appreciative mindset empowers the Success Coach to build trust and rapport (disarm); uncover strengths (discover); provide inspiration (dream); co-construct plans to reach goals (design); provide mutual support and accountability (deliver); and challenge each other to set high expectations for their educational experiences (don't settle) (Bloom, Hutson, & He, 2013, p. 83). Appreciative inquiry satisfies the students' needs for autonomy, competence, and relatedness which can increase confidence, optimism, and resilience (Verleysen, Labbrechts, & Van Acker, 2015; Whitney & Trosten-Bloom, 2010). Studies indicate an increase in student satisfaction with advisor communication techniques, student self-worth, and feelings of positive change relative to their academic career (Cooperrider & Whitney, 2007; Truschel, 2007).

Success coaches will work individually with students to build rapport and trust and assess holistic needs. They will begin by assessing their psychosocial variables. The success coaches will initiate discussions to delve into students' social and personal influences related to their learning. This information will be used to prepare a success plan, based on action interventions. It is important for students to own the process of setting and completing goals followed by regular meetings to monitor and support student progress (Krumrei-Mancuso, Newton, Kim, & Wilcox, 2013). This process is more effective when professionals trained to assist students serve as guides (Krumrei-Mancuso, et. al, 2013). Key assumptions and supporting research are highlighted in Table 5.

Table 5 Key Assumptions and Supporting Research	
Concept	Source
Students who used centralized advising experienced improved academic performance (higher term and first year cumulative GPA)	Chiteng Kot, 2014
Evidence suggests an early-alert system has the potential to impact student success by enhancing communication between advisor, instructor, and student	Faulconer, Geissler, Majewski, & Trifilo, 2014; Tampke, 2013
Student coaching positively impacts persistence after 24 months	Bettinger & Baker, 2014
Appreciative inquiry can increase confidence, optimism, and resilience	Verleysen, Labbrechts, & Van Acker, 2015; Whitney & Trosten-Bloom, 2010

Success Outcomes and Broad-based Topic Development

After the topic was announced, the QEP Development Team was assembled and began meeting in the Fall of 2018. Comprised of a few members of the Topic Discovery Team, a new student, and additional members from a cross-section of departments with a greater representation from student services, the team began deliberations to flesh out the details of the QEP. The team was charged with identifying student learning and/or success outcomes, a detailed method to accomplish those outcomes, and a plan to assess the achievement of those outcomes. Provided in Table 6 is a list of the members of the QEP Development Team.

At the initial meeting of the team, the QEP Director led members in a collaborative activity to identify every service that NCC offers writing each service on separate sticky notes. Sticky notes were assembled by their current reporting structure and location on campus. Team members were encouraged to place the sticky note where they thought the resource should be located for improved efficiency and service quality. The activity highlighted that although realignment was necessary, a full-scale adjustment was beyond the scope of the QEP Development Team. In light of the fragmented nature of services and after a member shared her findings from attending a success center development workshop, the committee decided the QEP would more realistically serve as a network connecting students to a variety of success partners and resources. For example, currently at Nash Community College, the tutoring services are

located in the academic building that provides the service such as the Math Tank for math tutoring or English Studio for all writing assistance. The Student Wellness Center (SWELL) and Advising Center are physically located in separate areas apart from student services as well. Therefore, in the fall of 2018, the QEP Development Team narrowed the QEP topic to a Success Network. The team then set to work to identify the vision of the Success Network and establish associated student success outcomes.

Table 6 QEP Development Team Membership

QEP Development Team (2018-2020)	
QEP Leadership Team	
Alex Barnhill	Applied Engineering Faculty
Amanda Coggin	Assistant Producer Studio 67
Priscilla Dickens (2/2019-20)	Assistant Director, Financial Aid
Melanie Driver (2018-5/2019)	Specialist, Corporate Training
Amber Greer	Allied Health Sciences Faculty
Kristin Harkins	English Faculty
Katie Hoffer	English Faculty
Elizabeth Hood	Humanities and Social Sciences Faculty
Daniel Moore	Nash Online Mathematics SME
Natasha Neal	Business and Information Technology Faculty
Kelsey Skaggs (2018)	Student, Associate of Arts
Nouran Shaaban (2019-2020)	Student, Associate of Applied Science, Broadcasting and Production
Sonya Small (2/2019-20)	Director Career Placement
Melissa Sykes (2/2019-20)	Recruiting Coordinator
Jennifer Weisz (2018-2019)	Business Technology Faculty (former)
Eva Williams (12/2018-20)	Humanities and Social Science Faculty

Student Success Outcomes

The vision of the Success Network is to connect students with services and resources to support their success through the guidance and mentorship of a Success Coach from application to graduation. The Success Network will provide the College an opportunity to address gaps and connect students to the help they need when they need it. The Success Network has four defined success outcomes as follows:

- Students who interact with a Success Coach will be connected to the appropriate service(s) and resource(s) within the Success Network.
- Students who interact with a Success Coach and connect with the appropriate service(s) and resource(s) within the Success Network will persist from semester to semester.

- Students who interact with a Success Coach and connect with the appropriate service(s) and resource(s) within the Success Network will progress successfully from point of entry to subsequent courses required in their program of study.
- Students who interact with a Success Coach and connect with the appropriate service(s) and resource(s) within the Success Network will complete their program of study.

Success Network Development Process

After the identification of student success outcomes, the team discussed various elements necessary for a successful implementation. This discussion included the following: selection of dedicated personnel to be assigned a case load of students in order to provide consistent and high touch follow through; investment in ~~the~~ technology to support the case-management model, re-alignment of existing personnel and resources; allocation or remodel of physical space, and a plan to assess. During this first year of QEP development, the QEP Director divided the team into five subcommittees to concentrate on different aspects of the initiative. One team was charged with recommending an organizational structure with necessary personnel to accomplish the goals of the QEP. A second subcommittee was charged with case management aspects of the model including the intake process and assignment of caseloads. A third subcommittee focused on how students accessed the Success Network. The fourth subcommittee explored options for a physical space to house the Success Network or centralize support services. The fifth subcommittee identified and spoke with Success Partners in order to determine opportunities and needs for connection and collaboration with the Success Network.

Each sub-committee reported their findings and recommendations to the full team. After some debate, it was decided that the role of Success Coach with an academic advising responsibility would be established. The name navigator and guide were debated, but the team selected Success Coach as the phrase had a stronger all-encompassing, collaborative connotation. The Intake Subcommittee recommended caseloads include an appropriate balance of students based upon risk assessments of high, medium, and low. As part of the intake process, the Success Coach would determine the student's success plan based upon the student meeting and refer the student to the appropriate resources, as necessary, monitor student progress, and follow up with students. The Points of Entry Subcommittee identified three primary methods students would access the Success Network via proactive outreach by Success Coach, faculty/staff referral, or self-referral. The Physical Space Subcommittee recommended SES expand its

physical footprint through an expansion remodel to create a centralized location for the Success Network. The Success Partners Subcommittee met with established services to discover how they contribute to student success and how their efforts will be supported through the Success Network. In terms of realignment, the final suggestion from the Organizational Subcommittee included a student success arm of Student and Enrollment Services (SES) housing the Success Network, SWELL, SGA, Early College liaison, and Career Coaches alongside an enrollment management arm.

On May 30, 2019, the five sub-committee leaders and the QEP Director met with then President Dr. William Carver to present the team's conceptualization and receive feedback in terms of viability. Dr. Carver presented no objections in concept. As he had announced his retirement, the team did not expect an approval but sought to gauge the appropriateness of the plan. In early July 2019, the plan was shared with key members of the President's Executive Council (PEC). The council expressed support, and development of the QEP proceeded.

During the second year of QEP development, feedback on the progress to date was sought from the Nash campus community. Throughout the fall semester of 2019, the QEP Development Team held a series of listening tours. The QEP Director attended each departmental meeting to share the progress of the QEP and seek feedback (see Appendix G for guiding questions). Open meetings were also scheduled for adjuncts and any other interested parties to attend. Key findings from the listening tour included a strong emphasis on finding fully qualified individuals to serve as Success Coaches who possess expertise, experience, and strong people skills in order to effectively work with both students and NCC employees. Building trust among departments and Success Coaches was of critical importance. There was reported confusion on what exactly a Success Coach does. Many faculty saw themselves as coaches and mentors as well. The mindset that all College employees serve students is prized. It became clear that the dedicated, consistent, and proactive role of a Success Coach needed to be promoted in professional development and demonstrated in practice. The March edition of the *SACSCOC and Me* newsletter featured a section dedicated to answering the question, what is a Success Coach? (see Appendix J for article).

Students were also included in the fall of 2019 QEP listening tour. The SGA sponsored a pizza lunch with over 75 students rotating in to participate. In the end, three separate group discussions were held during the lunch. Every student was asked to complete an open-ended questionnaire and then discuss their answers as a group. The event served as a special welcome

to the College's new president, Dr. Lew Hunnicutt, who interacted with students and participated in the discussion. Key take-aways from the discussion included the high value students place upon needing compassion and concern for their complete well-being including academic, emotional, physical, and personal. Students expressed the importance of a Success Coach having good listening skills and an ability to deliver honest feedback with kindness. Access and availability at non-business hours was an expressed desire as well. The promotional flyer (Appendix H) and the student questionnaire (Appendix I) can be found in the Appendix.

In tandem with the listening tour, the QEP Development Team continued to build upon the planning from the previous year to finalize the QEP and flesh out the operational details of the Success Network. The QEP Director again divided the team into four smaller subcommittees with new objectives. The Assessment Subcommittee was tasked with identifying the measurable outcomes and methodology to track the QEP's impact. The Management and Operations Subcommittee worked to develop key personnel job descriptions, reporting structure, operational workflow, timeline, and budget for implementation. The Professional Development Subcommittee was charged with ensuring the campus and Success Coaches were appropriately trained. Finally, the Marketing Subcommittee developed a plan to increase awareness and visibility of the Success Network. Detailed discussion of key development objectives follows in terms of assessment and the operation and promotion of the Success Network.

Plan to Assess Achievement

The Assessment Subcommittee of the QEP Development Team examined strategies to assess the student success outcomes appropriately and directly. The plan includes both formative and summative assessments. Assessment and evaluation will be conducted continuously throughout the QEP project. This assessment will be coordinated by the QEP Director in collaboration with the Director of Advising Services. Institutional Effectiveness will assist in the collecting and analyzing data.

Using random systematic sampling, a cohort of first time full and part-time credential seeking students based on the Integrated Postsecondary Education Data System (IPEDS) cohort will be identified. IPEDS is an external report issued by the U.S. Department of Education's National Center for Education Statistics. Once identified initially, full or part-time status remains unchanged. Further, the IPEDS cohort excludes dual enrolled and special credit students. This exclusion was debated by the Assessment Subcommittee. The group ultimately decided it was

preferential for reducing the impact of extraneous variables a traditional college student might lack such as high school guidance counselors, principals, or parental accountability. The Assessment Subcommittee selected the IPEDS cohort as a nationally recognized group that is well-defined and manageable in terms of size.

Using a cohort will allow NCC to grow the Success Network and success coaching model gradually. The end goal is that every student will have a Success Coach to mentor, guide, encourage, and advise him or her. Each year, until the QEP reaches scale, a cohort will be identified, and its outcomes tracked and compared to historical baseline data to determine if the QEP is on track. Findings will be evaluated, and appropriate activity revisions will be developed and implemented as needed to ensure success.

Throughout the project period, formative evaluation of objectives and strategies will occur. With the aid of the early alert software program, Aviso, reporting will occur at regular intervals throughout the semester. Automated grade alerts are scheduled to begin four weeks after the semester starts and continue every two weeks for students whose course grade drops below 75%. Routine assessment is critical to determine if objectives are being met and allow time to redirect effort to increase the likelihood of success when needed. Formative evaluations will enable the monitoring and modification of implementation strategies, resource allocation, and schedules, as necessary.

Summative evaluations from identified measurable outcomes will occur annually conducted by the Director of Advising Services in conjunction with the QEP Director. An annual QEP update will be crafted by the QEP Director and disseminated to the entire College community. These reports will illustrate the extent to which the QEP has met its goals and success outcomes.

Measurable outcomes have been identified and associated with each student success outcome to gauge impact. Targets have been determined for each measurable outcome. Actual outcomes will be compared against benchmarks and attainment of target goal. Table 7 presents each of the student success outcomes with its associated measurable outcome.

Table 7 Measurable Outcomes and Targets

Success Outcome	Measurable Outcome
Students who interact with a Success Coach will be connected to the appropriate service(s) and resource(s) within the Success Network.	75% of students for whom a success plan is developed will begin within 14 days of initiation by the coach.
Students who interact with a Success Coach and connect with the appropriate service(s) and resource(s) within the Success Network will persist from semester to semester.	First time student cohort who are assigned a Success Coach will persist from fall semester to subsequent fall semester at a 4% higher rate than baseline historical performance of first-time students (IPEDS cohort). <i>{Note: Excludes students who completed a credential.}</i>
Students who interact with a Success Coach and connect with the appropriate service(s) and resource(s) within the Success Network will progress successfully from point of entry to subsequent courses required in their program of study.	First time student cohort who are assigned a Success Coach will have a passing rate that is 3% higher than baseline historical performance of first-time students (IPEDS cohort).
Students who interact with a Success Coach and connect with the appropriate service(s) and resource(s) within the Success Network will complete their program of study.	First time student cohort who are assigned a Success Coach will graduate at a 3% higher rate than the baseline historical performance of first-time students (IPEDS cohort). <i>{Note: Graduation rates will be compared at the 150% and 200% point.}</i>

The Assessment Subcommittee determined that historical baseline data would be the preferred comparison source to ensure that the control group success outcomes were not impacted in some spurious way by the introduction of the Success Network. During the pilot year 2020-21, the IPEDS cohort baseline data will be collected on the primary comparison metrics of retention, passing rates, and completion rates. In light of the unknown impact of COVID 19, the committee determined it best to collect the most current baseline data as possible

for the most reliable assessment of the impact of the Success Network intervention. Additional baseline data to be collected in the pilot year include student resource usage in order to set targets for increased utilization. Additionally, a scalable, interconnected method for check-in/check-out tracking for student use of resources such as Aviso Next will be identified and implemented. Table 8 outlines the ongoing assessment process, key personnel and time frames for both the formative and summative evaluations.

Table 8 Ongoing Assessment Process		
Metric	Responsibility	Frequency
Success Plan Initiation and Follow-up	Success Coach	On-going
Grade Alerts	Aviso and Success Coach	4 weeks into semester; 2 weeks after
Attendance Alerts	Aviso and Success Coach	4 weeks into semester; 2 weeks after
Retention	Office of I.E. and Director of Advising Services	Yearly
Progression (Passing Rates)	Office of I.E. and Director of Advising Services	Semesterly and Yearly
Graduation Rates	Office of I.E. and Director of Advising Services	Yearly

Success Network Operation

The primary operational elements of the Success Network are Success Coaches who employ a data-informed case management model for support of students. Figure 6 displays a representation of the Success Network operations pertaining to the core of the QEP. The Success Coach is the point of connection for students to resources as they perform proactive outreach, respond to alerts, advise, track progress, and follow-up with students as well as identify and address gaps in services. Also represented are the presently identified Success Coaches. Figure 7 pictorially represents a bird’s eye view of the larger Success Network in collaboration with the various NCC and community services and resources identified as Success Partners. The Success Network services include the following:

- Success coaching and academic advising support.
- Assisting prospective students with the application process.
- Student needs assessment and success plan development.
- Monitor and follow up with students on success plan.
- Proactive approach to assist students in reaching short- and long-term goals.
- Communication and collaboration with Success Partners.
- Success Partner referrals: Career Center, Child Development center, CET Repair Shop, e-Support, Financial Aid, Library, food bank, Success Closet, Single Stop, Student Wellness Center, tutoring, Veteran’s Affairs, and Victim’s Advocacy, etc.
- Virtual and in-person informational coaching sessions on academic planning and success strategies.
- Ongoing intervention through electronic early alert system.
- Identification of gaps in services in order to address needs or seek improvement of services.

Figure 6 Success Network Operations Design

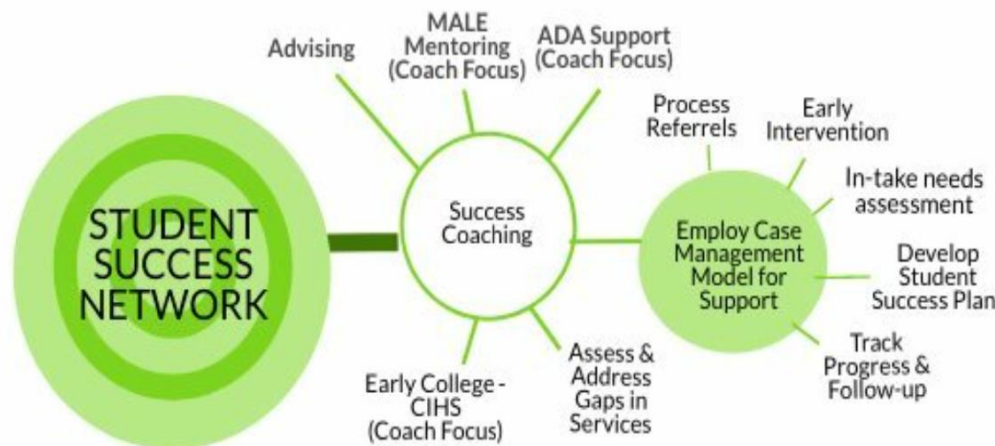
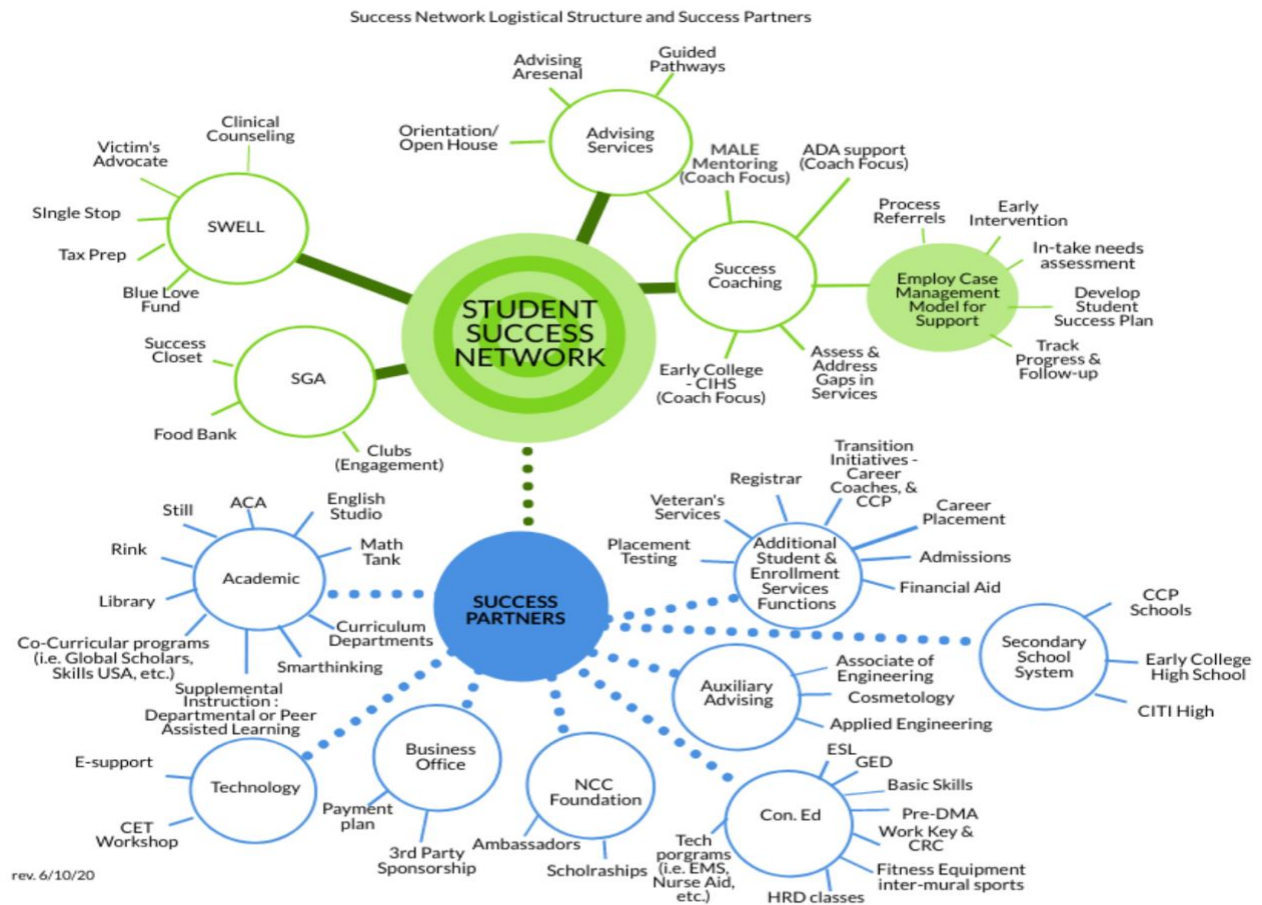
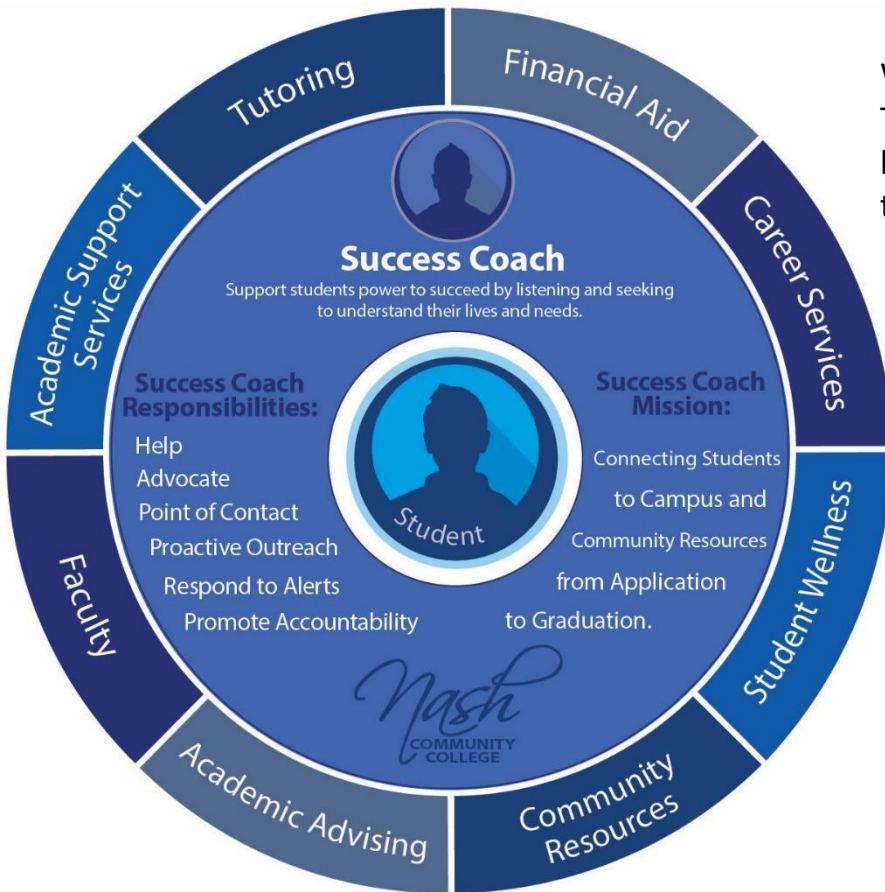


Figure 7 Success Network Logistical Structure with Success Partners



The Success Coach acts as a liaison between the student and the services. Figure 8 provides a visual representation of how the Success Coach helps students navigate college by listening and seeking to understand the individual strengths and challenges of each student. Coaches help prepare the student for the meeting with the resource and schedule a follow up meeting to be sure the student received what he or she needed and got his or her questions answered. Further, the Success Coach provides academic advising as well as assistance with professional and personal goal setting. Meetings with students can be conducted via various mediums including in-person, virtual, phone, chat, or email.

Figure 8 What is a Success Coach?



What is a Success Coach?

They support students' power to succeed by listening and seeking to understand their lives and needs.

Help students navigate college

Advocate on Students' behalf

Point of connection

Data-informed proactive

outreach

Respond to early alerts

Promote Student accountability

Connect students to other

supports

Academic success strategies

Academic advising and planning

Use technology to prioritize

outreach and track student progress

Data-informed Case Management Model

In the Spring of 2020, the College adopted Aviso, an early-alert retention software program. Aviso integrates predictive analytics with human experience and communication for more effective and timely intervention. Aviso will support the efforts of Success Coaches in helping them determine who is at risk of dropping out or failing a class. Aviso enables the Success Coach to prioritize student support through the information gathered on why they may be at risk. Based on the information gathered on attempted credits, GPA, prior college experience, absences, and previous course completions and/or withdrawals, Aviso predicts a student's risk level for completion of a course or program of study without any intervention as high, medium, or low. Equipped with this additional layer of data, the Success Coach is able to develop an individualized success plan for the student.

In addition to risk factor data, Aviso supports the retention efforts of Success Coaches and all faculty/staff members through an alert system. Automated alerts sent based on information gathered from the NCC's learning management system, Open LMS, or student

information platforms such as WebAdvisor. Automated alerts are scheduled to run at several key times throughout a semester based on attendance, current course grade, or frequency of accessing Open LMS. Faculty or staff can also initiate alerts. The software allows the Success Coach to maintain a full student history by storing notes, viewing alerts, and tracking resource usage.

Success Coach caseloads will be assigned by the Director of Advising Services ultimately based on meta-majors balanced by risk assessment from Aviso. The meta-major design as

Table 9: Success Coach Caseload Assignment by Meta-Major	
Meta-major	Departments/Programs of Study
Business and Technology	Accounting and Finance, Broadcasting and Production Technology, Business Administration, Graphic Design, Information Technology, Office Administration, Supply Chain Management
College Transfer	Associate of Arts, Associate of Engineering, Associate of Science
Health Sciences	Biotechnology, Dental Assisting, Dental Hygiene, Healthcare Management Technology, Medical Assisting, Medical Office Administration, Medical Sonography, Nuclear Medicine Technology, Nursing, Physical Therapist Assistant, Vet Tech
Human and Public Services	Cosmetology, Criminal Justice Tech., Criminal Justice Tech- Forensic Science, Culinary Arts, Early Childhood Education, Electric Line Construction Technology, Emergency Management, Emergency Medical Science, Fire Protection Technology, Hospitality Management, Human Service Tech.
Applied Engineering Technologies	Automotive Technology, Computer Engineering, Computer-Integrated Machining (CIM), Electronics Engineering Technology, Electrical Systems Technology, Industrial Systems Technology, Welding Technology

displayed in Table 9 groups programs of study related by interest and career clusters. In addition to size of caseload, the Director of Advising services will consider student risk levels so no one coach has a disproportionate amount of any one risk level. Success Coaches will be cross trained in at least two meta-majors in order to achieve balance. Further, the Director of Advising Services will have a reduced caseload to help regulate case size and maintain a purposeful connection to the success coaching process for guidance and improvement.

At full implementation of the QEP, the Meta-Major caseload assignment will be wholly realized. However, due to the nature of the gradual rollout, initial Success Coaches will be assigned students from a variety of programs of study. Another factor impacting full use of

Meta-Majors is the current advising model employed at NCC. At present, most, but not all, programs of study are advised through the Advising Center staffed primarily by volunteer faculty and program department chairs. In order to provide regular hours of operation and prevent students from tracking down faculty, advisors donate up to three hours per week in the Advising Center. As such, students are not assigned a specific advisor and typically drop-in for assistance. Further, the goal of the QEP is to transition all programs of study to the Success Network for advising and coaching. This transition includes shifting the primary responsibility of academic advising from faculty advisors to Success Coaches. Students will be able to develop a bond with his or her personal Success Coach. The relationship of Success Coaches as the primary contact for advising with their respective program department chairs and lead instructors is also critical for effective student support. Regular meetings and visits to the program area will be an essential aspect for executing the services of the Success Network. In fall 2020, NCC will launch a new online registration and academic planning tool called Self-Service that has a more user-friendly interface over NCC's current platform WebAdvisor. Financed by the North Carolina Community College System office, Self-Service, in addition to registration and payment tools, provides students access to their program of study and the ability to track progress to completion. The program of study for each student will be built in collaboration with the student and Success Coach and submitted to the respective department chair or program faculty expert for approval. This "behind the scenes" advising ensures a student has regular access to his or her Success Coach for academic planning and provides respective program departments a safeguard for accuracy.

Sample Workflow for Managing Caseload

Success Coaches have varied goals for managing their caseloads throughout each semester to ensure student preparedness, engagement, support, retention, and completion. In order to provide a clear picture of how the case-management model will operate, the QEP Professional Development Subcommittee suggested a semesterly and daily workflow for Success Coaches. Table 10 describes and outlines a recommended semester and daily workflow breakdown in order to accomplish goals.

Table 10 Success Coach Workflow

When	Goal and Activity
Weekly Goals	
Prior to the Start of Class	Before the semester begins, the Success Coach’s goal is to ensure the students are prepared for classes. Students should have books secured, transportation needs assessed and resolved, payment and financial aid complete, etc. In addition, alerts and achievements specific to this semester time should be sent to students, student activities completed, and referrals and/or interventions completed.
Weeks 1-3	The Success Coach’s goal for weeks 1-3 is to ensure student preparedness and to meet with each new student in the caseload. Students should have completed an action plan and SMART goals worksheets, first meeting checklist, etc. Success Coaches will review course completion risk, students’ background information, goals, and motivations. In addition, alerts and achievements specific to this semester time should be sent to students, student activities completed, and referrals and/or interventions completed. Success Coaches should follow the Suggested Semester Timeline, Student Engagement section.
Weeks 4-8	The Success Coach’s goal for weeks 4-8 is to address students’ meta-academic skills. Success Coaches will meet with students and review time management, study skills, stress management, maintaining life balance, etc. In addition, alerts and achievements specific to this semester time should be sent to students, student activities completed, and referrals and/or interventions completed. Success Coaches should follow the Suggested Semester Timeline, Student Support section.
Weeks 9-12	The Success Coach’s goal for weeks 9-12 is action planning and refocusing on the student’s goals. Success Coaches will assist the student in academic planning, review and discuss the impact of semester grades on GPA and provide motivation and encouragement. Success Coaches will review Aviso persistence risk indicator and continue to communicate with Success Network resources and faculty. In addition, alerts and achievements specific to this semester time should be sent to students, student activities completed, and referrals and/or interventions completed. Success Coaches should follow the Suggested Semester Timeline, Action Planning section.
Weeks 13-16	The Success Coach’s focus for weeks 13-16 is student retention and completion. Success Coaches will review and discuss future registration and/or graduation, reassess goals with students, gather feedback and assist students with future planning while providing affirmation for achievements. In addition, alerts and achievements specific to this semester time should be sent to students, student activities completed, and referrals and/or interventions completed. Success Coaches should follow the Suggested Semester Timeline, Retention and Completion section.
Daily Goals	
Morning	The first part of the morning should include outreach activities that focus on face-to-face contact when possible. The Success Coach will check the Aviso

	Daily Digest for new information such as alerts generated overnight. Based on this information, and plans from the previous day, the Success Coach will prioritize outreach. Based on his or her plan, the Success Coach will spend the majority of the day finding and meeting with students face-to-face. In between meeting students, a coach should contact students that were identified as a priority that were missed or are completely online via email or text.
Mid-Afternoon	The second phase of follow through should occur Midafternoon and consists of catching up on notes from morning contacts, finalizing notes on any student, and noting where contact was achieved or attempted. The coach should follow through on any outstanding items that were promised to a student or faculty member. The coach would also call remaining students on the prioritization list if they were not reached in the morning.
Late-Afternoon	The final phase of the day occurs in the late afternoon and is spent in preparation. The coach would compile information about students, including risk color, staff-initiated alerts, open alerts, academic probation status, and information from student profiles. The coach would create an action plan for the next day based on prioritization of students to contact, their schedules, faculty consults, and previously scheduled appointments with students. The plan should place priority on reaching students in person with personalized resources.

Building Awareness and Engagement

The QEP Director continued to keep the College informed of progress of the QEP at subsequent faculty/staff meetings and several meetings of the College Board of Trustees. On February 21, 2018, the QEP Director presented at the annual employee meeting and shared the progress of the QEP Topic Discovery Team including a recap of the data analysis, focus groups responses, and that the next phase would be the announcement of the topic and the start of campus-wide literature or model review project. The following year on February 20, 2019, the QEP Director gave another update to the NCC employees. A recap of progress to date including the topic selection, synthesis of the literature and model reviews, vision statement, and development of student success outcomes was shared. The College’s Board of Trustees was provided regular updates on the progress of the SACSCOC reaffirmation process and the QEP. On July 16, 2018, Board members were introduced to the key components of the QEP and the topic selection process NCC was following to ensure a representative process that considered institutional needs. On September 16, 2019, the Board was presented with details of the topic and invited to share feedback.

In an effort to build awareness and promote broad-based participation, the Marketing Subcommittee of the QEP Development Team launched a campus-wide logo contest in February 2020. Students, graduates, and NCC employees were encouraged to participate. Participation in narrowing and selecting the winning entry was extended to the QEP Development Team and the members of the President’s Executive Council (PEC). NCC Advertising and Graphic Design student Joshua Edwards submitted the winning entry and was awarded the \$150 cash prize. Participants had to describe their entry and how it aligned with the vision of the Success Network. According to Edwards, “coaching is often a way of empowering people, which is why I chose to incorporate a power symbol as a representation of that element. I also found that a bold, powerful font worked best for the main body of the logo to further the idea of success, the primary goal of the program.”

The SACSCOC Compliance Specialist and QEP Director teamed up to raise awareness of the reaffirmation process and its value and importance for the College and community. In 2020, as the reaffirmation and QEP process drew closer, monthly issues of *SACSCOC and Me* were issued to all members of NCC employees. The colorful newsletter provided a mix of foundational knowledge of the process, expectations, relevant updates such as the impact of COVID-19, and featured elements of the QEP in the QEP Corner. An excerpt from the April 2020 edition can be found in Appendix K.

On January 17, 2020, the QEP Development Team presented their recommendations to NCC’s new President Dr. Lew Hunnicutt and members of PEC including, Adrienne Covington the Vice President of Finance/CFO, Dr. Tammie Clark Vice President of Instruction/CAO, and Mike Latham Vice President for Student and Enrollment Services. Again, the plan was approved in concept but that specific details would be reviewed for final consideration. The QEP Development Team continued to finalize details. On May 8, 2020, administration shared their final approval with revisions in terms of leadership structure and some shifts in the timeline.

Commitment to Implement

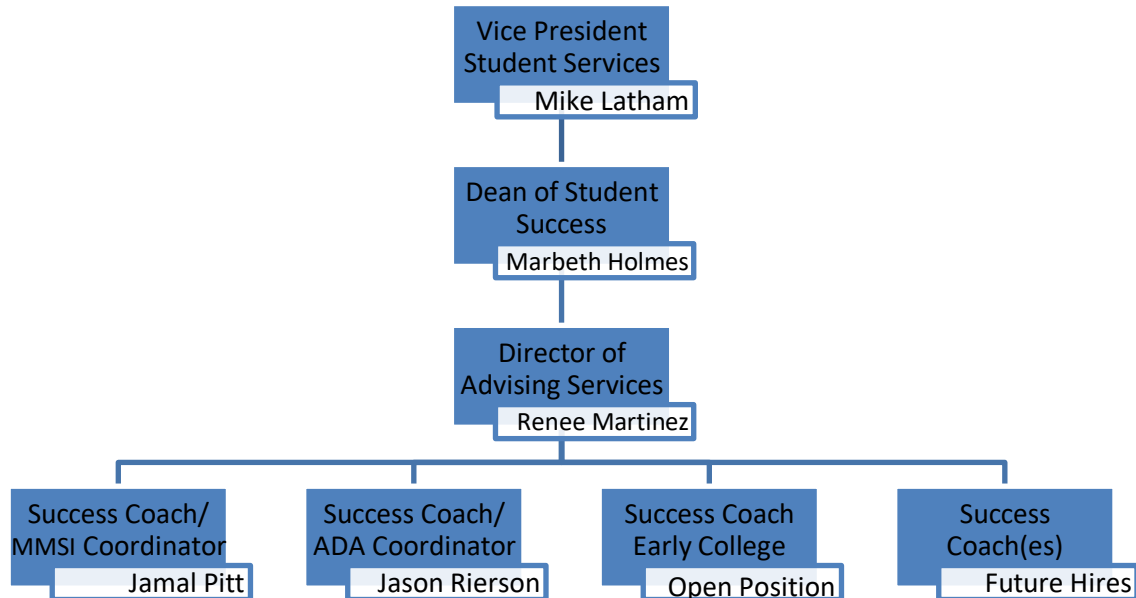
The Success Network program will be fully integrated into the College at the end of the five-year QEP implementation period. Improved alignment of existing personnel, processes, and resources, and the implementation of a comprehensive data-informed case management approach will streamline student services and introduce efficiencies allowing improved levels of service.

Implementation of this plan will allow the College to enhance academic support ultimately improving enrollment, persistence and completion goals, and significantly improving the College's long-term stability. Fiscal sustainability will be realized through increased budget FTE. The majority of NCC's funding is appropriated annually by the North Carolina General Assembly and is allocated by the NC Community College System as directed by the State Board of Community Colleges. Distributions made are based on a full time equivalent (FTE) formula. Through streamlining services, identification of key personnel, comprehensive training, investment in retention software, centralization of services remodel, and a realistic timeline and budget, the College has the commitment and capacity to implement the QEP.

Streamlining Services

Prior to the reorganization initiative of NCC's new President Dr. Lew Hunnicutt, advising, the student wellness center (SWELL), and student support functions such as ADA services, all reported through three different business units to three different Vice Presidents. Advising reported to curriculum instruction, SWELL reported to the business office, and student support services reported to Student and Enrollment Services. A key factor in a successful implementation of the Success Network is streamlining services to reduce overlap, inconsistent messaging, and student runaround. A realigned structure was proposed by the QEP Development Committee to administration. As administration conducted the larger scale reorganization, the QEP proposal was integrated with some adjustments. The final reorganization moves SWELL, Advising and success coaching, MALE mentoring, ADA services, Early College, and SGA under one reporting unit. All units now report to the Dean of Student Success who reports to the Vice President of Student Services. Figure 9 displays the key organizational reporting structure for the QEP in place effective as of May 18, 2020 that ensures effective leadership and student focused services.

Figure 9 Success Network Organizational Structure



Key Personnel and Project Management

The key personnel involved in the QEP include the Director of Advising Services who will provide leadership for the Success Network and supervise the Success Coaches (see Appendix L). The reporting structure and responsibilities of the two existing employees have been realigned to serve as the initial Success Coaches. The Success Coach-MMSI Grant Coordinator will assist students in completion of academic, professional, and personal goals as well as oversee MALE Mentoring and the MMSI grant (see Appendix M). The Success Coach-ADA-Coordinator will assist students in completion of academic, professional, and personal goals as well as support ADA services (see Appendix N). Additional Success Coaches will be hired during the program’s gradual rollout until all students have an assigned coach. The College has posted the position for the Early College Success Coach to begin ideally within the fall 2020 semester (see Appendix O). The QEP Director will serve as an advisory resource, providing guidance, as well as assessing and monitoring implementation of the QEP. Table 11 and Table 12 highlight the primary responsibilities of the Director of Advising Services and Success Coaches as they pertain to the implementation of the QEP.

Table 11 Director of Advising Services

Responsibilities: Responsible for planning, coordinating and improving the experience for students at the institution via the Advising Center and advising/registration initiatives. This individual will create, plan, develop, assess, initiate, assist, and oversee the advising and registration processes for students. This individual will supervise and train Success Coaches as well as assist students in the successful identification and completion of academic, professional, and personal goals by enhancing their ability to navigate college.

Qualifications: Master's Degree from a regionally accredited institution.

Experience: Successful record of progressive leadership in higher education. Two years' experience administering student support programs. A minimum of five years of educational or related experience from which comparable knowledge, skills, and abilities have been achieved.

Table 12 Success Coach

Responsibilities: Responsible for assisting students in the successful identification and completion of academic, professional, and personal goals by enhancing their ability to navigate through college.

Qualifications: Bachelor's degree in education, counseling, psychology, or a related field from an accredited institution of higher learning recognized by the U.S. Department of Education. Preference may be given to individuals who possess a Master's degree.

Experience: Two years' experience providing instruction and/or counseling to adult learners in a higher education setting. An equivalent combination of education and/or experience from which comparable knowledge, skills, and abilities have been achieved may be considered.

Profile of Primary Personnel

Lisa Cooper (*Department Chair, Humanities and Social Sciences/QEP Director*) - Ms. Cooper has a B.S. in Communications and Public Relations from Western Michigan University and a M.A. in Marketing Communications from Emerson College. She is currently pursuing her Ph. D in Communication from Regent University. As the QEP Director, Ms. Cooper has been instrumental in developing programs that promote student success and engagement. Ms. Cooper guided the 2011 QEP team into the creation of the Fostering Opportunity, Cultivating Unparalleled Success (FOCUS) first-year experience program and became the First-Year Experience Director. Over time, Ms. Cooper was promoted to Department Chair for Humanities and Social Sciences and continued in her duties as QEP Director drafting the QEP Impact Report and leading the College in the development of the 2020 QEP Success Network. In addition, Ms. Cooper teaches communication and drama courses, directs a fall radio drama and annual spring dinner theatre production and volunteers in the Advising Center. Ms. Cooper will be responsible

for monitoring the implementation of the QEP through consultation with the Director of Advising Services. Ms. Cooper will assist with evaluating the results of the QEP and making plans for any necessary adjustments in anticipation of crafting the final QEP Impact Report.

Renee Martinez (*Director of Advising Services*)- Ms. Martinez has an A.A. from Peace College, B.A. in English, and M.A. in English with a concentration in Composition and Rhetoric from East Carolina University. Ms. Martinez is currently pursuing a Master's in Adult Education with a concentration in Student Affairs Services in Higher Education from East Carolina University. Ms. Martinez taught English and humanities classes for Nash Community College as well as facilitated faculty professional development. In January 2019, she began transitioning out of the classroom and into student services by becoming the Early College Liaison while still teaching ACA 122. In August 2019, Ms. Martinez continued as the Early College Liaison but also became the Director of the Advising Center. Currently, she is Director of Advising Services and supervises the Success Coaches.

Jamal Pitt (*MALE Success Coach /MMSI Coordinator*)-

Mr. Pitt has a B.A. in Criminology from North Carolina State University and a Cybersecurity Certificate from Nash Community College. He is currently pursuing a Master's in Public Administration from East Carolina University. As the Director of the Minority Male Success Initiative, Mr. Pitt has been instrumental in promoting the Men Achieving Leadership and Excellence (M.A.L.E.) program at Nash Community College and increasing the retention for men of color. Mr. Pitt, along with the assistance of Ms. Holmes, the Dean Student Success wrote a grant to obtain the Early Alert Software, Aviso. Based on the data that has been provided by Aviso, along with Mr. Pitt's student-centered focus, he was able to lower the gap between minority males and their classmates. Mr. Pitt is also the Teaching Assistant for EGR 150 Introduction to Engineering.

Jason Rierson (*Success Coach/ADA Coordinator*)- Mr. Rierson earned a B.A. in Pastoral Ministry from Lee University and a M.A. in Christian Leadership from Liberty University. Before transitioning to higher education, he worked for nine years as an Exceptional Children's teacher. As Disability Services Coordinator, Mr. Rierson helps to ensure that all students have access to their curriculum and the opportunity to succeed regardless of ability level. Mr. Rierson currently serves on the State Disability Services Advisory board as well as the Nash County

Community Transition team for students with disabilities along with his duties as a Success Coach and Disability Services Coordinator.

Professional Development

The Professional Development Subcommittee of the QEP Development Team researched and crafted a two-prong approach to providing foundational knowledge for a successful implementation of the QEP. The first prong is general awareness and expressed expectations for every employee of the College. A QEP and Me professional training day will be held in the pilot year and Year 1 of QEP implementation. After that, the Director of Advising services will assess needs and implement more targeted training as gaps in learning or behaviors are identified. Table 13 outlines learning outcomes and critical behaviors to be addressed at the initial training based on individual roles on campus. The training will be a one-day workshop facilitated jointly by NCC personnel including the QEP Director and Director of Advising Services and an external expert in success coaching. Pamela Wiggins, Success Coach at Randolph Community College, has been a leader in training and modeling success coaching best practices in North Carolina. She has facilitated numerous workshops for Aviso. NCC is part of Cohort A of the North Carolina Guided Pathways to Success (GPS) initiative. As such, the College has been provided financial support for technical assistance and has been approved to apply this funding toward success coaching training provided by Mrs. Wiggins.

Table 13: QEP and Me Professional Development Overview

Learning Outcomes:			
<ul style="list-style-type: none"> ● Participants will be able to explain the services of the Success Network. ● Participants will be able to describe the role of a Success Coach at NCC. ● Participants be able to identify ways they can assist the Success Network. 			
Participants	Content	Key Behavioral Outcome	Facilitator(s)
All	Description of Success Network and Success Coaches	Tell students about Success Network and reach out to success coaches	QEP Director; Director of Advising Services
Faculty	Breakout session focused on faculty role and relationship with Success Coaches	Keep records updated including attendance in WebAdvisor and grades in open LMS gradebook, Send alerts	Pam Wiggins, Success Coach Randolph CC

Student and Enrollment Services Personnel	Breakout session focused on how success coaching impacts the various functions of student services	Follow-up quickly on alerts if that is part of your role Interact with and share information with success coaches	Pam Wiggins, Success Coach Randolph CC
Success Partners	Breakout session focused on effective referral protocols for follow-up, usage tracking, and reporting	Follow-up quickly on alerts if that is part of your role Share needs and solutions with success coaches	QEP Director, Director of Advising Services, Pam Wiggins, Success Coach Randolph CC
Success Coaches	Breakout session focused on workflow and essential skills for effective success coaching	Being responsive and proactive toward students and alerts	Pam Wiggins, Success Coach Randolph CC

The second prong of the professional development plan is in-depth training of designated Success Coaches and their supervisor. Built upon the *National Academic Advising Association (NACADA) Academic Advising Core Competency Guide (2017)*, Success Coaches will receive training built upon three core competencies as follows: conceptual, informational, and relational. The conceptual core competency is comprised of concepts success coaches must be able to understand including the history, theory, and approaches to coaching. The informational competency is comprised of information components the Success Coach must master that are specific to the institution including programs, policies, mission, and other academic regulations. The relational competency is comprised of skills the Success Coach must be able to demonstrate such as establishing trust and rapport, articulating a personal philosophy of academic coaching, and engaging in on-going assessment. Table 14 outlines these core competencies that serve as the foundational framework for effective Success Coach training and practice.

Table 14: Success Coach Core Competencies

Core Competency Components	
Conceptual	<p><i>Conceptual component includes understanding of:</i></p> <ul style="list-style-type: none"> ● The history and role of academic advising and coaching in higher education ● Theory relevant to academic advising and coaching ● Academic advising and coaching approaches and strategies ● Expected outcomes of academic advising and coaching

- Informational *Informational component includes knowledge of:*
- Institution specific history, mission, values, and culture
 - Institution specific policies, procedures, rules, and regulations
 - Curriculum, degree programs, and other academic requirements
 - Legal guidelines of advising and coaching practice, including privacy regulations and confidentiality
 - Campus and community Success Partners that support student success
 - Information technology applicable to relevant coaching and advising roles (including the use of Open LMS, Aviso, and Colleague)
- Relational *Relational component includes the ability to:*
- Articulate a personal philosophy of academic coaching and advising.
 - Create rapport and trust with students to build positive relationships and support successful goal completion.
 - Bridge and support student’s participation in college activities. leading to first-year progression and improved retention.
 - Engage in ongoing assessment and development of the coaching process.

Note. Adapted from *Advising Core Competencies Guide*, by Farr, T., & Cunningham, L. (Editors). Copyright 2017 by NACADA

Success Coach training will generally occur over a two-month period, depending on the experience of the new coach. Training methods are comprehensive and include written materials, one-on-one training sessions, observation, and mentoring. Training for coaches will be ongoing. Table 15 provides a breakdown of training by time frame.

Table 15 Success Coach Training Tasks by Time Frame

Timeframe	Tasks/Goals
Week 1	<ul style="list-style-type: none"> ● New employee orientation via Human Resources, including new hire paperwork ● Campus tour ● Meeting with the Director of Advising Services to review position description and expectations ● Introduction to key partners including: <ul style="list-style-type: none"> ○ Other Success Coaches ○ Advising Center Personnel and Faculty Advisors ○ Department Chairs and Independent Directors ○ Student and Enrollment Services Personnel ○ QEP Director ○ President Administrative Council Members ○ SACSCOC Compliance Specialist ○ Business Office Staff ● Meeting with Success Partners and resources (See Appendix P) ● Familiarize coaches with campus policies and procedures including: <ul style="list-style-type: none"> ○ College catalog ○ Faculty/Staff Intranet

	<ul style="list-style-type: none"> ○ Policy and Procedure manual ○ Timesheet and Leave requests ○ Phone and email systems ○ Colleague, OnBase, and Aviso ○ Open LMS and other relevant systems ● Provide Coaches targeted Aviso system training
Week 2	<ul style="list-style-type: none"> ● Review of the NCCCS Strategic Plan and NCC Strategic Plan ● Review of meta-majors ● Review of the Proactive Advising process. <ul style="list-style-type: none"> ○ Read “Proactive (Intrusive) Advising!” from NACADA ○ Read “Intrusive Advising 101” from NACADA ● Review of the Appreciative Advising process: <ul style="list-style-type: none"> ○ Read https://www.appreciativeadvising.net/ ● Watch Predictive Analytics in Student Success Programming webinar ● Watch Nudging Students to Campus Resources webinar
Weeks 3-4	<ul style="list-style-type: none"> ● Two-day shadow of Success Coaches at College of the Albemarle. ● Review of the following recommended readings: <ul style="list-style-type: none"> ○ <i>Increasing Persistence: Research Based Studies for College Student Success</i> by Wesley Habley, Jennifer Bloom, and Steve Robbins ○ <i>The New Advisor Guidebook: Mastering the Art of Academic Advising</i>, 2nd edition by Pat Folsom, Franklin Yoder, and Jennifer E. Joslin ● Become more familiar with campus and campus culture. <ul style="list-style-type: none"> ○ Ask key faculty to attend a few class sessions to engage in the students’ experience firsthand ● Attend follow-up meetings with campus Success Partners to discuss success coaching and proactive advising procedures ● Watch Productive Persistence Part I webinar (approx. 48 minutes)
As offered	<ul style="list-style-type: none"> ● Green Zone Training - training about issues potentially facing active service members, student veterans, and their families. ● Safe Zone Training - a four-hour training designed to introduce concepts, terminology and resources related to sexual orientation, gender identity, and gender expression ● SingleStop Screener Training – training designed to assist students in utilizing SingleStop, comprehensive screening tool to improve student success by connecting low-income students to public benefits and social services

The Professional Development Subcommittee developed a comprehensive training manual and resource repository with action plans, workflows, a resource library, communication scenarios, and tips. During the course of the initial two-month training, the Success Coach will successfully complete the following integrated modules. Table 16 delineates the module concepts by topic and appropriate learning outcomes.

Table 16 Success Coach Training Modules

Module	Learning Outcomes
<p>Module 1: <i>Initiating the Coach Relationship</i></p> <p>Estimated time: 90-120 minutes</p>	<ul style="list-style-type: none"> • Participants will describe strategies for disarming students. • Participants will construct open-ended questions to increase awareness in students. • Participants will demonstrate active listening skills. • Participants will identify the types of information to cover in an introductory student meeting. • Participants will create an institution-specific introductory meeting checklist.
<p>Module 2: <i>Helping Students Navigate College</i></p> <p>Estimated time: 115-190 minutes</p>	<ul style="list-style-type: none"> • Participants will list the types of resources available within their colleges. • Participants will locate relevant college resources. • Participants will identify important college policies and practices. • Participants will locate important policies on their college's website. • Participants will explain FERPA, FAFSA, and SAP. • Participants will explain how collaboration and communication with faculty and staff can benefit a student. • Participants will describe effective faculty and staff outreach. • Participants will deconstruct student barriers. • Participants will link available resources to barriers they can overcome. • Participants will develop plans to overcome student barriers. • Participants will outline the process of referring students to college resources.
<p>Module 3: <i>Identifying Potential Barriers</i></p> <p>Estimated time: 5.5 hours</p>	<ul style="list-style-type: none"> • Participants will determine appropriate sources of information about a student. • Participants will collect student information from their institution's information database and other sources. • Participants will identify signs on the student data collection form that are indicative of struggling students. • Participants will explain why open-ended questions are beneficial to a Success Coach. • Participants will construct effective open-ended questions. • Participants will explain the different steps of the four R's process. • Participants will apply the four R's process to student goal setting. • Participants will identify resources, referrals, and interventions that can overcome common barriers. • Participants will create a parallel plan with students.
<p>Module 4: <i>Having Productive Communications</i></p>	<ul style="list-style-type: none"> • Participants will explain the Success Coach's role in helping students build resilience.

Estimated time: 130 minutes	<ul style="list-style-type: none">• Participants will identify the ways a Success Coach guides students toward autonomous behavior.• Participants will differentiate between empathy and sympathy.• Participants will explain empathic listening.• Participants will demonstrate empathic listening.
Module 5: <i>Structuring Your Day</i> Estimated time: 120-150 minutes	<ul style="list-style-type: none">• Participants will explain how the academic calendar directs their daily tasks.• Participants will prioritize daily tasks around an academic calendar.• Participants will list the tasks that make up a Success Coach's daily workflow.• Participants will describe the daily workflow of a Success Coach.• Participants will explain the significance of face-to-face communication in regard to success coaching.• Participants will explain how effectively structuring the workday can maximize face-to-face contact with students.• Participants will list the types of information a Success Coach should include when documenting the outcomes of student conversations.• Participants will discuss the considerations that must be taken into account when documenting student interactions.• Participants will compare the different forms of student outreach.• Participants will demonstrate effective conversation documenting.
Module 6: <i>Effective Outreach Strategies</i> Estimated time: 90-120 minutes	<ul style="list-style-type: none">• Participants will list the factors that determine how often a coach should reach out to a student.• Participants will explain the factors that determine how often a coach should reach out to a student.• Participants will complete the student contact information and communication preferences form.• Participants will explain the steps involved with the student communication documenting process.• Participants will demonstrate the student communication documenting process.• Participants will demonstrate effective outreach by email, text, and phone.• Participants will compare the different types of outreach.• Participants will describe the elements of quality messaging.• Participants will construct quality messaging.• Participants will explain the importance of timeliness as it relates to messaging.• Participants will differentiate between timely and untimely messaging.

Retention Software

Personalized predictive models will help NCC Success Coaches better understand each student and more effectively scale and tailor outreach and support. To support the overall project goals with ongoing impact assessment, the College will utilize Aviso, an early alert system. This software converts student data into actionable information; its Student Success Engagement Engine identifies evidence-based intervention opportunities (Aviso Retention, 2019). The software also prioritizes students' risk level. The College's capacity for report generation will increase significantly, positively impacting staff productivity. With this technology, the College will be able to efficiently increase student persistence and completion rates. The costs associated with Aviso are presently covered by the Minority Male Success Initiative (MMSI). This three-year grant provided through NCCCS is designed to strengthen minority male student outcomes. College administration is committed to the continued support of the retention software beyond the grant time frame. NCC will also apply for a planned second phase of the MMSI grant as well.

Student Services Remodel

At present, support services of advising and SWELL are located in separate offices across campus. The creation of a single, centralized location, that is welcoming and easily accessible, where students can receive immediate assistance can reduce the run-around students might experience navigating the College. Centralized services will simplify collaboration among service providers and task completion for students seeking support. The 2020-2025 NCC Master Plan has identified the expansion and remodel of SES as a top priority.

Implementation Timeline and Budget

The proposed timeline for the QEP is based upon the July-June academic year beginning with the 2020-21 pilot year. Table 17 outlines the key program elements phased in logically with all components in operation by the 2025/26 academic year.

Table 17 Implementation Timeline

Success Network Vision:					
The vision of the Student Success Network is to connect students with services and resources to support their success through the guidance and mentorship of a Success Coach from application to graduation.					
Success Network Implementation Strategies:					
<ol style="list-style-type: none"> 1. Improve alignment of existing personnel, processes, and resources. 2. Implement a comprehensive data-informed case management model utilizing Success Coaches. 3. Build awareness and enthusiasm for the Success Network. 4. Conduct on-going assessment for continuous improvement. 					
Tactic	Strategy	Responsible Party	Method	Expected Result	Time Frame
Unique Pilot Year (2020-2021) Activities					
Organizational restructuring	1	Senior Administration	Assess existing structure and realign services, personnel, and duties to support the Success Network model	Success Network organization and management structure identified; Advising Center incorporated into Success Network and reporting through SES	May 2020
Key project leadership and management in place	1, 2	Senior Administration	Assess existing roles and personnel for appropriate fit	Director of Advising Services (updated position) in place to lead, manage, and coordinate the Success Network reporting to the Dean of Student Success (new position) in place	May 2020
Orient and train repurposed personnel on the success coaching model	1, 2	Director of Advising Services	Phase 1 realignment; Provide training with the NCC Success Coach Training Manual	Existing personnel trained and reporting to Director of Advising Services: <ul style="list-style-type: none"> • MALE Success Coach / MMSI Coordinator • Success Coach / ADA Coordinator 	May – Sept.
Hire and train Success Coach for Early College High School	2	Director of Advising Services; Director of HR; hiring team	Recruit new personnel; provide training with the NCC Success Coach Training Manual	Success Coach Early College High School (replacement) new hire trained and working with students	Aug.

<p>Test coaching practices, techniques, and procedures both in-person and virtually</p>	<p>2,3,4</p>	<p>Director of Advising, Success Coaches</p>	<p>The impact of COVID-19 has offered the College an opportunity to focus success coaching methods and practice on identified at-risk students. The first target group are students who earned a WE (withdraw from emergency) or IE (incomplete from emergency) in the Spring of 2020 due to switching to remote learning in March. The second target group are students planning to graduate in May 2021 and identified as at risk by Aviso analytics.</p> <p>Host Virtual Coaching Calls to reach students remotely to help them stay on track toward graduation.</p>	<p>Success Coaches will identify best practices toward effectively reaching, engaging, and supporting students</p>	
<p>Success Coach comprehensive training professional development</p>	<p>2</p>	<p>Director of Advising Services; Success Coaches</p>	<p>Utilize NCC Success Coach Training Manual; network with peer institutions; collaborate with Success Partners; research success coach credential</p>	<p>All success coaches and Director of Advising Services complete and evaluate initial training; success coach credential is identified and developed for implementation Year 1.</p>	<p>Aug.-Feb.</p>
<p>IPEDS student cohort identified</p>	<p>2, 4</p>	<p>Registrar; Dean of Institutional Effectiveness</p>	<p>Informer report</p>	<p>Saved list of students in IPEDS cohort for running reports completed</p>	<p>Aug.-Oct.</p>

Temporarily relocate Advising Center	1	Senior Administration, Director of Advising Services; maintenance	Repurpose existing space to capitalize on a more accessible location	Advising Center and Director of Advising Services office is relocated to the first floor of the library near SES until a permanent space is renovated	Aug.-Sept.
Create informational video	3	Studio 67 and students; QEP Director	Broadcasting and Production students and staff will shoot and edit informational videos	Videos shown at orientation open-house, closed-circuit TV, and streamed via Studio 67.	Aug.-Oct.
Signage and promotional items acquisition	3	VP of Finance; QEP Director; Director of Advising Services	Select appropriate signage and promotional items to generate enthusiasm and awareness for the Success Network	Success Network signage is displayed; students receive welcoming gift during initial Success Coach meeting; other promotional giveaways distributed	Aug.
Campus-wide professional development	2, 3	Guest presenter- Pam Wiggins, Randolph Community College; Director of Advising Services; QEP Director	Introduce the concept of the Success Network, success coaching, and each employee's role in supporting the QEP	Employees participate in the QEP and Me professional development	Sept.
SACSCOC onsite visit	2, 4	Reaffirmation team; QEP Director and all QEP Teams; Director of Advising Services; Senior Administration	Presentation and discussion of QEP	Receive feedback and suggestions for improvement	Oct. 26-29
Baseline data collection	2, 4	Director of Advising Services; QEP Director; Success Coaches; QEP Implementation Team	Collect baseline data on assessment metrics on student cohort; Collect data on student services usage	Threshold for future decision making established	Jan. May, July
Determine an interconnected student check-in method for all NCC services	1, 2	Director of Advising Services; Dean of Student Success; VP of SES; VP of IT; Success Partners	Review current systems and options such as Aviso Next; coordinate with Success Partners	An interconnected and accessible method for tracking student use and access of NCC services in real time is in place	Aug.-May

Manage plan of study documents	2	Director of Advising Services; VP Student Services; Dean of Student Success; VP Technology; VP Instruction	Compare tracking options in Self-Service and Aviso; select best option to create a visible and actionable plan of study; upload student's plan of study	Students have an accessible, adaptable, and actionable plan of study in place that has been co-created with a Success Coach or faculty advisor	Aug.-Jan.
Develop Success Plan protocols and tracking	2	Director of Advising Services	Review existing referral system; consult with peer institutions; develop success plan tracking and documentation	Success Plan repository and tracking protocols are operational	Aug.-May
Develop workflow for behind the scene advising	2	Director of Advising Services	Consult with Department Chairs, VP of Instruction/CAO, and peer institutions	Workflow established and a targeted program will be selected to pilot behind the scene advising in Year 1	Aug.-May
Faculty continue to advise	2	Director of Advising Services; faculty	Designated faculty serve in advising center	Faculty continue to advise students to support the Success Coach model until fully operational	Aug.-July
Unique Year 1 (2021-2022) Activities					
Hire and train one full time curriculum Success Coach	2	Director of Advising Services; Director of HR; QEP Director; hiring team	Recruit new personnel; provide training with the NCC Success Coach Training Manual	Success Coach trained within three months to support student success goals	July-Oct.
IPEDS student cohort identified for Year 1	2, 4	Director of Advising Services; VP of IT; Registrar	Informer report; caseload based on meta-major and risk level to ensure balance	Selected students assigned a Success Coach by the Director of Advising Services	July, Sept.
Additional program incorporated into the advising arm of the Success Network	2	VP of Instruction; Director of Advising Services	Coordinate with Dept. Chair and relocate program check sheets to Advising Arsenal; schedule faculty advisors	Industrial Manufacturing Technology students fully advised through the Advising Center	Aug.

Advising in the background pilot phase 1	2	Director of Advising Services; Success Coaches; VP of Instruction; VP of SES	Success Coach primary contact for targeted program group for academic advising	Phase 1 of shifting advising responsibility to co-create plan of study with student to the Success Coach operational; Success Coach submits advising plans for Department Chair or designated program faculty to approve electronically	Aug.
Campus-wide professional development	2, 3	Director of Advising Services; QEP Director; SACSCOC Liaison	Officially launch the Success Network	Employees participate in QEP professional development and identify their role in supporting the Success Network.	Aug.
Reapply for grants	2	Grants Coordinator, Director of Advising Services; VP of Advancement; Dean of Student Success; MMSI Grant Coordinator; Senior Administration	Review grant eligibility: draft and submit proposal	MMSI Grant Phase II – adjust director to Director Advising Services; Title III SIP Grant awarded	July
Renew Aviso contract	1, 2	VP of Finance; Director of Advising Services	Review and enter into contract	Aviso predictive software contract renewed	July
Attend NACADA Summer Institute	2, 4	Designees identified by Director of Advising Services	Registration and attendance	Learn and apply best practices	July
Unique Year 2 (2022-2023) Activities					
Physical space expansion and renovation	1	President; VP of Finance; VP SES; maintenance	Master facilities redesign plan to create a visible, welcoming, centralized student services area	Centralized location of the Student Success Network is incorporated within the remodeled space	Aug.- July
Hire and train one full time curriculum Success Coach	2	Director of Advising Services; Director of HR; QEP Director; hiring team	Recruit new personnel; provide training with the NCC Success Coach Training Manual	Success Coach trained within three months to support student success goals.	July- Oct.

Orient and train repurposed personnel on the success coaching model	1, 2	Director of Advising Services	Phase 2 realignment; provide training following the NCC Success Coach Training Manual	Existing personnel realigned responsibility reporting to Director of Advising Services: <ul style="list-style-type: none"> • Career Coach part-time (RMHS, CITI High) • Career Coach full-time (NCHS, NNHS, SNHS) 	Aug.
IPEDS student cohort identified for Year 2	2, 4	Director of Advising Services; VP of IT; Registrar	Informer report; caseload based on meta-major and risk level	Students assigned a Success Coach by the Director of Advising Services	July, Sept.
Advising in the background Year 2 expansion	2	Director of Advising Services; Success Coaches; VP of Instruction; VP of SES	Success Coach primary contact for targeted programs' academic advising; reduction of faculty advisors in the Advising Center	Expansion of the advising responsibility shift to the Success Coach; Success Coach submits advising plans for Department Chair or designated faculty for final approval	Aug.
Unique Year 3 (2023-2024) Activities					
IPEDS student cohort identified for Year 3	2, 4	Director of Advising Services; VP of IT; Registrar	Informer report; caseload based on meta-major and risk level	Students assigned a Success Coach by the Director of Advising Services	July, Sept.
Hire and train curriculum Success Coach (as needed)	2	Director of Advising Services; Director of HR; QEP Director; hiring team	Recruit new personnel; provide training in accordance with the NCC Success Coach Training Manual	Success Coach trained within three months to support student success goals	July-Oct.
Hire and train CIHI Success Coach (as needed)	2	Director of Advising Services; Director of HR; QEP Director; hiring team	Evaluate growth of CITI and Early College	CIHI Success Coach in place and trained to support student success goals	Aug.
All programs incorporated into the advising arm of the Success Network	2	VP of Instruction; Director of Advising Services	Coordinate with Dept. Chair and relocate program check sheets to Advising Arsenal; schedule faculty advisors	Cosmetology and Associate of Engineering incorporated in the advising arm of Success Network	Aug.

Advising in the background Year 3 expansion	2	Director of Advising Services; Success Coaches; VP of Instruction; VP of SES	Success Coach primary contact for targeted programs' academic advising, reduction of faculty advisors in the Advising Center	Expansion of the advising responsibility shift to the Success Coach; Success Coach submits advising plans for Department Chair or designated faculty for final approval	Aug.
Attend NACADA Summer Institute	2,4	Designees identified by Director of Advising Services	Registration and attendance	Learn and apply best practices	July
Unique Year 4 (2024-2025) Activities					
IPEDS student cohort identified for Year 4 if not already to scale	2, 4	Director of Advising Services; VP of IT; Registrar	Informer report; caseload based on meta-major and risk level	Students assigned a Success Coach by the Director of Advising Services	July, Sept.
Hire and train curriculum Success Coach (as needed)	2	Director of Advising Services; Director of HR; QEP Director; hiring team	Recruit new personnel; provide training in accordance with the NCC Success Coach Training Manual	Success Coach trained within three months to support student success goals	July-Oct.
Advising in the background in full effect	2	Director of Advising Services; Success Coaches	Success Coach primary contact for academic advising for all programs	Faculty no longer work in the Advising Center or have assigned advisees; Success Coaches meet with students and submit advising plans for Department Chair or designated faculty approval	Aug.
Early alert system renew contract	1,2	VP of Finance; Director of Advising Services	Review and sign contract	Aviso predictive software contract renewed	July
Unique Year 5 (2025-2026) Activities					
All students assigned a Success Coach	2, 3	Director of Advising Services	Caseload based on meta-major and risk level	Success Network fully operational	Aug., Jan.
Conduct CCSSE	4	Dean of Institutional Effectiveness; Senior Administration	Conduct CCSSE survey on students in class	Engagement and services usage indicators show improvement; data elements for next QEP development	Nov., March

Submit QEP Impact Report	2, 3, 4	QEP Director	Analysis and consensus with QEP Implementation Team	No recommendations	July
Annual Activities					
On-going professional development for Success Coaches	2	Director of Advising; Success Coaches	Team meetings; networking; webinars; readings; conferences; etc.	Learn and apply best practices	Aug.- July
On-going integration of early alert system	1, 2	MMSI Coordinator; Director of Advising Services; Dean of Student Success	Evaluate integration and protocols with Aviso software and College systems; network with other NCCCS institutions	Foundational early alert triggers and protocols are implemented and operational	Aug., Jan., May
Equip Success Coaches with mobile technology	1, 2	VP of Finance; VP of IT; Director of Advising Services	Determine best computing device for mobility of coaching services	Success Coaches and Director of Advising Services trained and utilizing mobile computing device outside the office	Aug.- Sept.
Orientation open house	3	Director of Advising Services	Handouts; signage	Attendees are aware of the Success Network services	Aug. Jan.
Attend NACADA Regional Conference	2, 4	Designees identified by Director of Advising Services	Registration and attendance	Learn and apply best practices	March
QEP Implementation Team oversight	2,4	QEP Implementation Team	Meetings	QEP Implementation Team provides advisory counsel	Aug., Oct, Jan., May
Annual QEP update	2,3,4	QEP Director	Review results; report results via email, website, program evaluation repository	Revise and improve as appropriate	June- July
Data collection and assessment	2, 4	Director of Advising Services; QEP Director; Success Coaches; QEP Implementation Team	Review results; determine strengths and weaknesses and form recommendations	Revise and improve as appropriate	Jan., May, July

As a public, state-supported community college, NCC receives the majority of its funding allocated by the state of North Carolina through the NCCCS. Each department on campus presents a proposed budget in May to the President's Administrative Council (PAC). Budgets are prepared and distributed based on identified need and priority upon receipt of the final appropriations from the NCCCS. The QEP budget will receive high priority in the allocation process.

In the 2018/19 academic year, NCC established a new unit code 12302 for the planning and implementation of the QEP. For the planning stage, the QEP Director coordinated all budget requests in conjunction with the business office and annual budget hearing procedures. The Director of Advising Services, in consultation with the QEP Director, will coordinate budget requests beginning Year 1 of QEP implementation. The primary budget allocations during the QEP planning stages were designated for professional development including conferences and visits to peer institutions as well as membership to NACADA. The following is a list of professional development opportunities QEP Development Team members completed during the planning stages:

- Academic Impressions – Developing a One-stop Center 3-day Workshop, October 2018
- 38th Annual FYE Conference, February 2019
- SACSCOC Summer Institute, July 2019
- Aviso Lunch and Learn, March 2020
- Culture of Caring Poverty Institute, April 2020
- Campus Visits – Central Piedmont Community College, Gaston College, Haywood Community College, Mitchell Community College, Randolph Community College Southeast Community College (2019-2020)

The proposed implementation budget for the Success Network program is reasonable to support project activities and achieve objectives. In conjunction with the QEP Development Team, the Vice President of Finance/CFO, Vice President of Instruction/CAO, and Vice President for Student and Enrollment Services have compiled a budget and committed significant institutional resources to maximize outcomes. Table 18 provides a fiscal budget through the first three years of QEP implementation.

Table 18 Success Network Budget

Success Network Budget	Pilot Year	Year 1	Year 2	Year 3
Item	2020-21	2021-22	2022-23	2023-24
I. Personnel (Salary and Fringe Benefits)	\$272,115.00	\$343,417.30	\$543,195.05	\$622,558.88
Total includes existing, realigned, and new positions. See Table 18 for position breakdown.				
Total Salaries and Fringe Benefits	\$272,115.00	\$343,417.30	\$543,195.05	\$622,558.88
II. Travel and Professional Development				
NACADA Summer Institute		\$5,304.00		\$5,304.00
NACADA Regional Conference	\$2,326.00	\$2,326.00	\$2,326.00	\$2,326.00
NACADA Annual Membership	\$175.00	\$175.00	\$175.00	\$175.00
Campus Visits (.45/mile)	\$300.00	\$300.00	\$300.00	\$300.00
Webinars	\$400.00	\$400.00	\$400.00	\$400.00
Total Travel/Professional Development	\$3,201.00	\$8,505.00	\$3,201.00	\$8,505.00
III. Supplies and Software				
Office Supplies	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00
Training Materials	\$1,000.00	\$1,000.00	\$500.00	\$500.00
Aviso Retention and Early Alert Software			\$43,000.00	\$43,000.00
Total Supplies and Software	\$3,000.00	\$3,000.00	\$45,500.00	\$45,500.00
IV. Equipment				
Tablets	\$2,400.00	\$600.00	\$600.00	\$600.00
Total Equipment	\$2,400.00	\$600.00	\$600.00	\$600.00
Total Budget	\$280,716.00	\$355,522.30	\$592,496.05	\$677,163.88

The most critical expenditure for a successful implementation is personnel. Table 19 breaks down the personnel budgetary allocations. Leadership of the Success Network will be supervised by the Director of Advising Services which is already established in the College budget and will require no new expenditure of funds. The other key personnel are the Success Coaches. The Director of Advising Services had been filling an additional role as Early College

Table 19 Personnel Budgetary Allocations					
Pilot Year 2020-21	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26
Director of Advising Services (realignment)					
Success Coach/ ADA Coordinator (realignment) Success Coach/ MMSI Coordinator (realignment)	Success Coach (new hire)	Success Coach (new hire)	Success Coach (new hire)	Success Coach (new hire as needed)	
Early College Success Coach (replacement/realignment hire)			Success Coach CITI High Liaison (new hire as needed)		
		2 Career Coaches (realignment)			

Liaison. This position, now redefined as a Success Coach, has been posted with anticipation of being filled within the fall 2020 semester. The other two Success Coaches identified for the pilot year are existing budgeted positions. The MALE Success Coach / MMSI Coordinator (Appendix M) retained his grant coordinator responsibilities in alignment with the MALE Success Coach focus. The position includes success coaching primary responsibilities. The Success Coach / ADA Coordinator retained ADA student support duties aligned with success coaching primary responsibilities. The Additional new hires for Success Coaches are allocated for Year 1 and Year 2 of implementation. The need for additional Success Coaches will be assessed and appropriate allocations made in Year 3 and Year 4 of QEP implementation. Two other personnel already employed by NCC with primary Success Coach responsibilities are Career Coaches. Funded through the NCCCS, Career Coaches are a North Carolina legislative initiative to place community college career coaches in high schools to assist students with determining career goals and identifying community college programs that would enable students to achieve these

goals. In Year 2 of implementation, the Career Coaches will move under the supervision of the Director of Advising Services. One Career Coach is a part-time employee fully funded through the NC initiative serving both Rocky Mount High School (RMHS) and the Cooperative Innovative High School (CHIS) Early College off site at Center for Industry Technology and Innovation (CITI) High School. The other Career Coach is a full-time employee with shared funding sources through the NC initiative and the College. She serves Nash Central High School (NCHS), Northern Nash High School (NNHS), and Southern Nash High School (SNHS).

In addition to personnel, other budgetary items include travel and professional development, supplies and software, and equipment. To ensure growth and stability of the program, full-time program staff will be encouraged to attend conferences and networking opportunities related to advising and coaching. The budget for travel includes the NACADA Annual Summer Institute. The Summer Institute is a week-long program that will provide the program team assistance and resources to develop a customized action plan based on the needs of NCC. Travel also includes regional conferences for NACADA. These conferences are critical to developing and enhancing the Success Network program by providing opportunities for discussion and exchange of ideas related to effective advising, student learning and development, and student success with professional advisors, counselors, faculty, and administrators from other higher educational institutions.

Also included in the budget are annual membership dues for NACADA. Membership benefits include academic advising materials and information, various publications, and reduced registration rates at the NACADA conferences, institutes, and other professional development opportunities. Additional travel funds are budgeted for campus visits to peer institutions for networking and program development.

Budgeted supplies include consumable office supplies, instructional training materials, and Aviso Retention software. The Aviso software is an early alert system that will be used to support the QEP goals with ongoing impact assessment. This software converts student data into actionable information and prioritizes students' risk level. The College's capacity for report generation will increase significantly, positively impacting productivity. The College has received a grant through the North Carolina Community College System through the pilot and Year 1 of implementation with an opportunity to apply for a second phase three-year grant.

In terms of equipment, each Success Coach as well as the Director of Advising Services will be issued an iPad or tablet to enable them to be highly mobile. It is expected that the Success

Coaches will spend a majority of their time seeking in-person interactions with students to provide assistance, encouragement, and guidance. The ability to meet students after class or in common areas where they naturally congregate will promote the development of trust and rapport and provide timely intervention.

NCC's current student services area will be remodeled to centralize support functions, provide accessible areas, and create a welcoming and engaging atmosphere. The current space is approximately 3,300 square feet and renovations are needed in approximately 2,400 square feet to centralize support services by adding additional office space and a computer lab. Renovations include mechanical, electrical, and structural modifications. These renovations are prioritized in the NCC Master Facilities Plan.

Conclusion

After careful review and research of best practices, NCC has developed a QEP plan that is targeted, realistic, sustainable, and has broad-based support of the campus for achieving the desired student success outcomes. The QEP success outcomes will be achieved via the implementation of a data-informed case management model of service. A proactive and appreciative advising model for the management of the Success Network includes the recruitment and training of Success Coaches who will be assigned a case load of students in order to monitor and help manage their success. Management of the Success Network includes realigning support services to incorporate advising functions under one reporting structure. A retention software program, Aviso, will serve as an early alert system that enables the Success Coach to connect, engage, and effectively scale and tailor outreach and support. The student services area will be remodeled to centralize support functions and create a welcoming and engaging atmosphere. The College has identified comprehensive tools for measuring and evaluating the long-term improvement of student learning outcomes as a result of the QEP. The College has both the commitment and methodology to achieve its goals and ultimately help students succeed.

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Appendix

Appendix A – Faculty/Staff Focus Group Guiding Questions and Skills Survey

Focus Group Guiding Questions:

- What do you see are the greatest student struggles?
- What resources do you think struggling students need?
- What are the gaps in services that we provide?
- How do we motivate students to use the resources we have?

Additional Skills Question:

Faculty / Staff focus group added question

Please utilize this opportunity to assist the college in determining a topic for improvement.

1. To what degree do students lack the following skills?

Mark only one oval per row.

	Strongly lacking	Somewhat Lacking	Somewhat Skilled	Strongly Skilled	Not Applicable or observed
Critical thinking/problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Following directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Risk taking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking ownership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Logical reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional etiquette	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quantitative literacy--ability to apply mathematical skills when solving real world problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix B – Student Focus Group Guiding Questions and Survey

Guiding Questions (in-person) open-ended written response (online):

- How is Nash Community College helping you to achieve your goal(s)?
- What are the barriers that keep you from achieving your goal(s) at Nash Community College?
- What academic services could Nash Community College provide to help you reach your goals?
 - What is the best way for you to find out about academic services?
 - What keeps you from not utilizing academic services?
- Which delivery method do you prefer, and what suggestions do you have to improve student learning in the following environments:
 - Face to Face
 - Hybrid
 - Online

Skills Focused Question:

11. To what degree would you like to improve on the following skills?*

Mark only one oval per row.

	No improvement desired	Minor improvement desired	Improvement desired	Significant improvement desired
Critical thinking/problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Following directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Risk taking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking ownership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Logical reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional etiquette	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quantitative literacy--ability to apply mathematical skills when solving real world problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix C - Advisory Committee Survey

1. Please list the NCC advisory council(s) you serve upon.

2. Using the scale from Strongly Lacking to Strongly Skilled, please rate your employees hired in the past 12 months on the following skills or traits.

Mark only one oval per row.

	Strongly Lacking	Somewhat Lacking	Somewhat Skilled	Strongly Skilled	Not Applicable
Critical thinking / Problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Following directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Risk taking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking ownership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Logical Reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional etiquette	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quantitative Literacy-- ability to apply mathematical skills when solving real world problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Thinking about jobs requiring a community college degree, are there other skills or traits lacking in new employees hired in the last 12 months?

4. What is the most important skill or quality you would like to see in a recent NCC graduate?

5. If you could give Nash Community College's students one piece of advice for success, what would it be?

6. If you could give Nash Community College one piece of advice for success, what would it be?

7. Using the scale of Unaware to Very Familiar, how familiar are you with the following NCC programs and/or services?

Mark only one oval per row.

	Unaware	Aware but unfamiliar	Somewhat familiar	Familiar	Very Familiar
AVID	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blue Love	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Big Bang Radio / Studio 67	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career and College Promise (CCP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Early Alert Referral	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Early College High School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English Studio tutorial services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FOCUS - First Year Experience success seminar ACA 122	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ice Rink computer tech tutorial services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NCC Foundation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math Tank tutorial services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer Assisted Learning (PAL) Tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skills USA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
STILL - Science tutorial services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Wellness Center (SWELL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Government Association (SGA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. What NCC program or service would you like to know more about?

Appendix D – QEP Topic Submission Template

QEP TOPIC DISCOVERY GUIDING QUESTIONS

Please be prepared to submit at least one QEP topic suggestion and answer the following questions to the best of your ability as you reflect upon the data shared at the QEP Topic discovery meetings. Here is a link to the QEP [Data folder](#) for easy reference. Feel free to submit more than one form! It is possible to have multiple ideas to address the same problem or multiple problems with different solutions. If you want to peek at the variety of QEP topics other institutions have implemented, the SACSCOC website lists [QEP summaries](#) by year from 2007-2017.

My idea for a good QEP Topic is:

The problem(s) it address is:

How did you come to this conclusion? (include in your rationale data collected and shared at the QEP meetings and/or website.)

How can your topic impact either student learning or student success?

Mission Statement:

Nash Community College’s mission is to provide an educational environment that meets students where they are and prepares them for successful college transfer and careers in a global and diverse society. Through quality instruction, support, services, technology, workforce development, research, and community partnerships, Nash Community College fosters lifelong learning opportunities for individuals, communities, and Organizations.

QEP Topic Discovery Team’s Definition of Success:

Success is personal to each individual student. NCC meets students where they are and helps students meet their desired goals by bringing about positive change

Appendix E – QEP Topic Analysis Evaluation Form

QEP Topic Analysis

Please evaluate based on your level of agreement that the topic meets each of the criteria. Link to description of evaluation criteria: https://drive.google.com/open?id=14kBOb0-KEU2o0kF_nBZVEBU-68rcD3zvsXF5PIHijmq

* Required

1. Topic # & Title *

2. Capacity *
Mark only one oval.

1	2	3	4	5	
Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

3. Capacity comments

4. Assessment *
Mark only one oval.

1	2	3	4	5	
Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

5. Assessment Comments

6. Climate of acceptance *
Mark only one oval.

1	2	3	4	5	
Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

7. Climate of acceptance comments

8. Administrative support *
Mark only one oval.

1	2	3	4	5	
Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

9. Administrative support comments

10. Design simplicity or aesthetic *

Mark only one oval.

1 2 3 4 5

Agree Strongly Agree

11. Design - comments

12. Impact on students *

Mark only one oval.

1 2 3 4 5

Agree Strongly Agree

13. Impact on students comments

14. Connection with needs assessment *

Mark only one oval.

1 2 3 4 5

Agree Strongly Agree

15. Connection with needs assessment comments

16. Connection with NCC mission statement *

Mark only one oval.

1 2 3 4 5

Agree Strongly Agree

17. Connection with NCC mission statement comments

18. Opportunity for growth *

Mark only one oval.

1 2 3 4 5

Agree Strongly Agree

19. Opportunity for growth comments

20. Overall comments/evaluation of topic. Recommend as a top contender?

Appendix F – Literature or Model Review Template

Lit or Model Review

1. Which analysis did you complete? *

Mark only one oval.

Literature Review *Skip to question 2*

Model Review *Skip to question 7*

Literature Review Analysis – Please review a complete article (not an abstract).

2. Article Title

3. Article Source (Journal or Book name, issue and publishing date) *

Example (Journal of Applied Communication Research, 2018, Vol 46, No 2. pp 25-39)

4. Article Abstract *

(You may cut & paste)

5. What did you find the most insightful in your selected literature? *

6. Upload copy of article

Model Review Analysis

7. Name of School or Institution

8. Location of Institution (State)

9. Type of Institution

Mark only one oval.

Community College

Senior or 4 Year College

Other: _____

10. Size of Institution

Mark only one oval.

- Less than 1,000 students
- 1,000-4,000 students
- 4,000-8,000 students
- 8,000-12,000 students
- 12,000-15,000 students
- 15,000-20,000 students
- 20,000-25,000 students
- 25,000 +students
- Other: _____

11. Type of institution

Mark only one oval.

- Private
- Public

12. Name of Success Center Model

13. Staffing - total number

14. Staffing - roles

Please provide the titles or general roles of each staff member

15. Hours of service

16. If the center provides tutoring services, please elaborate on the subjects provided, and where the tutoring takes place.

17. To the best of your ability, describe how the center is integrated/located on campus.

18. To the best of your ability, describe where the center fits in the organizational chart/reporting flow.

19. How does the College describe their center? What is its goal/mission?

20. Evaluate the perceived strengths and weakness of this model.

21. Based on this model, what you would like to see replicated or developed at Nash.

22. Services provided (mark all that apply and add others as needed)

Check all that apply.

-
- ACA or Student Seminar Classes
 - Academic advising
 - Academic Workshops
 - Career Services
 - College Knowledge/Awareness Event Coordination
 - Computer Lab / Technology assistance
 - Counseling
 - Financial Literacy
 - Health & Fitness
 - Mentoring
 - Mentoring - Peer to Peer
 - Mentoring - Faculty/Staff to Student
 - Male Minority Mentoring
 - Online Literacy/preparation
 - Orientation
 - Placement Testing/Diagnostics
 - Skills development or consultants - time management, goal setting, study skills, etc.
 - Student Government Association
 - Student Organizations/Clubs
 - Supplemental Instruction (embedded student in the classroom)
 - Transfer Services
 - Tutoring
 - Tutoring -on site
 - Tutoring connection services
 - Tutoring provided by peers
 - Tutoring provided by faculty or professional staff
 - Veteran Services

Other: _____

Please provide any additional commentary regarding this model

Appendix G - Departmental Meeting QEP Listening Tour Guiding Questions

Department Meeting Listening Tour

1. What factors do you think are the most important for the QEP do be a successful endeavor?
2. What are the great needs/gaps you think the Success Network will be able to address
3. How do you perceive your role in the success of the QEP/Success Network?
4. Who should be a success coach? Skills?
5. What do you think of volunteer success coaches?
6. Other comments/concerns/suggestions

Appendix H – Student Listening Tour Flyer

A Slice for Your Advice!



1. Share Your Opinion
2. Get Pizza

Thursday, November 14th @ 12:30pm
SGA Hawk's Nest, Room 4101

All students welcome to a pizza lunch to share ideas and thoughts on achieving success and how Nash Community College can help.



Appendix I – Student Listening Tour Questionnaire

Do you have a “go to” person on campus? What kind of help does a ‘go to’ person provide?

How would you describe your advising experience at Nash? What suggestions do you have to make it stronger?

Nash is looking to introduce a Success Network that connects students with services and resources to support their success through the guidance and mentorship of a Success Coach.

- What kind of help do you think the Success Network and Success Coach should provide? What is most important to you?**

- What kind of support can a Success Coach provide that you or students you know may not be getting now?**

What qualities (skills, personality, knowledge, attitude, etc.) are most important to you for a success coach to be helpful?

Appendix J - Excerpt from Newsletter *SACSCOC and Me* (March 2020 Issue)

QEP Corner >>>

QEP Development Team Update

Your QEP Development Team is hard at work researching, deliberating, planning, and crafting a comprehensive QEP implementation document. An implementation timeline encompassing necessary personnel, structure, and resources has been submitted to President Huroncult and his executive team. Currently, the larger QEP Development team has been divided into small teams as follows: management, assessment, professional development, and marketing.

Management

The management team has tackled the complex task of proposing the structure and operation of the Success Network. This includes the timeline for a controlled rollout, development of the intake and caseload management process through utilization of Aviso, creation of job descriptions for a Success Coach and the Dean of Success Network along with caseload assignment criteria.

Assessment

The assessment team is charged with determining how we know the QEP is achieving success and making adjustments accordingly. Based upon the student success outcomes in retention, progression, and graduation, measurable objectives have been identified. The QEP goal to assign every student a success coach will be gradually rolled out. As such, we will identify a systematic random student cohort sample. The cohort sample will be measured against historical benchmarks for progress, as well as the attainment of reaching set targets (similar to the NCCCS Performance Measures).

Professional Development

The professional development team is working to establish training based on student development theory/advising models for Success Coaches and



general informational sessions for team NASH. COVID-19 has impacted progress due to a cancelled conference. However, the team has tapped into N.C. experts and resources from NACADA to complete their work.

Marketing

The marketing team is concentrated on building campus-wide awareness. A logo contest has been initiated which will be followed up with a tag line contest. Students in the Broadcasting & Production program will be producing several videos demonstrating the benefits of the Success

Network

For more details, check out this [link to the snapshot](#) which was shared with the off-site team.

What did we learn in the listening tour?



Throughout the fall and early spring semesters, the QEP development team met with members of team Nash and NCC students to share elements of the Success Network and gain valuable feedback. Key takeaways from team Nash members included the importance of finding the right expert to become a success coach. Team members sought to better understand how a success coach enhances all the great things we currently do for students (see inset *What is a success coach?*). Many shared the importance of building a team of dedicated success coaches focused squarely on supporting students and ensure the plan is funded. Students consistently shared how they valued holistic support, care, and empathy. Their “go to” person would take an interest in their academic, mental, physical, and emotional welfare.

Success Network >>> Making Connections

What is a success coach?



A success coach acts as a coach, guide, and mentor for a student throughout his/her program to inspire, motivate, support, and challenge him/her.

Most of us in our interactions with students take on qualities of a coach. After all, that ideal of care is what Blue Love is all about! But our capacity to provide consistent, high touch, follow-up and follow-through with each NCC student’s holistic needs is constrained by our primary responsibilities. A dedicated success coach will collaborate with you and each student to make sure he/she is getting connected to the help and resources needed for his/her personalized success. The success coach supports enrollment, student development, and retention services while ensuring high quality learning. In collaboration with faculty, staff, and community partners, success coaches provide advising, mentoring, individualized support, and advocacy.



The Success Network will utilize a case management model of facilitation. A student will be assigned a dedicated success coach who provides care collaboration with success partners to meet each student’s holistic needs.

Appendix K - Excerpt from Newsletter *SACSCOC and Me* (April 2020 Issue)

<p><i>in this issue >>></i></p>	<p>Issue TWO</p>	
<p><i>SACSCOC 101</i> <i>QEP Corner</i> <i>What makes a winning QEP?</i> <i>From the standards...</i> <i>Assessment Standards</i></p>		
<p>April 2020</p>		
	<h1>SACSCOC and Me</h1>	
<p><i>timeline >>></i></p>	<h2>SACSCOC 101</h2>	
<p><i>May 2020</i> Compliance Report – Off-site review of Compliance Certification - May 28-29</p>	<p><i>The Basics of Reaffirmation</i></p>	
<p><i>June</i> Compliance Report – Receive report from off-site review. Advisory visit (June 23-24) with SACSCOC Vice President. QEP - Complete draft presentation to share with SACSCOC Vice President.</p>	<p>We love jargon in many areas of our lives and certainly in the field of education. In these newsletters, a number of terms are used regarding the activities surrounding our SACSCOC reaffirmation. The goal of this column will answer the questions that perhaps you were afraid to ask.</p> <p>What is the Compliance Report? SACSCOC maintains 58 Principles of Accreditation with which member institutions must demonstrate compliance. Only 2 standards do not apply to NCC. The Compliance Report contains our narrative responses with supporting documentation to those standards.</p>	<p>to allow us another chance to show compliance with the Principles of Accreditation. This might include documentation that was omitted in the Compliance Report or new documentation showing ways in which we have improved since the Compliance Report was submitted.</p>
<p><i>July-August 2020</i> Compliance Report – Respond to off-site recommendations in Focused Report QEP –Finalize QEP document.</p>	<p>What is the Off-Site Review? A team of reviewers individually evaluate the report that we submitted and then communicate electronically to make a determination of compliance on each standard. Typically, the team meets together in Atlanta to make a final decision on compliance. Under the current circumstances, this meeting might be completely virtual.</p>	<p>What is the On-Site Visit? A team of reviewers comes to our campus to finalize the determination of our compliance with the Principles of Accreditation. Prior to their visit, they review our Focused Report and QEP. The visit allows them to interview faculty, staff, and administrators if necessary and to hear us present on the Quality Enhancement Plan. We receive a final report from them of compliance or non-compliance with the Principles.</p>
<p><i>September 2020</i> Submit Focused Report and QEP to on-site committee for review.</p>	<p>What is the Focused Report? For each standard that the off-site committee finds NCC non-compliant, additional narrative and supporting documentation of the College’s compliance can be provided. In other words, the Focused Report is a “do-over”</p>	<p>Who are the reviewers? Reviewers are professionals from other SACSCOC institutions who are nominated for participation by their institution. They will all be from outside of NC. Both on-site and off-site teams have representatives from different campus disciplines – institutional effectiveness, instruction, student services, library, finance, and even a president. Lisa, Amy, Jonathan, and Deana are all examples from our campus of past SACSCOC reviewers. ◊</p>
<p><i>October 2020</i> On-site visit – October 26-29</p>		

QEP Corner >>> *And the winner is...*

In February, the QEP Marketing Team launched a logo contest for our Success Network. Students, graduates, and team Nash members were encouraged to participate. Advertising and Graphic Design student Joshua Edwards submitted the winning entry and will receive \$150. The Marketing Team was pleased with the winning entry for its simplicity and appeal. According to Edwards, “coaching is often a way of empowering people, which is why I chose to incorporate a power symbol as a representation of that element. I also found that a bold, powerful font worked best for the main body of the logo to further the idea of success, the primary goal of the program.”



Joshua Edwards, NCC student logo contest winner

“It was a lot of fun designing it, and it is a real honor to have been chosen. I am grateful for the opportunity to have done so.”



Expectations >>>

What makes a winning QEP?

The true test of a winning Quality Enhancement Plan (QEP) is the positive impact it has on our students. It answers those two important questions (Is it good for the institution? Is it good for our students?) with a resounding YES!

The primary charge of the visiting SACSCOC on-site team is to evaluate our QEP. What are they looking for? Are they inspectors deploying a magnifying glass to discover flaws? Will random team members or students be stopped and given a QEP pop quiz? The magic QEP 8-ball says, “very doubtful.” In my experience, the visiting team wants the College’s QEP to be a resounding success. To that end, they are asked to consider five ingredients SACSCOC has identified that makes a winning combination.

1st Ingredient – Topic

A winning QEP comes from a topic selected from an on-going and comprehensive planning process. In 2017 (yes that long ago we started this deliberate and methodical process), the QEP Topic discovery team analyzed strategic planning and program review documents, institutional reports, external research survey results and conducted surveys and focus groups with NCC students and team

members to identify a need to improve student learning or success.

2nd Ingredient – Broad-based Support

The next winning ingredient is involvement and support from multiple perspectives. This is not a top-down directive, but a grassroots effort of Team Nash. Two NCC teams (topic discovery & development) **with student representation have been leading the process.** Focus groups and subsequent listening tours involved all of Team Nash and students. All Team Nash were invited to contribute research to the proposal by conducting model and literature reviews.

3rd Ingredient – Student Outcomes

Here the plan identifies meaningful outcomes to impact student learning and/or success. This is where the details of the plan to achieve those outcomes are developed. The vision of the Success Network is to connect students with services and resources to support their success through the guidance and

mentorship of a Success Coach from application to graduation. Success outcomes are based on connection, persistence, progression, and completion.

4th Ingredient – Commitment

We can all dream, but here NCC must demonstrate it can make the QEP a reality. Resources must be committed in terms of budget, personnel, structure, technology, and facilities to deliver on outcomes. At present, the QEP Development team has presented its recommendations for these necessary resources.

5th Ingredient – Assessment

Commitment of resources and assessment, our final winning ingredient, is where most on-site teams invest significant deliberation. A solid assessment plan tells us ultimately if our QEP made an impact. As it is on-going, assessment allows NCC to adjust the QEP to keep making progress. At present, the QEP Development team will identify a cohort of students to track and compare against baseline data and target outcomes.

Appendix L – Director of Advising Services Job Description

JOB TITLE: Director of Advising Services (Exempt)

POSITION SUPERVISION: Dean of Student Success

POSITION DESCRIPTION: Responsible for planning, coordinating and improving the experience for students at the institution via the Advising Center and advising/registration initiatives. This individual will create, plan, develop, assess, initiate, assist and oversee the advising and registration processes for students. This individual will supervise and train success coaches as well as assist students in the successful identification and completion of academic, professional, and personal goals by enhancing their ability to navigate college.

MINIMUM QUALIFICATIONS AND DEGREE REQUIREMENTS: Master's Degree from a regionally accredited institution. A minimum of five years of educational or related experience is required.

ESSENTIAL RESPONSIBILITIES:

- Supervise Success Coaches and Early College Success Coach as well as faculty advisors in Advising Center
- Coordinate, direct, and oversee daily operations of the Advising Center
- Advise and register students as needed, via Colleague using all necessary mnemonics to complete the enrollment process. This includes, but is not limited to: back-dating (if needed), enrolling underage students, and any other specialty situation that may arise.
- Collaborate with department chairs and directors to develop plans for advising students and communicate effectively in order to keep degree checklists current.
- Maintain checklist for all programs of study housed in the Advising Center
- Maintain the Advising Arsenal as an effective tool for advisors to use when advising students.
- Conduct comprehensive academic advising for college programs using a blended method such as the appreciative advising model and provide professional development on advising model.
- Coordinate, conduct, and develop a program review of the Advising Center as required by the College.
- Responsible for administrative support of Aviso
- Maintain Advising Center and Success Network Budget
- Assess success coaching model
- Maintain a reduced caseload to ensure coaching strategies are implemented correctly and are efficient in helping students
- Collaborate with Student Success Partners to identify and resolve student barriers to promote student success
- Monitor and support students from admission to completion
- Assist coaches and students with identification of students' academic, professional and personal goals, paths to those goals, and appropriate programs of study to meet those goals.
- Assist students and faculty to problem-solve issues related to progress towards academic goals, persistence, and attendance
- Set designated Coaching hours including hours at the Coaching Stations around campus each week
- Monitor students' academic progress using AVISO and provide student follow-up
- Maintain notes of advising sessions to track contact hours, issues, and outcomes of advising sessions
- Develop and maintain Open House/Orientation both virtually and on campus events. Some evening and weekend events may be required
- Use multi-media to promote Advising Center and Coaches
- Demonstrate empathetic listening and the ability to have courageous conversations
- Participate in and implement equity, and inclusion training as well as the development of cultural humility
- Train as a Single Stop coach and assist students with Single Stop and accessing other campus helping resources

- Create and maintain Safety Plans for students as needed; trained in crisis management, Mental Health First Aid, and de-escalation
- Track and document coaching session in Aviso or other case management systems
- Knowledge of on-campus and off-campus resources for students and refer students to appropriate resources
- Help students navigate systems and develop self-advocacy skills Understand and explain Title IX regulations to students; help students with Title IX reporting if needed
- Attend events on campus that celebrate and support students
- Maintain FERPA compliance with all students
- Participate in appropriate professional development workshops, seminars and conferences.
- Knowledge of area four-year university baccalaureate degree programs that align with NCC programs for transfer students as covered under the Comprehensive Articulation Agreement (CAA) and the Independent Comprehensive Articulation Agreement (ICAA)
- Knowledge of college policies and procedures regarding admission standards, testing and educational program requirements
- Assist faculty within ACA courses with class presentations and instruction as needed
- Work closely with the high school program coordinators and faculty advisors to maintain a high level of communication and collaboration
- Develop and present workshops to assist students with skills and knowledge to navigate college processes.
- Participate on college committees
- Other duties as assigned

Rev. 5/20

Appendix M – Success Coach Job Description- MALE Success Coach

JOB TITLE: MALE Success Coach / MMSI Coordinator (Exempt)

POSITION SUPERVISION: Director of Advising Services

POSITION DESCRIPTION: Oversee Men Achieving Leadership and Excellence (MALE) Mentoring, MMSI grant, and provides coaching, advising, and registering of students served in the Advising Center. Responsible for assisting students in the successful identification and completion of academic, professional, and personal goals by enhancing their ability to navigate through college.

MINIMUM QUALIFICATIONS AND DEGREE REQUIREMENTS: Bachelor's degree in Criminal Justice, Social Work, Human Services or related field from a regionally accredited institution. Must have intricate knowledge and cultural understanding of targeted students served. Excellent oral, written, interpersonal communication skills, Excel, PowerPoint, graphics, and strong computer and technical skills required. Must have experience working with marginalized/diverse populations. Must have general knowledge of admission, registration, and financial aid assistance. Experience in a community college setting working with at risk-students, and working knowledge of Moodle and Colleague preferred.

ESSENTIAL RESPONSIBILITIES:

- Responsible for supporting the mission of retaining minority students towards the completion of their degree, diploma and/or certificates at Nash Community College. Specifically, he/she will provide critical support for programs and initiatives designed to strengthen minority student retention and academic progression.
- Will work collaboratively with the Director of Advising and Coaching and the NCCCCSO to achieve the goals and objectives of the MALE Initiative.
- Will provide academic support as needed to enhance learning with focus on at-risk students.
- Position responsibilities are for the purposes of directing MALE Mentor program and providing student support. Duties and responsibilities include but are not limited to:
 - Coordinate the MALE mentoring program
 - Provide advising and academic services for MALE participants and other at-risk students
 - Schedule facilities, equipment, and transportation for the MALE mentoring program.
 - Track and document student data; prepare reports and newsletters for the MALE mentoring program
- Build and strengthen partnerships with NCC faculty and staff, NCC Students, Student Enrollment Services, Continuing Education, community groups and other mentoring groups.
- Outreach to local high schools and ECHS, and overall implementation of objectives identified in the Minority Male Success Initiative grant (MALE)
- Facilitate all MALE sessions, while providing weekly outreach to mentees, and ensure timely completion of all reporting as required by the Advising Center and MMSI grant.
- Coordinate with the Nash Online Director, eLearning Services to provide Aviso training for faculty and staff.
- Track service provision and document coaching session in Aviso or other case management systems
- Work to promote mentee engagement in campus health and wellness and other student success initiatives.
- Use multi-media to promote MALE, Advising Center, and other initiatives under the Advising Center umbrella
- Advise and register curriculum students whose programs of study are advised in the Advising Center set times each week
- Responsible for assisting students in the successful identification and completion of academic, professional, and personal goals by enhancing their ability to navigate through college.

- Knowledge of area four-year university baccalaureate degree programs that align with NCC programs for transfer students as covered under the Comprehensive Articulation Agreement (CAA) and the Independent Comprehensive Articulation Agreement (ICAA)
- Knowledge of college policies and procedures regarding admission standards, testing and educational program requirements
- Demonstrate empathetic listening and the ability to have courageous conversations
- Participate in and implement equity and inclusion training as well as the development of cultural humility
- Train as a Single Stop coach and assist students with Single Stop and accessing other campus helping resources
- Set designated Coaching hours including at the Coaching Stations around campus each week
- Create and maintain Safety Plans for students as needed; trained in crisis management, Mental Health First Aid, and de-escalation
- Knowledge of on-campus and off-campus resources for students and refer students to appropriate resources
- Help students navigate systems and develop self-advocacy skills
- Facilitate on demand training for students regarding LMS, email, and other electronic programs on campus
- Understand and explain Title IX regulations to students; help students with Title IX reporting if needed
- Attend events on campus that celebrate and support students
- Maintain FERPA compliance for all students
- Assist with Open House/Orientation
- Attend annual graduation exercises.
- Participate in coaching specific and campus-wide professional development
- Perform other duties as assigned

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Appendix N – Success Coach / ADA Coordinator Job Description

JOB TITLE: Success Coach / ADA Coordinator (Exempt)

POSITION SUPERVISION: Director of Advising Services

POSITION DESCRIPTION: Responsible for academic counseling, monitoring student academic progress, testing and interpreting testing results, and implementing and documenting retention activities and overseeing ADA support services. Responsible for assisting students in the successful identification and completion of academic, professional, and personal goals by enhancing their ability to navigate through college. This position also provides coaching, advising, and registering of students in programs supported through the Advising Center.

MINIMUM QUALIFICATIONS AND DEGREE REQUIREMENTS: Master's Degree in Counseling or a related field from a regionally accredited institution.

ESSENTIAL RESPONSIBILITIES:

- Have knowledge on ADA/504 compliance, with ongoing attention to compliance
- Ability to evaluate students' needs to create a comprehensive accommodation plan that meets each student's unique needs based on their disability for a range of academic accommodations
- Coordinate students with disabilities (ADA) in securing appropriate and reasonable accommodations, enabling access to educational resources.
- Assist with accommodations of read alouds and separate test settings when needed
- Conduct ADA and FERPA workshops as needed.
- Coordinate with high school counselors and exceptional children's teachers to help students transition accommodations to college setting
- Use multi-Media to explain policies of the NCC to ECHS community; promote Advising Center, and other initiatives under the Advising Center umbrella
- Advise and register curriculum students whose programs of study are advised in the Advising Center set times each week
- Knowledge of area four-year university baccalaureate degree programs that align with NCC programs for transfer students as covered under the Comprehensive Articulation Agreement (CAA) and the Independent Comprehensive Articulation Agreement (ICAA)
- Knowledge of college policies and procedures regarding admission standards, testing and educational program requirements
- Set designated Coaching hours including at the Coaching Stations around campus each week
- Provide coaching for ADA students, non-minority male students, students with attendance and grade alerts
- Demonstrate empathetic listening and the ability to have courageous conversations
- Participate in and implement equity and inclusion training as well as the development of cultural humility
- Train as a Single Stop coach and assist students with Single Stop and accessing other campus helping resources
- Create and maintain Safety Plans for students as needed; trained in crisis management, Mental Health First Aid, and de-escalation
- Track service provision and document coaching session in Aviso or other case management systems
- Knowledge of on-campus and off-campus resources for students and refer students to appropriate resources
- Help students navigate systems and develop self-advocacy skills
- Facilitate on demand training for students regarding LMS, email, and other electronic programs on campus
- Understand and explain Title IX regulations to students; help students with Title IX reporting if needed
- Attend events on campus that celebrate and support students
- Maintain FERPA compliance for all students

- Assist with Open House/Orientation
 - Attend annual graduation exercises.
 - Participate in coaching specific and campus-wide professional development
 - Perform other duties as assigned
- Rev. 05/20

Appendix O – Early College Success Coach Job Description

JOB TITLE: Early College Success Coach (Exempt)

POSITION SUPERVISION: Director of Advising Services

POSITION DESCRIPTION: Responsible for collaborative development of schedules and policies for the Early College High School (ECHS) in partnership with Nash Community College and Nash Rocky Mount Public Schools as well as provide appreciative advising to Nash Community College curriculum students in the Advising Center. Responsible for assisting students in the successful identification and completion of academic, professional, and personal goals by enhancing their ability to navigate through college.

MINIMUM QUALIFICATIONS AND DEGREE REQUIREMENTS: Master's Degree in counseling, human services, social work, and/or education from a regionally accredited institution with the ability to establish and maintain necessary relationships with area high school counselors, secondary school personnel, area colleges, and non-profit organizations in order to promote cooperative innovative high schools in Nash County.

ESSENTIAL RESPONSIBILITIES:

- Create and maintain the ECHS students' five-year plans of study combining secondary and post-secondary coursework to ensure the attainment of an associate's degree or two years transferable college credit following the Comprehensive Articulation Agreement.
- Assist in the development of schedules that support gradual transitions into increasing levels of independence in post-secondary work.
- Advise and register ECHS students using a Baccalaureate Degree Plan (BDP) for students on the college transfer track and stackable credentials for A.A.S. students.
- Utilize Aviso to monitor ECHS student progress in college classes and provide reports to principal & counselor
- Respond to and close out automatic and teacher initiated Aviso alerts.
- Participate in parent-teacher conferences when needed.
- Meet with ECHS students to discuss academic performance and educational goals.
- Inform college administration of significant Early College student incidents or concerns.
- Communicate with ADA Success Coach about students who may qualify for accommodations
- Notify NCC faculty of ECHS students in his/her college classes each semester
- Inform ECHS faculty about Nash Community College procedures and policies.
- Stay abreast of changes to Career and College Promise legislation, rules, and regulations.
- Use multi-media to explain policies of the NCC to ECHS community; promote Advising Center, and other initiatives under the Advising Center umbrella
- Advise and register curriculum students whose programs of study are advised in the Advising Center set times each week
- Demonstrate empathetic listening and the ability to have courageous conversations
- Participate in and implement equity and inclusion training as well as the development of cultural humility
- Train as a Single Stop coach and assist students with Single Stop and accessing other campus helping resources
- Create and maintain Safety Plans for students as needed; trained in crisis management Mental Health First Aid, and de-escalation
- Track and document coaching session in Aviso or other case management systems
- Knowledge of on-campus and off-campus resources for students and refer students to appropriate resources
- Help students navigate systems and develop self-advocacy skills
- Facilitate on demand training for students regarding LMS, email, and other electronic programs on campus
- Understand and explain Title IX regulations to students; help students with Title IX reporting if needed

- Be informed of mandatory reporting laws and NRMS reporting protocols
- Attend events on campus that celebrate and support students
- Maintain FERPA compliance for all students
- Assist with Open House/Orientation
- Attend annual graduation exercises.
- Participate in coaching specific and campus-wide professional development
- Perform other duties as assigned

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Appendix P – Success Partners

Success Partners are resources identified that support student success from application to graduation. The following resources have been identified as Success Partners:

- Business Office
- CET Workshop
- Continuing Education
- E-Support
- English Studio
- ICE Rink
- Library
- Math Tank
- NCC Foundation
- NCC Support
- SkillsUSA
- STILL
- Student and Enrollment Services
 - Enrollment Services Arm
 - Admissions
 - Financial Aid
 - Registrar
 - Career Connection
 - Placement Testing
 - Success Services Arm
 - Student Government Association
 - Food Pantry
 - Success Closet
 - Student Wellness Center
 - MALE Mentoring
 - Blue Love Fund
 - Clinical Counseling
 - SingleStop
 - Victim’s Advocate