Prepared for

Southern Association of Colleges and Schools Commission on Colleges

Reaffirmation Review

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Introduction to Document Organization and Evidence of Compliance

Standard 7.2: The Institution has a Quality Enhancement Plan that	Evidence	Section(s)
(a.) has a topic identified through its ongoing, comprehensive planning and evaluation processes	Topic selection and evolution thoroughly discussed and linked to institutional planning and research practices.	II. TOPIC DEVELOPMENT
(b.) has broad-based support of institutional constituencies	Relevant College constituencies involved throughout selection and development process. Stakeholders are well-informed and engaged in the implementation and assessment of the plan.	II. TOPIC DEVELOPMENT IV. QEP IMPLEMENTATION PLAN
(c.) focuses on improving specific student learning outcomes and/or student success	Overall goal focused on student success and four student outcomes developed to reach the overall student success goal.	IV. QEP IMPLEMENTATION PLAN
(d.) commits resources to initiate, implement, and complete the QEP	Appropriate resources are identified. Defined roles and budgets are included.	V. CAPACITY TO IMPLEMENT
(e.) includes a plan to assess achievement	Multiple assessment avenues, summative, formative, quantitative, and qualitative, have been developed to assess achievement of student learning outcomes, student outcomes, and the overall student success goal.	IV. QEP IMPLEMENTATION PLAN - ASSESSMENT OF THE QEP

I. INSTITUTIONAL OVERVIEW

Chartered on February 6, 1964, Southeastern Community College (SCC) is a public, comprehensive community college providing accessible educational, cultural, and social opportunities to community members. The College offers over 100 occupational and liberal arts curriculum certificates, diplomas, and degrees.

Class sizes are small and student services, such as counseling and tutoring, help students realize their potential. More than 2,000 students enroll annually in SCC's college-credit courses. SCC provides a wide range of continuing education courses throughout Columbus County, serving more than 6,000 students annually. The College brings enriching cultural events to the area, and provides community services for citizens of all ages.

The 251-acre campus is on the Chadbourn Highway between Whiteville and Chadbourn in southeastern North Carolina. SCC is a one-hour drive from the historic cities of Wilmington and Fayetteville, North Carolina, as well as the beaches of both North and South Carolina.

Role and Scope

SCC is an open-door higher education institution that is part of the North Carolina Community College System (NCCCS). The College exists to improve the lives of Columbus County citizens, businesses, and industry through affordable, accessible, student-centered education and training. Offerings include pre-baccalaureate programs and applied technical degrees, diplomas, and certificates associated with business, health, public service, and engineering technologies. The College also offers basic skills and literacy education for students who need developmental work prior to or while attending college.

The College partners with local secondary education systems to offer early college and technical education to qualifying high school students. SCC also offers online classes and a variety of academic and support services to support its students and the community at large.

To promote economic development in Columbus County, SCC provides customized education and training for local business and industry through credit and continuing education coursework and a variety of workforce training programs.

Mission, Vision, and Strategic Plan

SCC's mission is to continuously promote educational attainment, economic development, and cultural enrichment in Columbus County and surrounding areas as a way to improve quality of life by focusing on continuous learning at any age, with a vision to be recognized as the premier rural community college in North Carolina.

The College's Strategic Plan serves as the framework for achieving SCC's mission and vision. A broad-based coalition of faculty, staff, administration, Trustees, and community stakeholders identified seven focus areas and developed a series of initiatives and assessment measures for each area. The Strategic Plan focus areas are:

Student Success: We measure student success because our ultimate goal is to enable our students to reach their goals. We recognize that enrollment is not enough. We must also focus on retention, completion and post-completion results.

Workforce Development: Workforce Development is a strategic performance area, while also being a part of other strategic performance areas. Workforce Development measures are tracked on their own, but also exist within the college's overall measures, such as enrollment and student success. Workforce Development training programs provide instructional opportunities for individuals seeking to gain new and/or upgraded skills for jobs in Columbus County.

Enrollment: We measure ourselves through enrollment because enrollment is a measure of how well we are serving Columbus County and a measure of our funding from the state. These are related in that the more students we serve, the more funding we receive. Therefore, we must know the number of Columbus County citizens that we are serving, so we know our impact on Columbus County, and so we can effectively budget future expenditures.

Employee Performance: This area focuses on the development of employees at SCC. It includes the establishment of a positive, performance-focused and student-ready culture, the implementation of a useful performance evaluation system, the measurement of employee satisfaction, the professional development of employees, and the diversity of the college's workforce.

Facilities: Facilities includes the safety and security of the College's students, employees and guests and the maintenance of the College's current campus grounds, buildings, vehicles and equipment. It includes plans for new facilities and locations and encompasses the development and implementation of specific construction and campus improvement projects as well as the College's Facilities Master plan.

Resource Acquisition and Use: Resource Acquisition & Use addresses how the college acquires resources to fund its programs and services. It includes acquiring funds from the county, gaining funds from external grants from the NCCCS, the federal government and non-profit foundations, and increasing donations to the SCC Foundation. It also includes cost-saving initiatives to use the college's funds as efficiently and effectively as possible.

Community Services: Community Services focuses on how well the College is meeting its contractual and other commitments to support the community. The College has fiduciary and operational responsibility for a number of federal and state grants. Community Services include Child Care Resource & Referral, Retired Senior and Volunteer Programs (RSVP), Educational Talent Search, NCWorks Career Center, general interest classes for personal enrichment to the community, SCC Child Development Center, Wyche Art Gallery and Richard F. Burkhardt Performing Arts Series.

SCC Demographics

In the 2019-2020 academic year, 2,015 students were enrolled in curriculum and 6,301 in continuing education classes. The average age of a curriculum student was 22. Sixty-seven

percent of curriculum students identified as female; 33% identified as male. More than one-third (38%) of the College's curriculum students were employed at least part-time while attending SCC.

The College has a diverse student body comprised of 61% White, 20% Black, 6% American Indian, 6% Hispanic, and 7% other/multiple/unknown students, demonstrating that more than one-third of the curriculum student population is represented by racial/ethnic minorities.

Approximately 82% of curriculum students are from the Columbus County district while only 1% are from out of state. Data from 2019- 2020 showed 18.5% of adult Columbus County residents were served by SCC.

In the 2019-20 academic year, the College offered 234 online courses with over 9,317 enrollments in those courses. During the same year, the College awarded 234 associate's degrees, 84 certificates, and 28 diplomas.

II. QEP TOPIC DEVELOPMENT

Overview of the Process

In Spring 2020, the SCC Vice President (VP) of Student Services and SACSCOC liaison, Sylvia Cox, held a series of information sessions for staff and faculty, explaining the purpose and process of developing a Quality Enhancement Plan (QEP). At the end of these sessions, employees were given the opportunity to serve as volunteers on QEP Proposal Teams. The teams would be charged with conducting a thorough review of college and statewide planning initiatives, analyzing institutional data, and obtaining input from colleagues and students to develop a proposal for the QEP topic. The completed proposals would be presented to college stakeholders for feedback and a vote.

Two proposal teams (Appendix A) were formed and were comprised of employees from various departments across the College, ensured broad-based involvement and process transparency.

The teams began their work with a thorough review of the College's strategic planning initiatives as well as efforts currently underway in the state and at the North Carolina Community College System (NCCCS) to promote and increase postsecondary credentials in North Carolina (NC). The teams then analyzed and evaluated institutional data from all areas of the College in order to identify gaps and areas in need of improvement, specifically focusing on areas with the highest potential to directly impact student success. Finally, the teams gathered informal input from College stakeholders including other employees, students, community members, and business and industry leaders. All work was supported by the VP of Student Services, the Chair of the Public Services Division, and the Director of Strategy, Planning, and Effectiveness who attended meetings, answered questions, and helped fulfill data and information requests.

Once each team had narrowed its focus to a potential topic, they created presentations to "sell" their topic proposals to the College campus. The proposals were presented at a campus-wide meeting and posted to the College's website in November 2020. A formal survey was administered to give faculty, staff, students, and community members an opportunity to vote on the topic they thought most important to student success. A student focus group was also held to obtain additional feedback on the two proposals.

A QEP Topic Selection ad hoc committee (Appendix B) representing all areas of the College was appointed by SCC President Dr. Chris English to review the two proposals, the stakeholder voting results, and the student focus group feedback, and to make a formal recommendation to the College's Leadership team who would then select the QEP topic.

Review of Institutional Planning Initiatives

The Proposal Teams focused their Strategic Plan review on goals directly related to student success. SCC's Strategic Plan has an entire focus area dedicated to student success incorporating 13 strategic initiatives and assessments. These include:

1. Aviso software for advising and retention,

2. Study and improve the advising process,

3. Implement summer melt/summer bridge programs,

4. Improve Student Success Rate in College-level English course (NCCCS Performance Measure),

5. Improve Student Success Rate in College-level Math course (NCCCS Performance Measure),

6. Improve Student's First Year Progression (NCCCS Performance Measure),

7. Improve Curriculum Student Completion (NCCCS Performance Measure),

8. Improve Student's College Transfer Performance (NCCCS Performance Measure),

9. Explore, develop, and implement a first-year experience program,

10. Develop and implement a faculty-driven, instructional excellence program across all disciplines and methods of delivery,

11. Develop, communicate, and implement clear and relevant pathways for students,

12. Improve Licensure/Certification First-time Pass rate (NCCCS Performance Measure),

13. Implement the 5-year ADA plan.

The teams conducted a review of the progress that had already been made in these areas and began to focus their attention on four student success initiatives:

- Study and improve the advising process,
- Develop, communicate, and implement clear and relevant pathways for students,
- Develop and implement a faculty-driven, instructional excellence program across all disciplines and methods of delivery,
- Explore and implement a first-year experience program.

The teams felt there was ample evidence to suggest that the implementation of any of these four initiatives would positively impact many areas of student success, including course success rates, retention, and completions.

The Workforce Development focus area of the Strategic Plan includes two initiatives that relate to improving students' ability to achieve their career goals:

- Evaluate and implement new programs and courses to create/support jobs,
- Improve employer engagement to promote job growth.

A QEP focused on workforce development was under consideration based on many of the initiatives currently underway at the state and community college system-level to close the skills gap in NC. One such initiative is myFutureNC.

myFutureNC

myFutureNC is a state-wide coordinated effort to improve educational attainment and address the current skills gap in NC. It is a call-to-action from NC Governor Roy Cooper. The Governor has asked all NC community colleges to do their part in contributing to the attainment of this goal, and there are several grants currently available to assist community colleges in implementing strategies to improve enrollment and completion rates. The NCCCS is directly involved in supporting these efforts.

The myFutureNC initiative is the result of years of data review, planning, and a cross-sector collaboration among NC leaders in education, business, and government, including the Belk Endowment, the Gates Foundation, and the Friday Institute. They have set the lofty goal of ensuring that, "by 2030, 2 million North Carolinians have a high-quality credential or postsecondary degree" (myFutureNC.org, n.d.).

The first of four broad focus areas within the myFutureNC initiative is *Education and Workforce Alignment*:

- Align Academic Expectations Across P-12 and Postsecondary.
- Ensure Seamless Transitions Across Education Sectors.
- Develop More Pathways from Education to Meaningful North Carolina Careers.

SCC is committed to acting in furtherance of this goal.

Upon completion of the planning review, the teams undertook a comprehensive evaluation of the College's institutional data, including quantitative and qualitative data from a variety of sources.

Analysis of Institutional Data

Quantitative Data

Both teams reviewed the NCCCS Performance Measures data and Integrated Postsecondary Education Data System (IPEDS) data. The NCCCS Performance Measures Report is the System's major accountability document. This annual report is based on data compiled during the previous year and serves to inform colleges and the public of the performance of all 58 NC community colleges. The 2020 Performance Measures Report (Appendix C) indicated three areas in which SCC fell below the NC Community College System average: Basic Skills Progress, Credit Math Success, and Curriculum Completion Rates. Table 1 illustrates these findings.

Table 1: NCCCS Performance Measures Data 2020

	Basic Skills Progress	Credit English Success	Credit Math Success	First Year Progression	Curriculum Completion Rate	Licensure Pass Rate Index	Transfer Performance
Average College Percentage	45.1%	60.6%	42.7%	70.3%	53.4%	0.98	85.4%
SCC Performance	43.4%	61.0%	41.0%	77.5%	46.8%	1.01	86.8%
SCC Above Average College?	No	Yes	No	Yes	No	Yes	Yes

Source: NCCCS Performance Measures Data

The NCCCS completions measure is defined as the percentage of first-time, fall, credential-seeking curriculum students who graduate, transfer, or are enrolled during the fourth academic year with 42 successfully completed non-developmental hours. Table 2 provides a closer look at four years of SCC completion rate data, and reveals a concerning trend.

Table 2: NCCCS Performance Measures Curriculum Completion Comparison Data 2017-2020

SCC's NCCCS Performance Measures Completion Data				
Fall Cohort Term	2013	2014	2015	2016
NCCCS Avg %	43.7	43.4	49.3	53.4
SCC %	37.7	35.4	44	46.8
Difference	-6.0	-8.0	-5.3	-6.6

Source: NCCCS Performance Measures Data

The Integrated Postsecondary Education Data System (IPEDS) Data Feedback Reports provide multiple data points for colleges to use in assessing their performance. A review of SCC's IPEDS data illustrates an upward trend in graduation rates for SCC students but with considerable room for improvement.

IPEDS defines its graduation measure as the graduation and transfer-out rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion. Table 3 illustrates a three-year trend of SCC's IPEDS data.

Table 3: IPEDS Graduation and Transfer-out Data 2017-2020

SCC'S IPEDS Graduation Data			
Cohort Year	**2014**	**2015**	**2016**
Graduation Rate	22%	20%	41%
Transfer-out Rate	13%	26%	15%
TOTAL	35%	46%	56%

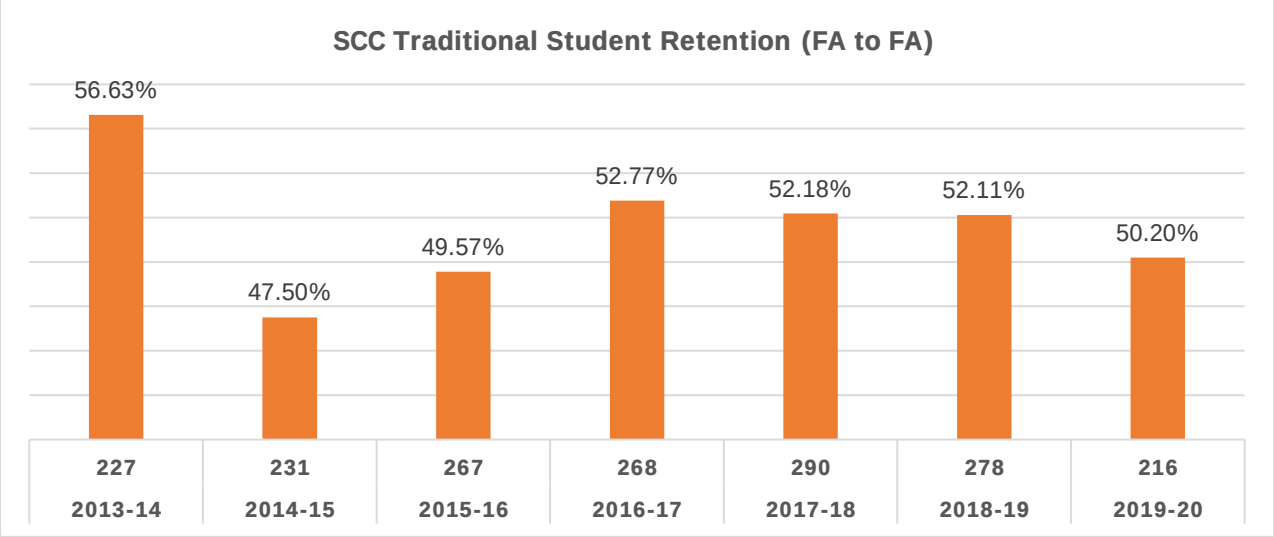
Source: SCC IPEDS Data Feedback Reports

Having identified completions and transfer rates as areas of concern, the Proposal Teams wanted to dig deeper into the College's local data to determine those areas where improvements would be most likely to positively impact these measures.

The SCC Office of Institutional Effectiveness develops numerous data reports for the College on semester and annual bases. Reports include information related to demographics, enrollment, cost of attendance, progression, retention, course success rates, completions, and other data as requested. The NCCCS provides data dashboards designed to help colleges access the data and information needed to facilitate institutional effectiveness and program improvement. The QEP Proposal Teams analyzed all of these data and requested additional follow-up data as needed. Their most significant findings are highlighted below.

The College's Fall to Fall Retention data illuminated an area of concern for the College - a downward trend in retention for SCC's traditional students. Traditional students are defined as students who are degree-seeking and who are not dual-enrolled high school students. As demonstrated in Figure 1, approximately half of SCC's students are not continuing their studies at the College from one fall semester to the next.

Figure 1. Fall to Fall Retention Traditional Students 2013-2020



Source: SCC Office of Institutional Effectiveness

The NCCCS dashboards provide course success rates disaggregated by delivery method, student demographics, and course prefix. Course success is defined as completing the class with a grade of A, B, or C. Several alarming trends were identified in these data. The College offers a student success and study skills course (ACA), a one-credit course that is required for every diploma and degree-seeking student at SCC. ACA 115 is required for all Associated in Applied Science students, and ACA 122 is required for all Associate in Science and Associate in Arts students. Both ACA courses are designed to give students critical information related to study skills, academic planning, and the resources available to them at the College. ACA is the highest

enrollment course at SCC, and it is meant to be a beneficial course, not a difficult course. The data reveals ACA has a 70% success rate, meaning 30% of students who take the course are unsuccessful. Table 4 outlines SCC's lowest success rate courses that had an enrollment of 100 students or more in 2019-2020.

Table 4: Courses with Lowest Success Rates 2019-2020 n=>100

Course Success Rates 2019-2020		
	Successful	Total Number of Students Attempting the Course
WLD	51%	174
MAT <100	61%	114
ART	62%	167
BUS	63%	376
BIO	64%	598
MAT>100	66%	662
COM	67%	353
MUS	69%	203
ACA	**70%**	**729**

Source: NCCCS Dashboards

Table 5 illustrates the success rates of the highest enrollment general education courses at SCC, which reveals that ACA has the sixth lowest success rate at the College.

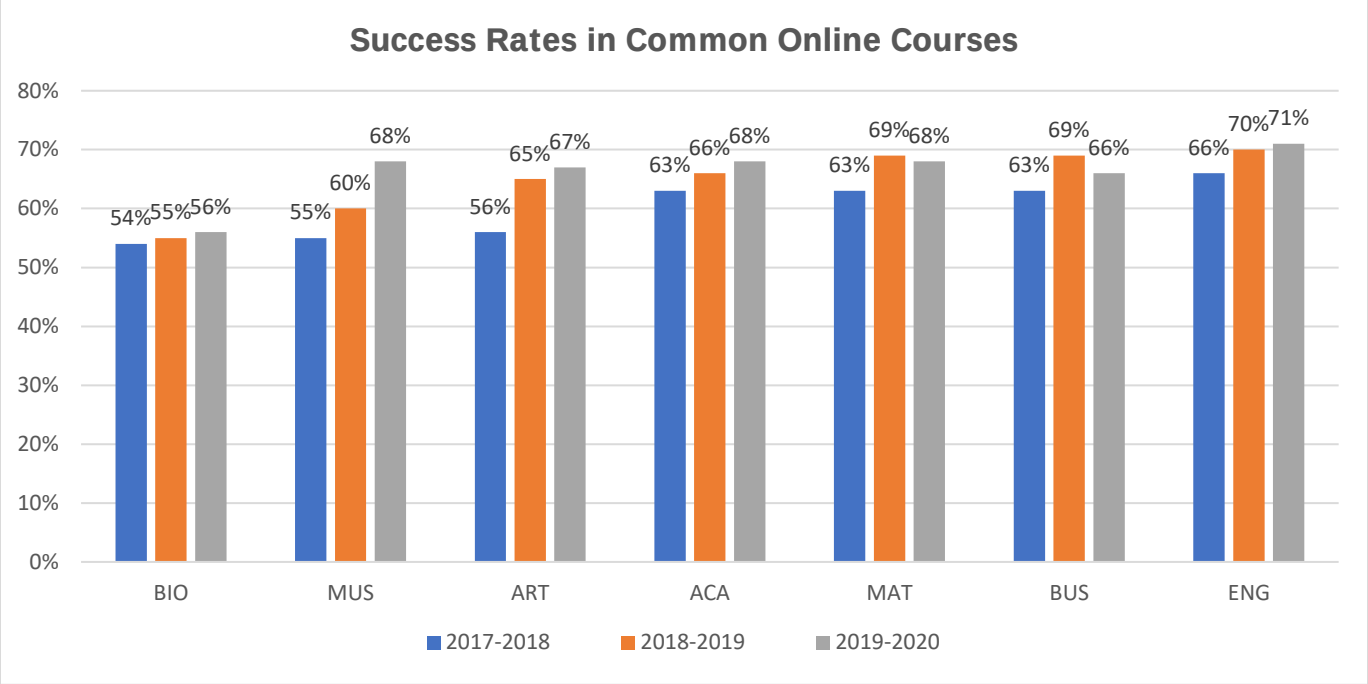
Table 5: General Education Courses with Lowest Success Rates 2019-2020 n=>100

Course Success Rates 2019-2020		
	Successful	Total Number of Students Attempting the Course
ART	62%	167
BIO	64%	598
MAT >100	66%	662
COM	67%	353
MUS	69%	203
ACA	**70%**	**729**

Source: NCCCS Dashboards

Disaggregating the data by delivery method revealed another disturbing trend among the highest enrollment online courses offered at the College. Figure 2 illustrates that success rates in the online sections of these courses consistently fell below 70% over a three-year period as illustrated in Figure 2.

Figure 2. Course Success Rates in SCC's Most Common Online Courses 2018-2020



Source: NCCCS Dashboards

Data related to SOAR, the College's optional new student orientation, were reviewed. These data provided strong evidence that attending the SOAR orientation had a significant impact on student progression at SCC. Of 141 students who attended the optional SOAR Orientation in Fall 2019, 93% progressed to the Spring 2020 semester and 83% progressed to the following fall semester.

Data related to the number of times students change their programs while at SCC is also an area of concern as program changes have been shown to have a negative impact on student success. Aviso, the College's early alert software, was used to track program change data for new, degree-seeking students. Table 6 represents the number of additional programs started following a student's initial enrollment session.

Table 6: New Student Number of Program Changes

Program Change Activity			
Entering Semester	Number of Program Changes	Number of Students	% of Cohort
2016FA	0	172	52.2%
	1	96	29.2%
	2	46	14.0%
	3	12	3.6%
	4	3	1.0%
2017FA	0	184	48.9%

	1	137	36.3%
	2	46	12.2%
	3	6	1.6%
	4	4	1.0%
2018FA	0	125	36.3%
	1	167	48.6%
	2	44	12.8%
	3	8	2.3%

Source: Aviso

According to these data, of the new degree-seeking students who enrolled in Fall 2018, 63.7% have changed their programs at least once. This is alarming because, historically, program changes correlate with low retention, financial aid issues and other barriers to student success.

Having completed a comprehensive analysis of the quantitative data, the two teams began a review of the qualitative data.

Qualitative Data

The College administers a Student Satisfaction Survey every spring. In recent years, the College moved from in-class administration of the survey to an online, optional approach, and response rates have declined. In order to get a more accurate picture, four years of student survey results were aggregated, and several trends immediately stood out. The results (Appendix D) revealed issues with students making a connection with advisors, complaints around advisors providing inaccurate information, problems with online courses, frustration with the onboarding process, and confusion around what courses they needed. Following is a sample of the open-ended comments:

> "I have been a student at SCC since 2014 and every encounter I have had with the student services advisors have been terrible. No one is on the same page and because of it, I have taken classes that were no longer needed for certain programs." (Student Satisfaction Survey, 2017)
>
> "No one ever informed me of who my advisor was/is. I still have no clue and have done all of my registration on my own." (Student Satisfaction Survey, 2018)
>
> "Some instructors are slow at grading assignments on online classes and replying back to emails." (Student Satisfaction Survey, 2019)
>
> "I believe that advisors participating with the enrollment of students striving to apply to the ADN program should have extensive knowledge of all of the requirements. This could help prevent students from encountering unnecessary stress that could possibly delay their application eligibility goal." (Student Satisfaction Survey, 2018).

> "I just need to make sure I am not taking classes I really don't need for my engineer certificate." (Student Satisfaction Survey, 2020).
>
> "I did have an online instructor that did not respond promptly to my emails, or answer direct questions myself or other classmates had about our grades. Not a single grade for his class has been put in yet and it is April 29th." (Student Satisfaction Survey, 2019)

The survey data revealed a lower satisfaction with hybrid and online courses than with seated courses. Quality of instruction in seated courses received a rating of 4.6 out of 5, but quality of instruction in hybrid and online courses received a rating of 4.2, a 7% difference. Table 7 encapsulates these survey results.

Table 7: SCC Student Satisfaction Survey Results 2017-2020

Q6. Please rate your level of satisfaction (5 being the highest)				
	2020	**2019**	**2018**	**2017**
Hybrid Courses- variety of class choices	4.14	N/A	N/A	N/A
Hybrid Courses - helpfulness of instructor	4.28	N/A	N/A	N/A
Hybrid Courses - quality of instruction	4.25	N/A	N/A	N/A
Face to face classes - variety of class choices	4.54	4.44	4.44	4.4
Face to face classes - helpfulness of instructor	4.66	4.5	4.51	4.56
Face to face classes - quality of instruction	4.66	4.46	4.5	4.55
On-line/distance learning classes - variety of class choices	4.35	4.41	4.4	4.19
On-line/distance learning classes - quality of instruction	4.23	4.36	4.32	4.44
On-line/distance learning classes - responsiveness of instructor	4.28	4.3	4.33	4.61

Source: SCC Office of Institutional Effectiveness

SCC offers every student an opportunity to complete the Graduate Exit Survey when they apply for graduation. Like all colleges in NC, SCC is unable to track employment after a student leaves SCC, so the College relies heavily on the Graduate Exit Survey to obtain information regarding student employment upon graduation. A summary of three years of Graduate Exit Survey data (Appendix E) revealed that nearly half of the graduates who completed the Graduate Exit Survey stated that learning job skills was their main reason for attending SCC; however, 58% had yet to find employment in their chosen fields as demonstrated in Tables 8 and 9.

Table 8: SCC Graduate Exit Survey Results 2018-2020

Why did you decide to attend SCC?		
To transfer to University	42.05%	111
To improve my skills for my current job	3.79%	10
To learn the skills for a new career or job.	46.59%	123
Other (please specify)	7.58%	20

Source: SCC Office of Institutional Effectiveness

Table 9: SCC Graduate Exit Survey Question Results 2018-2020

Did your studies at SCC help you find a job in your chosen field?		
Yes	42.02%	108
No, not yet.	57.98%	149

Source: SCC Office of Institutional Effectiveness

Broad-Based Institutional Involvement

After a thorough evaluation of planning initiatives and a comprehensive review of institutional data, team participants sought out informal feedback, discussing their findings with coworkers, students, and community members. Two potential focus areas arose, and the teams created proposals for each. Team One's proposal, titled *Design, Develop, Deliver,* focused on improving online courses using a Quality Matters framework. The second team's proposal, *I Know,* focused on onboarding, advising, and the College's student success course, ACA.

To obtain formal input from College stakeholders, the College administered a survey (Appendix F) to students, faculty, staff, and community members. Videos and PowerPoint presentations described the proposed QEP topic in an entertaining and engaging manner, while also providing data and evidence of need. At the conclusion of the presentations, stakeholders were asked to complete the survey rating the importance of each idea to the success of SCC's students. Links to the videos and PowerPoint presentations were provided for those who did not attend the presentations in person. Tables 10, 11, and 12 display the results of the surveys, which were a virtual tie between the two topics with a slight edge to the *Design, Develop, Deliver* proposal.

Table 10: QEP Topic Selection Survey Results - Faculty and Staff

Faculty and Staff QEP Survey	Topic 1 Design, Develop, Deliver	Topic 2 I Know
Very Important	99	103
Somewhat Important	37	24
Neutral/Not at all	11	20
	147	147

Source: SCC Office of Institutional Effectiveness

Table 11: QEP Topic Selection Survey Results - Students

Student QEP Survey	Topic 1 Design, Develop, Deliver	Topic 2 I Know
Very Important	38	37
Somewhat Important	10	16
Neutral/Not at all	9	4

	57	57

Source: SCC Office of Institutional Effectiveness

Table 12: QEP Topic Selection Survey Results – Community

Community	Topic 1 Design, Develop, Deliver	Topic 2 I Know
Very Important	30	28
Somewhat Important	6	3
Neutral/Not at all	1	6
	37	37

Source: SCC Office of Institutional Effectiveness

All surveys included space for respondents to provide comments. Following is a representative sample:

> "Seems to me Topic 2 would be more aligned to help the MOST students because it can be distributed across the board, no matter who the student is or what they are taking." (SCC QEP Survey - Faculty and Staff)
>
> "We should be preparing our students to move into the real-world. We need to teach them to take a more active role in their education and to be responsible for helping to improve their own futures." (SCC QEP Survey - Faculty and Staff)
>
> "We all come to school to become more employable. That's the main goal. That's why we cram and stay up late and study and show up to classes. We should be more aware of what is going on within our courses and how they work as well as more focused on our graduation plan." (SCC QEP Survey - Students)
>
> "It would be nice for ACA to prepare students for how and when to begin applying for jobs." (SCC QEP Survey - Students)
>
> "Great presentation. Quality Matters is important for the overall improvement of instruction. Professional development opportunities for faculty are a definite plus." (SCC QEP Survey – Faculty and Staff)
>
> "I think that the second option would be better because most students don't realize the classes they need and if they decide to transfer later, they will have the credits that they need." (SCC QEP Survey – Community)
>
> "I think SCC should focus on improving online learning." (SCC QEP Survey - Community)

A student focus group, facilitated by the VP of Student Services, was held in November 2020 to obtain additional feedback on the two potential topics (Appendix G). The facilitator presented

both proposals to the students and then led a discussion where students spoke freely with strong opinions about both topics. Following are representative comments:

> "My advisor is also my program instructor, and now it is so much better. My other advisor didn't have a clue and had me taking the wrong courses."
>
> "I emailed my advisor last week and I still haven't heard back. I'm trying to get my stuff done. I wish there would be more involvement."
>
> "I don't really know where I'm at in my program."
>
> "I love that my teacher and my advisor is one and the same."
>
> "I don't think we should have to take ACA."
>
> "Have you ever looked at how much work is required for that class (ACA)? It is way too much work for a one-hour class."
>
> "About online testing – I was on my 40th, no 50th question of 60 and it just crashed! There should be an autosave every five minutes."

All of the College's stakeholders felt both topics were important; however, as the College was feeling the stress of the COVID-19 pandemic and offering and enrolling record numbers of students in online courses, improving online courses was becoming more pertinent than ever. Soon after the QEP Topic surveys were administered, the College received news that funding would be given to institutions through the Higher Education Emergency Relief fund, HEERF I and II. All colleges were directed to use the funds specifically to improve online learning. The College immediately implemented a process to provide Quality Matters training to all online faculty. As this initiative was fully funded and underway, it was taken off the table as an option for the QEP.

The *I Know* proposal, which focused on improving onboarding, advising, and the College's student success course, ACA, was selected by the QEP Selection Committee; however, the committee quickly realized that this topic was far too broad and would need to be more focused. After lengthy discussions and a continued evaluation of the relevant data, a recommendation was made to College leadership in March 2021 to develop and enact a QEP focused on improving student success by addressing three key areas:

1. ***Program selection***: Assist students in selecting an appropriate academic program during the onboarding process.
2. ***Align students' academic and career goals***: Incorporate career-focused coursework into all of the College's programs to ensure students are aligning their academic and career goals and are prepared to successfully enter the workforce.
3. ***Advising****:* Provide students with continued support in achieving their goals by improving the College's advising process.

Successful implementation of this QEP would allow students to say, "*I Know* my academic and career goals; *I Know* I have selected the right program; *I Know* the classes I need to take; and *I Know* I have the support I need to succeed." By beginning with a clear picture of the end in mind, students would have a critical foundation for success and timely completion.

SCC's leadership team approved this recommendation and, with the topic determined, the QEP Communication and Outreach Committee (Appendix H) began developing QEP activities for students, faculty, and staff to market the topic and ensure continued support. These activities began in April 2021 at the yearly Spring Fling event. The committee hosted two tables with activities related to career pathways and campus resources, and an additional "swag" table that had *I Know* cups, stickers, magnets, and pens for everyone in attendance. A faculty event was held in May 2021 where faculty participated in a lively three-round trivia game with prizes for the top three scorers. Questions included QEP purpose, accreditation, and campus resources for students.

In order to ensure broad-based institution and community involvement in the development of the QEP goals, outcomes, and strategies, an additional survey went out to the Board of Trustees, business and industry leaders, and current students in June 2021, to seek their input, feedback, and commitment to the QEP. The results were overwhelmingly positive. A sample of their comments follows:

> "I think this has been needed for years. It will help a student to determine their career." (SCC QEP Follow-up Survey – Board of Trustees)
>
> "I do believe a lot of students start college with little knowledge of how the system works or where to find council to help guide them. This program allows the college to get their arms around a student and work with them from the beginning so that the student doesn't begin floundering around for a year or so trying to figure it all out. May keep them from getting disappointed and feel the need to drop out. I'm very supportive of QEP." (SCC QEP Follow-up Survey – Board of Trustees)
>
> "It sounds as though QEP will be a great benefit to students." (SCC QEP Follow-up Survey – Business and Industry)
>
> "Great objective, students understanding the career and how it impacts them is critical." (SCC QEP Follow-up Survey – Business and Industry)
>
> "I feel that the quality enhancement plan is extremely important because it will help us figure out what kind of career we want to pursue in addition to our weaknesses and strengths as well as our career goals." (SCC QEP Follow-up Survey – Students)
>
> "I feel as though it is an innovative and overall methodical approach to improving the value of student education in the programs offered by SCC." (SCC QEP Follow-up Survey – Students)

III. LITERATURE REVIEW and BEST PRACTICES

The overall goal of the SCC QEP is to improve student success by enabling each student to select an appropriate academic program based on their identified interests and career objectives in order to facilitate the timely completion of their academic goals. The QEP Development Committee (Appendix I) identified four intended student outcomes in support of this goal:

1) Students will make an informed program selection upon enrollment,

2) Associate in Applied Science (AAS) students will complete a Pathway to Employment course during their first year that aligns with their specific career cluster,

3) Associate in Arts (AA) and Associate in Science (AS) students will complete a career exploration module in their academic success course during their first year,

4) students will receive continued support in aligning career and academic goals throughout their time at the College.

The committee conducted a review of related literature to identify best practices in support of these goals and intended outcomes. Findings from the review were applied to the development of a comprehensive action plan (Section IV) for the implementation of the *I Know* QEP.

Informed Program Selection

Many students come to college undecided about a program of study and future career. Students might be undecided for a number of reasons when they pursue higher education. They may have varied interests and be excited about several areas of study, or they may be confused as to the appropriate choice due to influence of friends or parents toward a specific career (Cuseo, 2019). Students who have already decided on a program may have made their decisions based on inaccurate information or premature and uninformed processes (Cuseo, 2019) such as incorrectly assuming that a specific program will lead to a certain career path. As Karp (2013) states “most students do not know what pathway to take as they enter the higher educational system and the question of how and when students decide on a career choice is critical” (p.5).

For these reasons, all students entering college benefit from completing a career and interest inventory and career advising, which allows students to make informed decisions based on their intrinsic values and interests (Cuseo, 2019). The early use of interest inventories, in conjunction with one-on-one career and academic advising, has been shown to improve career selection and decidedness factors as well as persistence in majors well-aligned with career goals (Karp, 2013).

O’Banion’s (1972) research also supports the incorporation of career assessments and subsequent career advising into the enrollment process, as he suggests students receive direct support in exploring life and career goals as they develop their initial academic plans. Spellman (2007) describes a pre-enrollment counseling model that incorporates students’ aspirations and realistic expectations about programs of study in order to give individuals a sense of direction,

empower them to explore options, and encourage full participation in their academic and career decision-making process.

Career advising in a community college setting is explained by McCalla-Wriggins (2009) as a more practical and streamlined process than its predecessor, career counseling. Career advising "helps students understand how their personal interests, abilities, and values might predict success in the career fields they are considering and how to form their academic goals in an interactive and dynamic way" (McCalla-Wriggins, 2009, para. 2). McCalla-Wiggins further explains that students involved in their own exploratory process who are presented with the variety of options within their field of interest are able to make connections with their intrinsic goals and abilities.

Career Clusters and Pathways to Employment

The guided pathways model is the foundation for the inclusion of career clusters and Pathway to Employment (PTE) courses in SCC's QEP. The process for first year students can be overwhelming and program selection can be confusing (Bailey, Jaggers, & Jenkins, 2015). A guided pathways model as opposed to a self-service structure has been shown to improve completion rates, degree awards, and persistence (Bailey, Jaggers, & Jenkins, 2015). Karp (2013) believes that structuring the student experience is dependent on institutional identification of clear pathways and the student's ability to select career goals and pathways early in their academic endeavors (p.4).

Jenkins, Lahr, and Pellegrino (2020) discuss the recent shift at community colleges toward guided pathways for improving student success, not only with program choice and completion, but also reducing confusion and frustration during the onboarding and program selection process. One of the ways colleges are supporting student program choice is through *field of interest* organization (Jenkins, Lahr, & Pellegrino, 2020). These are sometimes referred to as meta-majors, career pathways, or career clusters.

Bailey, Jaggers, and Jenkins (2015) describe career pathways as offering clearly defined, manageable choices, guided exploration of self and career, and sequenced and connected courses that build up to clearly defined learning outcomes and present a definitive roadmap to student end goals. According to Reed (2015), *sampler platters* such as meta-majors and guided pathways may sacrifice the adventure of discovery for the safety of a narrow path unless the "big intro" course is interdisciplinary and ambitious in its own right (p. 2). Reed (2015) gives an example of a successful, big intro, meta-major course that was designed for students interested in the nursing program but unaware of the various options in the healthcare field. A variety of occupations was introduced in the course; students chose the direction that best suited them. Those who continued on to the nursing program were better suited to the program, were more successful in their academic pursuits, and did better on national licensing exams (Reed, 2015).

The NCCCS has created career clusters and Pathway to Employment (PTE) courses for all AAS programs based on the guided pathways model, extensive research in best practices, and state-wide collaboration with business and industry. The career clusters, and associated PTE courses,

are designed to prepare students early in their academic coursework to successfully enter employment by providing instruction in employability, career exploration, financial literacy, workplace safety, and other employment-ready skills (NCCCS, n.d.). The PTE courses were approved for use by the North Carolina State Board in May 2020.

Career Exploration Module

SCC's transfer students have the ultimate goal of transferring to a four-year institution; they require a different approach to career exploration, as their programs are not incorporated into the NCCCS career clusters. These students will continue their career exploration beyond the onboarding process in their ACA 122 course (Appendix J). ACA 122 is commonly known as a freshman seminar course or an academic success course.

As Hutson (2010) states, an impactful freshman seminar/academic success courses aims to assist students in the discovery of their strengths, interests, and purpose, and to align these newly discovered assets with their plans for the future by using activities such as career inventories and self-discovery assignments, lesson plans, and teaching techniques.

McCalla-Wiggins (2009) also speaks directly to resources taught within a course that are critical to a student's success including self-assessment activities, understanding career information and employment projections, and learning job search strategies. Maietta (2013) stated that encouraging and developing career self-efficacy leads to mastery of task-approach skills that have been associated with career readiness in undergraduate students. This self-efficacy is best developed through career-related coursework which, when done correctly, has the added benefit of bringing student peers together to include peer evaluation, group work and observation, which helps to create a positive, wholistic learning environment (Maietta, 2013).

Advising

The fourth student outcome of the QEP is focused on the ongoing advising support students receive throughout their time at the College. The foundation for this support lies in developing and providing ongoing and effective professional development to update and solidify the advising skillsets of every advisor at the College.

Effective academic advising has been a major goal of educational institutions for years and has been clearly modeled by O'Banion's seminal work from 1972. O'Banion's (1972,1974) process of academic advising includes all of the following elements: (a) exploration of life goals, (b) exploration of vocational goals, (c) program choice, (d) course choice, and (e) scheduling courses. Despite the clear outline, many institutions skip the first two steps and jump directly to the third, with the assumption that the student has already completed the first two steps elsewhere (O'Banion, 1972). O'Banion (1972) states it is preferable that students bear the responsibly for making decisions throughout the advising process, with the advisor assisting the process in a supportive and open manner (1972).

> Proactive advising models, formerly labeled intrusive, are now considered ideal and most effective when: The student [is] successfully prompted to make a conscious decision about his or her academic future. Intrusive advising allows for the transitioning from a focus on course selection for the upcoming term to engagement in academic planning and related advances throughout the student's academic career. (Donaldson et al, 2016, p. 32).

Combining O'Banion's (1972) complete advising design with a proactive, integrated advising model is theorized to improve student involvement in their own life decisions, academic persistence, and completion rates based on results from various programs that have integrated these measures (Jenkins, Lahr, & Pellegrino, 2020). Implementation of these changes may also generate the three most important outcomes: improving student motivation, persistence, and retention (Tinto, 2016).

McCalla-Wriggins' (2009) statement on community colleges' proactive responsibility to students shares a similar vision:

> This advising design provides students with the opportunity to learn about themselves, to evaluate academic and career options within the context of self-knowledge, to explore multiple options in a safe environment, and to develop important decision-making skills. These skills are critical and will be utilized multiple times throughout their lives as graduates seek meaningful employment in a world where change is constant (p. 3).

This advising approach require ongoing interactions throughout the student's time at an institution as the student/advisor developmental relationship is a multiphase, exploratory, and structured planning process (Karp, 2013, pg. 6).

Appreciative Advising

The Appreciative Advising (AA) website defines it's framework as "the intentional collaborative practice of asking generative, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials. It is perhaps the best example of a fully student-centered approach to student development" (Appreciative Advising, n.d., para. 2). The fundamental groundwork for AA was laid by Bloom and Martin (2002) and later described by Hutson and Bloom (2007) as having four main stages: (a) discovery, (b) dream, (c) design, and (d) destiny. The following is synthesized from the AA model (Bloom & Martin 2002; Hutson & Bloom, 2007):

1. Discovery Phase: Make a positive first impression with students, build rapport, and create a safe, welcoming space. Utilize positive, open-ended questions to draw out what students enjoy doing, their strengths, skills, abilities, and their passions. Listen to each answer carefully before asking the next positive question.
2. Dream Phase: Inquire about students' hopes and dreams for their futures. Help students formulate a vision of what they might become and then assist them in developing their life and career goals.

3. Design Phase: Co-create a plan for making their dreams a reality. Give students a clear idea of what they will need to do by devising concrete, incremental, and achievable goals to make these dreams come true. The student delivers on the plan created during this phase, and the adviser is available to encourage and support students.
4. Destiny Phase: This phase considers that students' dreams change over time and that there are often unexpected roadblocks. The advisor supports the students and helps them devise creative solutions to impediments. Ultimately, students become appreciative of their strengths and how they may be aligned with academic and personal plans.

AA is different from more traditional advising because it identifies a student's personal strengths and intrinsic motivations in addition to advising outcomes such as academic plans. The AA model is, at its foundation, "predicated on two premises: firstly, students' motivation to achieve tends to peak when institutional expectations and student perceptions of ability and personal strengths align; and secondly, academic advisors can assist students in identifying these strengths and aligning them with institutional expectations through positive questioning" (Hutson, 2010, p. 3). AA also takes into consideration the dynamic relationship between student and advisor appreciating the strengths and desires each have brought to the table. Hutson stated the goals of AA: "(1) to nurture meaningful partnerships between advisors and students, (2) to generate co-constructed paths to success, and (3) to provide individualized sets of tools and timelines for personal development" (Hutson, 2010, p. 3).

This supports the College's theory that combining the AA model with career exploration and career advising will support and bolster student engagement in their academic programs, form a clear framework for the ongoing advising process, and have an overall positive impact on student success. The AA model is a comprehensive approach to advising that incorporates all of the elements SCC has deemed crucial to the success of the QEP.

IV. QEP IMPLEMENTATION PLAN

QEP Outcomes and Strategies Overview

The overall goal of SCC's QEP is to enable each student to select an appropriate academic program based on their identified interests and career objectives in order to facilitate the timely completion of their academic goals. This goal aligns with the College's mission to promote educational attainment. It also aligns with several of the College's Strategic Plan goals including improving the advising process, improving curriculum student completion rates, and developing, communicating, and implementing clear and relevant pathways for students.

In support of the attainment of this goal, the QEP Development Committee created a Student Success Outcome for the QEP:

> **Student Success Outcome:** SCC's *I Know* QEP seeks to increase student retention, completion, and transfer rates by providing students with the proper tools, guidance, and support needed to select appropriate academic programs based on their identified interests and career objectives.

To achieve this outcome, the College identified four main focus areas and developed an intended student outcome for each area. Implementation strategies ensuring consistency and clarity of purpose have been identified to achieve these outcomes. All strategies have been developed based on an in-depth literature review and research of best practices, as well as extensive conversations with other community college administrators who have been successful in implementing similar initiatives.

Intended Student Outcomes and Related Strategies

Intended Student Outcome 1: Each student will make an informed program selection upon enrollment.

There is convincing evidence, as displayed in the program change data presented in Section II, that students enrolling at SCC often make uninformed program selections. The current process of allowing students to self-select a program with little or no guidance from the College is ineffective. Uninformed program selection often leads to unnecessary hardship for the student and can have negative impacts on the student's ability to succeed. For example, program changes often impact a student's financial aid, leaving a student without enough aid to complete the program. Poor program selection can also lead to poor performance in classes that do not align with the student's interests and abilities, and being unsuccessful in coursework has potential consequences such as academic probation or not meeting the satisfactory academic progress needed to keep financial aid.

The College will purchase and install EMSI's Career Coach, a career and education exploration service for higher education institutions. Many NC community colleges are already using Career Coach and see it as a valuable tool for their students. Once installed, the process for the end user is simple and requires little technical skill. Career Coach gives students access to a 6- and 60-

question career exploration and skills assessment. Those results are matched with career field options and allow the student to explore each of the College's academic programs in these career fields, providing pertinent information on job markets, wages, and future predictions for job growth.

Modifications will be made to the onboarding process to include opportunities for students to take the required Career Coach exploration and skills assessment (Appendix K) online prior to enrollment, at the New Student Orientation, or during their first student services advising appointment. Professional development will be provided to all faculty members, NCWorks staff, and student services advisors in the interpretation and application of the Career Coach assessment results. This training is offered by Career Coach and consists of one, 45-minute virtual session.

A review of career assessment results (Appendix L) will be incorporated into the student's first student services advising appointment. Student services advisors serve in the Admissions Office, and all new students are required to meet with a student services advisor upon enrollment. Advisors assist students with program selection and first semester registration. In addition to Career Coach professional development, more focused career advising training will be provided for all student services advisors so that they can properly support and guide students toward the appropriate career pathway and related academic program based on student assessment results and follow-up conversations.

The College is fortunate to have the Columbus County NCWorks Career Center located on its campus. The center offers a variety of free services for job seekers in the county, including, but not limited to, career counseling, career planning and development, career and interest assessments, job placement assistance, résumé preparation, and job search and life skills classes. NCWorks staff includes trained career advisors who are excited about the opportunity to be involved with SCC's QEP and to collaborate with the College to provide career advising and support to curriculum students. Advisors will participate in professional development training alongside the student services advisors to enhance and hone their career advising skills.

The College will also create a referral process for students who are still unsure of their career paths after taking the Career Coach assessment and meeting with a student services advisor. Students will be referred to an NCWorks career advisor for a more in-depth career assessment and counseling process.

Ultimately, the College visions a cultural shift toward a more deliberate approach in supporting and guiding students in making informed program selections during the enrollment process.

> Strategy 1.1: Students will complete the Career Coach career exploration and skills assessment during the onboarding process.
>
> Strategy 1.2: Trained Student Services Advisors will assist students in determining the correct program selection based on their career exploration and skills assessment results.

Strategy 1.3: Students who are still unclear as to the correct program selection after meeting with a Student Services Advisor will be referred to an NCWorks Career Advisor.

Intended Student Outcome 2: Each Associate in Applied Science (AAS) student will complete a Pathway to Employment course within their first year at the College that is aligned with their career cluster.

The NCCCS recently developed career clusters and associated Pathway to Employment (PTE) courses for each cluster (Appendix M). These courses were approved for use by the North Carolina State Board of Community Colleges in May 2020. The courses assist students in identifying the skills required for successful employment and determining how to choose the appropriate career pathway. Upon completion of the course, students will demonstrate an understanding of employability skills, financial literacy, workplace safety, personality traits that relate to specific careers, education programs within a career cluster, technology used on the job, and the importance of being able to engage with local business and industry.

At present, only a few North Carolina community colleges have implemented the PTE courses, so there is no research available at this time as to their effectiveness; however, because the development of these courses at the System Office-level was the result of years of research and cross-collaboration between academic institutions and industry, it is SCC's belief that these courses will be of great benefit to students and will significantly impact the achievement of the overall goal of the QEP.

Each PTE course includes two hours of class instruction and three hours of lab. Labs will include visits to industry-specific sites and local businesses, guest speakers, and other hands-on opportunities for students to explore potential careers within their career cluster. The College will work closely with local industry and business leaders to develop each of the PTE courses and their associated student learning outcomes. Because the creation of PTE courses for each career cluster will involve a considerable amount of time and work across departments, SCC will implement this portion of the QEP in three cohorts spread out over three years:

Cohort I (Fall 2021 semester)

1. Business Career Cluster to include Business Administration and Broadcasting & Production Technology programs.
2. Education Career Cluster to include Early Childhood Education program.
3. Engineering Career Cluster to include Mechatronics and Electrical Engineering programs.

Cohort II (Fall 2022 semester)

1. Expand Business Career Cluster to include Agriculture Business, Information Technology, Cosmetology, and Medical Office Administration programs.
2. Construction Career Cluster to include Heating, Air Conditioning, and Refrigeration, Welding, and Facility Maintenance programs.

Cohort III (Fall 2023 semester)

1. Public Service Career Cluster to include Criminal Justice and Public Service (future) programs.
2. Health Science Career Cluster to include Nursing, Medical Lab Technology, and Phlebotomy programs.

Dual enrolled high school students, known in NC as Career and College Promise Students, who enroll in an AAS program at SCC will not be required to take a PTE course, and therefore, will not be part of the QEP cohort. Each high school decides which courses their students will be allowed to take through SCC. This is not in SCC's control. It would present a considerable challenge for high school students to fit five-hour courses into their schedules, and transportation to business and industry activities would be a burden for those high schools with limited funding and transportation capabilities. It is SCC's hope to include these students in PTE courses in the future, but due to these obstacles, a decision has been made to bring them in at a later date.

Strategy 2.1: Create career clusters that align with Pathway to Employment courses.

Strategy 2.2: Incorporate PTE courses into the first year of each AAS academic program.

Intended Student Outcome 3: Each Associate in Science and Associate in Arts student will complete a career exploration module in their academic success course, ACA 122, during their first year at the College.

Associate in Science (AS) and Associate in Arts (AA) students make up the bulk of the College's transfer students, whose goal is transferring to a four-year school to complete a bachelor's degree. The career clusters discussed under Outcome 2 do not include the AA and AS programs. It was decided early in the QEP topic development process that the College wanted a QEP that would positively impact all of its students. To that end, Outcome 3 is designed to ensure that transfer students have the same opportunity as AAS students to explore their career pathway in greater detail. A career module (Appendix N) will be developed and included in the ACA 122 course, a required course for all transfer students. Although the College has always encouraged transfer students to take ACA 122 in their first or second semester, it has never been required. SCC will make the necessary adjustments and program changes, as well as improve advisor training, to ensure that all transfer students take ACA 122 in their first year at the College.

The ACA 122 career module will include an in-depth career self-assessment as well as comprehensive research into the chosen career path.

The student learning outcomes for the module will be:

- Understand your career interest and your work values.
- Analyze the requirements and job projections for the career you are interested in pursuing.
- Develop an overview of the career you are interested in pursuing.

Strategy 3.1: Require ACA 122 for all AA and AS students in the first two semesters of their programs.

Strategy 3.2: Include an extensive Career Module in ACA 122 for all sections and delivery modes.

Intended Student Outcome 4: Each student will receive continued support in aligning career and academic goals throughout their time at the College.

Improving advising has long been a goal of SCC and is a focus of the College's strategic plan. Academic advising at SCC is a partnership between the Student Services and Academic Affairs departments. The College's current academic advising model was developed as a result of extensive research and work completed by SCC's Student Success Work Group. The Work Group, comprised of individuals from across departments, was formed to address the College's strategic goal to improve academic advising. After a literature and best practices review, the Work Group determined that the AA model would be the most effective tool for improving the advising experience of SCC's students (Appendix O).

As explained in the literature review section, the AA model is best described as the intentional, collaborative practice of asking generative, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potential.

College leadership accepted the Work Group's recommendation to implement the AA model and agreed to provide professional development for all faculty and student services advisors. In 2019, Dr. Jenny Bloom, one of the co-creators of AA, came to the SCC campus to kick off the College's incorporation of the AA model into its processes and culture. As a follow-up, the Student Services and Academic Affairs departments partnered to develop six additional professional development workshops on the AA model (Appendix P). These workshops were successful, and feedback from faculty and staff has been very positive.

The AA model aligns perfectly with SCC's QEP, as it has a strong focus on building rapport with students, listening for areas in which students reveal strengths and passions, learning about students' hopes and dreams, and working with students to align their strengths and passions with a course of study and career path. This approach will build upon the foundation established during the onboarding process and will ensure that a student receives continued support in aligning career and academic goals throughout their time at SCC.

SCC recognizes that advising is not only essential to student success, but it is also complex and requires extensive training and multiple opportunities for development and practice. As part of the College's QEP, AA professional development will be included in the College's processes to ensure that all advisors receive ongoing training in the AA model and all new faculty and student services advisors receive training upon hire.

The Student Success Work Group also determined, based on best practices research as well as conversations with SCC students, faculty, and staff, that students seeking similar career paths

had similar advising needs and that these students would benefit greatly from a faculty advisor within their program who understands the career options, rules and regulations, and any licensing and testing requirements in their field. The creation of career clusters provides a perfect avenue for this to occur. The College will provide training to ensure that all faculty advisors within a career cluster are able to advise any student in their cluster and will be knowledgeable about all of the programs and career options within that cluster.

Transfer students would benefit from having an advisor who has thorough knowledge of four-year schools and the North Carolina Comprehensive Articulation Agreement (CAA), a statewide agreement governing the transfer of credits between NC community colleges and NC public universities. An effort to assign a knowledgeable transfer advisor to every transfer student at the College is already underway at SCC, but the initiative is not being formally assessed nor has it been fully implemented for all transfer students. The inclusion of this strategy in the QEP will ensure that (a) transfer advisors receive proper training, (b) all transfer students are assigned a trained transfer advisor, and (c) the results of this initiative are formally assessed. Transfer faculty advisors will be trained to ensure consistent and thorough knowledge of transfer opportunities, transfer credit, and the North Carolina Comprehensive Articulation Agreement.

> Strategy 4.1: Provide professional development sessions to all student services and faculty advisors in the use of the Appreciative Advising model.
>
> Strategy 4.2: Assign all AAS students a faculty advisor within their career cluster who will meet with the student every semester to ensure their timely progression toward their career and academic goals.
>
> Strategy 4.3: Assign all AA and AS students a faculty transfer advisor who will meet with the student every semester to ensure their timely progression toward their career and academic goals.

Implementation Plan

The QEP Development Committee has outlined a comprehensive list of tasks to be completed in order to implement each of the identified strategies. Table 13 includes these tasks and identifies a timeline and responsible person(s) for each task. The responsible person(s) has oversight of the task and is responsible for ensuring its completion by the deadline. Tasks and deadlines may be adjusted throughout the course of the QEP based on ongoing analysis of QEP assessment data.

Table 13: Tasks, Deadlines and Responsible Person(s) for Implementation

Intended Outcome 1: Each student will make an informed program selection upon enrollment.		
Strategy 1.1: Students will complete the Career Coach career exploration and skills assessment during the onboarding process. (Implementation Spring 2022)		
Task	**Deadline**	**Responsible Person(s)**
Purchase and install Career Coach.	July 1, 2021	Dean of Student Services
Develop recruitment materials and presentations that include career exploration resources and guidelines.	October 1, 2021	QEP Coordinator Marketing Director
Update the current student Welcome Letter to include information on how to take the Career Coach career exploration and skills assessment.	October 1, 2021	Dean of Student Services
Incorporate a link to Career Coach into the SCC Admissions webpage for all new and incoming students.	October 1, 2021	Marketing Director Dean of Student Services QEP Coordinator
Modify the New Student Orientation activities to include career exploration via Career Coach.	October 1, 2021	QEP Coordinator Dean of Student Services
Modify the primary student services advising appointment to include career exploration via Career Coach.	October 1, 2021	QEP Coordinator Dean of Student Services
Train all faculty, student services advisors, and NCWorks staff on application and interpretation of the Career Coach assessment tool.	October 1, 2021	QEP Coordinator NCWorks Manager
Strategy 1.2: Trained Student Services Advisors will assist students in determining the correct program selection based on their career exploration and skills assessment results. (Implementation Spring 2022)		
Task	**Deadline**	**Responsible Person(s)**
Schedule professional development sessions with Facilitating Career Development (Appendix Q) on career advising for Student Services Advisors and NCWorks Career Advisors.	September 1, 2021	QEP Coordinator NCWorks Manager
Create pre- and post-assessment activities for career advising professional development sessions.	November 1, 2021	QEP Coordinator
Establish an institutional process to train all new student services advisors in career advising and the proper interpretation of the Career Coach career exploration and skills assessment results before they begin advising students.	December 15, 2021	QEP Coordinator

Provide career advising professional development sessions to all Student Services Advisors and NCWorks Career Advisors.	February 1, 2021	QEP Coordinator
Strategy 1.3: Students who are still unclear as to the correct program selection after meeting with a Student Services Advisor will be referred to an NCWorks Career Advisor. (Implementation Spring 2022)		
Task	**Deadline**	**Responsible Person(s)**
Determine a clear and concise trigger for an NCWorks career advising referral (i.e., student is still unclear of what program to select after meeting with student services advisor).	December 15, 2021	QEP Coordinator NCWorks Manager
Create a NCWorks Career Advising referral process.	December 15, 2021	QEP Coordinator NCWorks Manager
Develop a process to ensure that Student Services Advisors follow up with referred students to ensure career counseling was obtained.	December 15, 2021	QEP Coordinator NCWorks Manager

Intended Outcome 2: Each Associate in Applied Science (AAS) student will complete a Pathway to Employment course in their first year at the College that is aligned with their career cluster.		
Strategy 2.1: Create career clusters that align with Pathway to Employment courses. (Implementation Cohort 1: Fall 2021, Cohort 2: Fall 2022, Cohort 3: Fall 2023)		
Task	**Deadline**	**Responsible Person(s)**
Establish Career Clusters that align with the NC Community College System's course offering and align College programs to the appropriate cluster.	Cohort 1: April 1,2021 Cohort 2: April 1, 2022 Cohort 3: April 1, 2023	QEP Coordinator
Strategy 2.2: Incorporate PTE courses into the first year of each AAS academic program. (Implementation Cohort 1: Fall 2021, Cohort 2: Fall 2022, Cohort 3: Fall 2023)		
Task	**Deadline**	**Responsible Person(s)**
Incorporate a PTE course into the program of study for each program in the cohort.	Cohort 1: April 1, 2021 Cohort 2: April 1, 2022 Cohort 3: April 1, 2023	QEP Coordinator
Update the catalog and website to reflect changes to programs of study.	Cohort 1: July 1, 2021 Cohort 2: July 1, 2022 Cohort 3: July 1, 2023	QEP Coordinator
Engage appropriate business and industry in the development of the PTE course.	Cohort 1: April 1, 2021 Cohort 2: April 1, 2022	QEP Coordinator

	Cohort 3: April 1, 2023	
Collaborate with NCWorks staff in the design of the PTE course.	Cohort 1: May 1, 2021 Cohort 2: May 1, 2022 Cohort 3: May 1, 2023	QEP Coordinator NCWorks Director
Create a course syllabus for each PTE course to include Student Learning Outcomes.	Cohort 1: May 1, 2021 Cohort 2: May 1, 2022 Cohort 3: May 1, 2023	QEP Coordinator
Market and advertise PTE courses.	Cohort 1: July 1, 2021 Cohort 2: July 1, 2022 Cohort 3: July 1, 2023	QEP Coordinator /Marketing Director

Intended Outcome 3: Each Associate in Science and Associate in Arts student will complete a career exploration module in their academic success course, ACA 122, during their first year at the College.		
Strategy 3.1: Require ACA 122 for all AA and AS students in the first two semesters of their program. (Implementation Fall 2024)		
Task	**Deadline**	**Responsible Person(s)**
Rework AA and AS programs of study to include ACA 122 in one of the first two semesters.	November 1, 2023	QEP Coordinator
Update programs of study in catalog and on website.	February 1, 2024	QEP Coordinator
Train transfer faculty advisors on the modifications to the programs of study.	May 1, 2024	QEP Coordinator
Strategy 3.2: Include an extensive Career Module in ACA 122 for all sections and delivery modes. (Implementation Fall 2024)		
Task	**Deadline**	**Responsible Person(s)**
Develop student learning outcomes for the ACA 122 Career module.	October 1, 2023	QEP Coordinator
Work with NCWorks career advising staff to create the career module, assessments, and rubric.	October 1, 2023	QEP Coordinator
Place the module into all sections of ACA including seated, hybrid, and online.	April 1, 2024	QEP Coordinator
Hold a workshop for ACA instructors to provide guidance on the career module, associated assessments and the proper application of the rubric.	April 1, 2024	QEP Coordinator

Intended Outcome 4: Each student will receive continued support in aligning career and academic goals throughout their time at the College.		
Strategy 4.1: Provide professional development sessions to all student services and faculty advisors in the use of the Appreciative Advising process. (Implementation Fall 2021)		
Task	**Deadline**	**Responsible Person(s)**
Notify all advisors of AA training opportunities and the expectations regarding their participation. (This training will take place annually as part of All Employee Day, the first day faculty return to campus in the fall.)	July 15, 2021	Executive Vice President
Create pre- and post-assessment activities to administer at the AA professional development sessions.	July 15, 2021	Executive Vice President
Begin providing regular, recurring AA professional development sessions for all advisors.	August 15, 2021	Executive Vice President
Identify and develop AA mentors who will train new hires.	May 1, 2022	QEP Coordinator
Establish an institutional process to train all faculty and student services advisors on the AA process upon hire.	May 1, 2022	QEP Coordinator
Update Faculty Advising Handbook to align with AA model.	May 1, 2022	QEP Coordinator
Strategy 4.2: Assign all AAS students a faculty advisor within their career cluster who will meet with the student every semester to ensure their timely progression toward their career and academic goals. (Implementation Cohort 1: Fall 2021, Cohort 2: Fall 2022, Cohort 3: Fall 2023)		
Task	**Deadline**	**Responsible Person(s)**
Establish an institutional process to assign all incoming AAS students an advisor within their career cluster.	October 1, 2021	QEP Coordinator
Establish a process to ensure every AAS student meets with their advisor every semester.	December 1, 2021	QEP Coordinator
Update all training manuals, advising procedures, website and the catalog as needed to reflect the new advising process.	December 1, 2021	QEP Coordinator
Develop professional development related to expectations and responsibilities for Career Cluster Advisors including a comprehensive knowledge and understanding of the career opportunities within their cluster.	Cohort 1- Oct. 2021 Cohort 2 - Oct. 2022 Cohort 3 - Oct. 2023	QEP Coordinator
Create pre- and post-assessment activities to administer at the training sessions for Career Cluster Advisors.	Cohort 1- Oct. 2021 Cohort 2 - Oct. 2022 Cohort 3 - Oct. 2023	QEP Coordinator
Provide regular, recurring training to Career Cluster Advisors.	Cohort 1- Oct. 2021 Cohort 2 - Oct. 2022 Cohort 3 - Oct. 2023	QEP Coordinator

Strategy 4.3: Assign all AA and AS students a Transfer Advisor who will meet with the student every semester to ensure their timely progression toward their career and academic goals.		
Task	**Deadline**	**Responsible Person(s)**
Develop professional development related to expectations and responsibilities for Transfer Advisors.	January 1, 2024	QEP Coordinator
Create pre- and post-assessment activities to administer at the training sessions.	January 1, 2024	QEP Coordinator
Provide regular, recurring training to Transfer Advisors.	January 1, 2024	QEP Coordinator
Develop an institutional process to assign all incoming AA and AS students a Transfer Advisor.	January 1, 2024	QEP Coordinator
Establish processes to ensure every student meets with their advisor every semester.	January 1, 2024	QEP Coordinator
Update all training manuals, advising procedures, website and the catalog as needed to reflect the new advising process.	January 1, 2024	QEP Coordinator

Assessment of the QEP

Measuring the achievement of the *I Know* QEP will be ongoing throughout the five-year implementation of the QEP and beyond. Both formative and summative data will be collected in order to monitor the progress toward intended outcomes. Targets have been set using baseline data whenever possible and will ensure expectations are clear and defined as SCC works toward the QEP goals.

Findings for each of these measures will be reviewed annually by the QEP Implementation Committee. Analysis of the data may provide evidence that strategies need to be revised to ensure continuous improvement and progress toward the intended student outcomes and overall goal of the QEP. The Implementation Committee will make these revisions as needed. Each fall, results from the previous year's assessments and action steps for the upcoming year will be communicated to the campus and posted to the College's Infonet so that all faculty and staff can monitor QEP progress.

Key Performance Indicators of Student Success

Table 14 outlines a set of Student Success Key Performance Indicators (KPIs) that have been identified to monitor the progress of the QEP toward the ultimate goal of improving student success. The KPIs mirror the institutional assessment data used in the initial development of the QEP topic. These data will serve as important markers of student success during the annual evaluation of the plan.

Table 14: Key Performance Indicators

Student Success Outcome: SCC's *I Know* QEP seeks to increase student retention, timely completion, and transfer rates by providing students with the proper tools, guidance, and support needed to select appropriate academic programs based on their identified interests and career objectives.

Key Performance Indicator	Baseline	Target
Fall to Fall Retention of Traditional (non CCP) Degree-Seeking Students	51.5% Retention of Traditional Students from Fall to Fall (Based on a 3-year trend) Source: SCC Office of Institutional Effectiveness	2 % Increase Per Year Year One: 53.5% Year Two: 55.5% Year Three: 57.5% Year Four: 59.5% Year Five: 61.5%
Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion	30% Graduation Rate (Based on a 3-year trend) Source: IPEDS Data Feedback Report	2 % Increase Per Year Year One: 32% Year Two: 34% Year Three: 36% Year Four: 38% Year Five: 40%
Transfer-out rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion.	20.5% Transfer Rates (Based on a 3-year trend) Source: IPEDS Data Feedback Report	2 % Increase Per Year Year One: 22.5% Year Two: 24.5% Year Three: 26.5% Year Four: 28.5% Year Five: 30.5%
Curriculum Completions: Percentage of all first-time, fall, credential-seeking students who graduate, transfer or are still enrolled during the fourth academic year with 42 successfully completed non-developmental hours.	48.7% Success Rate (Based on a 3-year trend) Source: NCCCS Performance Measures	2 % Increase Per Year Year One: 50.7% Year Two: 52.7% Year Three: 54.7% Year Four: 56.7% Year Five: 58.7%
Percentage of associate degree-seeking students who change their program at least once after their initial enrollment selection.	54.2% (Based on a 3-year trend) Source: Aviso	3% Decrease Per Year Year One: 51.2% Year Two: 48.2% Year Three: 45.2% Year Four: 42.2% Year Five: 39.2%

In support of the attainment of the overall QEP goal, the QEP Development and Assessment Committees developed four intended student outcomes. The assessment plan for each of these outcomes and the related strategies is outlined in Table 15.

Assessment of Intended Outcomes

Table 15: Assessment of Intended Student Outcomes and Related Strategies

Intended Outcome 1: Each student will make an informed program selection upon enrollment.		
Strategy 1.1: Students will complete the Career Coach career exploration and skills assessment during the onboarding process.		
Assessment Methods	**Baseline**	**Target**
Percentage of incoming students who complete the Career Coach assessment prior to selecting a program.	No data available/new initiative	100%
Percentage of students who answer Yes to the SENSE survey item "Have you used the College's website to explore career options?"	No data available/SENSE survey has not been administered previously	Year 1: Baseline Year 2: 5% Increase Year 3: 5% Increase Year 4: 5% Increase Year 5: 5% Increase
Percentage of faculty advisors, student services advisors, and NCWorks career advisors who complete the Career Coach virtual training module.	No data available/new initiative	100%
Percentage of faculty, student services and NCWorks career advisors who replied Strongly Agree or Agree to the Post Training survey item "The Career Coach training was effective in providing me with the information that I need to effectively use Career Coach to facilitate my interactions with students."	No data available/new initiative	90% will reply Strongly Agree or Agree on this survey item.
Strategy 1.2: Trained Student Services Advisors will assist students in determining the correct program selection based on their career exploration and skills assessment results.		
Assessment Methods	**Baseline**	**Target**
Percentage of Student Services and NCWorks Career Advisors who complete Career Advising Training.	No data available/new initiative	100%
Career Advising Training Posttest Assessment: Level of agreement on a 5-point Likert scale to the statement "I understand how to effectively provide career advising to students."	Pretest Rating (Scale of 1 to 5)	Posttest Training Assessment shows a 1-point increase over Pretest
Percentage of students who answer Yes to the SENSE survey item "Were you required to meet with an advisor prior to registering for classes your first academic term?"	No data available/SENSE survey has not been administered	Year 1: Baseline Year 2: 5% Increase Year 3: 5% Increase Year 4: 5% Increase Year 5: 5% Increase

Percentage of students who answer Yes to the SENSE survey item "Did a staff member at this College help you decide on a major, program, or pathway of study?"	No data available/SENSE survey has not been administered previously	Year 1: Baseline Year 2: 5% Increase Year 3: 5% Increase Year 4: 5% Increase Year 5: 5% Increase
Percentage of students who answer Yes to the SENSE survey item "Has a staff member at this College talked with you about the types of jobs your program, major, or pathway of study might lead to?"	No data available/SENSE survey has not been administered previously	Year 1: Baseline Year 2: 5% Increase Year 3: 5% Increase Year 4: 5% Increase Year 5: 5% Increase
Percentage of students who select an academic program that aligns with one of their top five Career Coach recommendations.	No data available/new initiative	Year 1: Baseline Year 2: 5% Increase Year 3: 5% Increase Year 4: 5% Increase Year 5: 5% Increase
Strategy 1.3: Students who are still unclear as to the correct program selection after meeting with a Student Services Advisor will be referred to an NCWorks career advisor.		
Assessment Methods	**Baseline**	**Target**
Career Advising Training Posttest Assessment: Level of agreement on a 5-point Likert scale to the question "I know how and when to refer students to NCWorks for additional career guidance and support."	Pretest Rating (Scale of 1 to 5)	Posttest Training Assessment shows a 1-point increase over Pretest
Percentage of students who follow through with a referral to NCWorks.	No data available/new initiative	80%

Intended Outcome 2: Each Associate in Applied Science (AAS) student will complete a Pathway to Employment course in their first year at the College that is aligned with their career cluster.		
Strategy 2.1: Create career clusters that align with Pathway to Employment courses. (Implementation Cohort 1: Fall 2021, Cohort 2: Fall 2022, Cohort 3: Fall 2023)		
Assessment Methods	**Baseline**	**Target**
Career Clusters that align with the NC Community College System's PTE course offerings and SCC's academic programs will be created for each cohort.	No data available/new initiative	Year One: Three Clusters Established Year Two: One Cluster Expanded and One New Cluster Established Year Three: Two New Clusters Established
Strategy 2.2: Incorporate PTE courses into the first year of each AAS academic program. (Implementation Cohort 1: Fall 2021, Cohort 2: Fall 2022, Cohort 3: Fall 2023)		
Assessment Methods	**Baseline**	**Target**

Percentage of traditional (non CCP) students who enroll in a Cohort program and take a PTE course in their first year.	No data available/new initiative	90%
Score on Posttest (Appendix R) given to students at the end of PTE course.	Pretest Score	20% Overall Increase over Pretest Score
Percentage of students who score a 4 or higher on the rubrics (Appendix S) for each of the following PTE course student learning outcomes: 1. Students will create a job application packet including a job application, resume, cover letter and reference sheet. 2. Students will locate specific Bureau of Labor Statistics. 3. Students will explain the importance of personal finance and the impacts of financial decisions. 4. Students will demonstrate employability skills. 5. Students will analyze industry-specific safety protocols.	No data available/new initiative	80% of students will score 80% or higher on each of the five PTE SLO Rubrics.
Completion rates for Cohort Students	**Cohort 1:** Business Admin = 14% Broadcasting & Production = 14% Early Childhood = 9% Mechatronics = 60% Electrical Eng = 73% **Cohort 2:** Agr Business = TBD* IT = 17% Cosmetology = 10% Medical Office= 39% HVAC = 42% Welding = 16% Facility Maintenance = TBD* **Cohort 3:** Criminal Justice=28% Nursing = 56% Phlebotomy=47% Medical Tech=19% (Based on a three-year trend) *new program	Cohort 1: 3% Increase over the baseline for that program each year after implementation of the PTE course. Cohort 2: 3% Increase over the baseline for that program each year after implementation of the PTE course. Cohort 3: 3% Increase over the baseline for that program each year after implementation of the PTE course.

Intended Outcome 3: Each Associate in Science (AS) and Associate in Arts (AA) student will complete a career exploration module in their academic success course, ACA 122, during their first year at the College.		
Strategy 3.1: Require ACA 122 for all AA and AS students in the first two semesters of their program. (Implementation Fall 2024)		
Assessment Methods	**Baseline**	**Target**
Percentage of AA and AS students who take ACA 122 in their first two semesters at the College.	65% (Based on a three-year trend) Source: SCC Office of Institutional Effectiveness	Year 4: 70% Year 5: 80%
Percentage of students who answer Yes to the SENSE survey item "During my first academic term at this College, I enrolled in a Student Success Course."	No data available/SENSE survey has not been administered previously	Year 1, 2 and 3: Baseline Year 4: 5% Increase Year 5: 5% Increase
Strategy 3.2: Include an extensive Career Module in ACA 122 for all sections and delivery modes. (Implementation Fall 2024)		
Assessment Methods	**Baseline**	**Target**
Percentage of students who answer Strongly Agree or Agree to the SENSE survey item "The Student Success Course helped me to develop a plan for how and when I can achieve my academic goals."	No data available/SENSE survey has not been administered previously	Year 1, 2 and 3: Baseline Year 4: 5% Increase Year 5: 5% Increase
Percentage of students who score 80 or higher on the career module assessment rubric.	No data available/new initiative	Year 1, 2 and 3: Baseline Year 4: 5% Increase Year 5: 5% Increase

Intended Outcome 4: Each student will receive continued support in aligning career and academic goals throughout their time at the College.		
Strategy 4.1: Provide professional development sessions to all student services and faculty advisors in the use of the Appreciative Advising process. (Implementation Fall 2021)		
Assessment Methods	**Baseline**	**Target**
Percentage of student services and faculty advisors who attend all required AA Professional Development Sessions.	No data available/new initiative	100%

AA Professional Development Posttest Assessment: Level of agreement on a 5-point Likert scale to the statement "I have the tools I need to effectively advise students."	Pretest Rating (Scale of 1 to 5)	Posttest Training Assessment shows a 1-point increase over Pretest
AA Professional Development Posttest Assessment: Level of agreement on a 5-point Likert scale to the statement "I have a full understanding of how to deliver the Appreciative Advising model."	Pretest Rating (Scale of 1 to 5)	Posttest Training Assessment shows a 1-point increase over Pretest
Percentage of students who answer Strongly Agree or Agree to the SENSE survey item "An advisor discussed my career interests with me."	No data available/SENSE survey has not been administered previously	Year 1: Baseline Year 2: 5% Increase Year 3: 5% Increase Year 4: 5% Increase Year 5: 5% Increase
The percentage of students who answer Strongly Agree or Agree to the SENSE survey item "At this College, an academic advisor has provided me with information about academic support services (tutoring services, writing center, math skill lab, etc.)."	No data available/SENSE survey has not been administered previously	Year 1: Baseline Year 2: 5% Increase Year 3: 5% Increase Year 4: 5% Increase Year 5: 5% Increase
The percentage of students who answer Yes to Graduate Exit Survey item "Did your studies at SCC help you find a job in your chosen field?"	42% (Based on a three-year trend) Source: SCC Office of Institutional Effectiveness	Year 1: 47% Year 2: 52% Year 3: 57% Year 4: 62% Year 5: 67%
Rating for Quality of Academic Advising question on the Graduate Exit Survey.	3.52 out of 4 (Based on a three-year trend) Source: SCC Office of Institutional Effectiveness	Year 1: 3.57% Year 2: 3.62% Year 3: 3.67% Year 4: 3.72% Year 5: 3.77%
Percentage of students who answer Often or Very Often to the SENSE survey item "In the current school year, how often have you talked about career plans with an instructor or advisor."	No data available/SENSE survey has not been administered previously	Year 1: Baseline Year 2: 5% Increase Year 3: 5% Increase Year 4: 5% Increase Year 5: 5% Increase

Strategy 4.2: Assign all AAS students a faculty advisor within their career cluster who will meet with the student every semester to ensure their timely progression toward their career and academic goals. (Implementation Cohort 1: Fall 2021, Cohort 2: Fall 2022, Cohort 3: Fall 2023)		
Assessment Methods	**Baseline**	**Target**
Percentage of students in a cohort career cluster who are assigned a career cluster faculty advisor.	No data available/new initiative	100%
Percentage of AAS students who answer Strongly Agree or Agree to the SENSE survey item "An academic advisor has discussed with me regional employment opportunities based on my career interests."	No data available/SENSE survey has not been administered previously	Year 1: Baseline Year 2: 5% Increase Year 3: 5% Increase Year 4: 5% Increase Year 5: 5% Increase
Percentage of AAS students who answer 2-4 times or More to the CCSSE survey item "How often have you used the College's academic advising/planning services during the current academic year?"	No data available/CCSSE survey has not been administered previously	Year 1: Baseline Year 2: 5% Increase Year 3: 5% Increase Year 4: 5% Increase Year 5: 5% Increase
Percentage of AAS faculty advisors who attend Career Cluster Advisor Professional Development.	No data available/new initiative	100%
Career Cluster Faculty Advising Professional Development Posttest Assessment: Level of agreement on a 5-point Likert scale to the statement "I have a clear understanding and a thorough knowledge of all the programs and career options within my cluster."	Pretest Rating (Scale of 1 to 5)	Posttest Training Assessment shows a 1-point increase over Pretest
Strategy 4.3: Assign all AA and AS students a transfer faculty advisor who will meet with the student every semester to ensure their timely progression toward their career and academic goals.		
Assessment Methods	**Baseline**	**Target**
Percentage of transfer students who are assigned a transfer faculty advisor.	Data unavailable	100%
Percentage of transfer students who answer Yes to the SENSE survey item "Has a staff member at this College talked with you about which credits will transfer toward your intended program or major at the four-year institution of your choice ?"	No data available/SENSE survey has not been administered previously	Year 1, 2 and 3: Baseline Year 4: 5% Increase Year 5: 5% Increase
Percentage of transfer students who answer Yes to the SENSE survey item "Has a staff member at this	No data available/SENSE survey	Year 1, 2 and 3: Baseline

College talked with you about the overall process for transferring to a four-year institution?"	has not been administered previously	Year 4: 5% Increase Year 5: 5% Increase
Percentage of AA and AS students who answer 2-4 times or More to the CCSSE survey item "How often have you used the College's academic advising/planning services during the current academic year?"	No data available/CCSSE survey has not been administered previously	Year 1: Baseline Year 2: 5% Increase Year 3: 5% Increase Year 4: 5% Increase Year 5: 5% Increase
Percentage of transfer faculty advisors who attend Transfer Faculty Advising Professional Development.	No data available/new initiative	100%
Transfer Faculty Advising Professional Development Posttest Assessment: Level of agreement on a 5-point Likert scale to the statement "I have a clear understanding and a thorough knowledge of transfer opportunities, transfer credit, and the North Carolina Comprehensive Articulation Agreement."	Pretest Rating (Scale of 1 to 5)	Posttest Training Assessment shows a 1-point increase over Pretest

V. CAPACITY TO IMPLEMENT

Foundational Support

SCC's *I Know* QEP was designed to be meaningful, impactful, and ambitious while also building on several key components already in place at the College that will greatly contribute to its successful implementation.

In December 2020, the College received a $10,000 grant from the NCCCS to begin the development and implementation of the newly approved PTE courses. Upon receipt of this grant, the College began developing three career clusters and the associated PTE courses. Because of this, SCC is ready to commence with implementation of the PTE and career cluster initiative with the first cohort of students in Fall 2021. In addition to funding, this grant will provide an additional layer of accountability and ensure the support of the NCCCS.

The foundation has also been laid for the advising portion of the QEP. As explained earlier in this document, the AA model was introduced to the campus in 2019-2020 and was very well received. The fact that this advising model has already been introduced, faculty support has been attained, and some training has already occurred provides solid support for the implementation of this QEP initiative.

Furthermore, a career and skills assessment is already in place, albeit informally. The College has purchased and set up Career Coach, and a link to the Career Coach career exploration and skills assessment has been placed on the College's website (Appendix K). Currently, students are encouraged to take the assessment prior to program selection. As the implementation of the QEP begins, this assessment will become a requirement for all new students, but by conducting an early pilot of the career assessment, the College has had time to work through technical glitches and other unforeseen issues prior to its formal implementation.

SCC has the additional advantage of having the NCWorks Career Center on its campus. NCWorks staff has vast knowledge and resources available, which will assist in the career advising portion of the QEP and the curriculum development for the ACA career module and Pathway to Employment courses. NCWorks staff will also provide direct career advising services to curriculum students as part of the QEP, a resource that has always been available to SCC's students but has never been adequately promoted to or accessed by students.

Oversight and Administration

Perhaps the most critical component in achieving the goals and intended outcomes of the QEP will be adequate implementation oversight. SCC is in the process of hiring a Student Services Advisor (Appendix T) whose duties will include coordinating the QEP. An estimated 50% of the Student Services Advisor position will be dedicated to the administration of the QEP, and an annual salary of $50,000 is budgeted. The position is currently being advertised with an expected hire date of mid-September 2021. The QEP Coordinator will ensure that all tasks and strategies are completed on time and within budget. Strategies have been broken down into tasks with responsible person(s) and deadlines assigned to each task as outlined previously in Table 13. A

timeline for the implementation of the strategies throughout the five-year plan is displayed in Table 16.

Table 16: Timeline for Implementation of Strategies

STRATEGIES AND RELATED TASKS	YEAR ONE			YEAR TWO		YEAR THREE		YEAR FOUR		YEAR FIVE	
	SU21	FA21	SP22	FA22	SP23	FA23	SP24	FA24	SP25	FA25	SP26
Strategy 1.1: Students will complete the Career Coach career exploration and skills assessment during the onboarding process.											
Purchase and install Career Coach.	X										
Develop recruitment materials and presentations that include career exploration resources and guidelines.	X										
Update the current student Welcome Letter to include information on how to take the Career Coach career exploration and skills assessment.		X									
Incorporate a link to Career Coach into the SCC Admissions webpage for all new and incoming students.		X									
Modify the New Student Orientation activities to include career exploration via Career Coach.		X									
Modify the primary student services advising appointment to include career exploration via Career Coach.		X									
Train all faculty, student services advisors, and NCWorks staff on application and interpretation of the Career Coach assessment tool.		X									
Strategy 1.2: Trained Student Services Advisors will assist students in determining the correct program selection based on their career exploration and skills assessment results.											
Schedule professional development sessions with Facilitating Career Development (FCD) on career advising for Student Services Advisors and NCWorks Career Advisors.		X									
Create pre and post assessment activities for career advising professional development sessions.		X									
Provide career advising professional development sessions to all Student Services Advisors and NCWorks Career Advisors.			X								
Establish an institutional process to train all new student services advisors in career advising and the proper interpretation of the Career Coach career exploration and skills assessment results before they begin advising students.		X									

STRATEGIES AND RELATED TASKS	YEAR ONE			YEAR TWO		YEAR THREE		YEAR FOUR		YEAR FIVE	
	SU21	FA21	SP22	FA22	SP23	FA23	SP24	FA24	SP25	FA25	SP26
Strategy 1.3: Students who are still unclear as to the correct program selection after meeting with a Student Services Advisor will be referred to an NCWorks Career Advisor.											
Determine a clear and concise trigger for an NCWorks career advising referral (i.e., student is still unclear of what program to select after meeting with student services advisor).		X									
Create a NCWorks Career Advising referral process.		X									
Develop a process to ensure that Student Services Advisors follow up with referred students to ensure career counseling was obtained.		X									
Strategy 2.1: Create career clusters that align with Pathways to Employment courses.											
Establish Career Clusters that align with the NC Community College System's course offering and align College programs to the appropriate cluster for Cohort 1.	X										
Establish Career Clusters that align with the NC Community College System's course offering and align College programs to the appropriate cluster for Cohort 2.			X								
Establish Career Clusters that align with the NC Community College System's course offering and align College programs to the appropriate cluster for Cohort 3.					X						
Strategy 2.2: Incorporate PTE courses into the first year of each AAS academic program.											
Incorporate a PTE course into the program of study for each program in the cohort – Cohort 1	X										
Update the catalog and website to reflect changes to programs of study for Cohort 1.	X										
Engage appropriate business and industry in the development of the PTE course – Cohort 1	X										
Collaborate with NCWorks staff in the design of the PTE course – Cohort 1.	X										
Create a course syllabus for each PTE course to include Student Learning Outcomes for Cohort 1.	X										
Market and advertise PTE courses for Cohort 1.	X										
Incorporate a PTE course into the program of study for each program in the cohort – Cohort 2.			X								

STRATEGIES AND RELATED TASKS	YEAR ONE			YEAR TWO		YEAR THREE		YEAR FOUR		YEAR FIVE	
	SU21	FA21	SP22	FA22	SP23	FA23	SP24	FA24	SP25	FA25	SP26
Update the catalog and website to reflect changes to programs of study for Cohort 2.			X								
Engage appropriate business and industry in the development of the PTE course – Cohort 2.			X								
Collaborate with NCWorks staff in the design of the PTE course – Cohort 2.			X								
Create a course syllabus for each PTE course to include Student Learning Outcomes for Cohort 2.			X								
Market and advertise PTE courses for Cohort 2.			X								
Incorporate a PTE course into the program of study for each program in the cohort – Cohort 3					X						
Update the catalog and website to reflect changes to programs of study for Cohort 3.					X						
Engage appropriate business and industry in the development of the PTE course – Cohort 3.					X						
Collaborate with NCWorks staff in the design of the PTE course – Cohort 3.					X						
Create a course syllabus for each PTE course to include Student Learning Outcomes for Cohort 3.					X						
Market and advertise PTE courses for Cohort 3.					X						
Strategy 3.1: Require ACA 122 for all AA and AS students in the first two semesters of their program.											
Rework AA and AS programs of study to include ACA 122 in one of the first two semesters.						X					
Update programs of study in catalog and on website.							X				
Train transfer faculty advisors on the modifications to the programs of study.							X				
Strategy 3.2: Create an extensive career module that will be included in ACA 122 for all sections and delivery modes.											
Develop student learning outcomes for the ACA 122 Career module.						X					
Work with NCWorks career advising staff to create the career module, assessments, and rubric.						X					
Place the module into all sections of ACA including seated, hybrid, and online.							X				

STRATEGIES AND RELATED TASKS	YEAR ONE			YEAR TWO		YEAR THREE		YEAR FOUR		YEAR FIVE	
	SU21	FA21	SP22	FA22	SP23	FA23	SP24	FA24	SP25	FA25	SP26
Hold a workshop for ACA instructors to provide guidance on the career module, associated assessments, and the proper application of the rubric.							X				
Strategy 4.1: Provide professional development sessions to all student services and faculty advisors in the use of the Appreciative Advising process.											
Notify all advisors of AA training opportunities and the expectations regarding their participation. (This training will take place annually as part of All Employee Day, the first day faculty return to campus in the fall.)		X		X		X		X		X	
Create pre- and post-assessment activities to administer at the training sessions.	X										
Begin providing regular, recurring professional development sessions for all advisors.		X		X		X		X		X	
Identify and develop AA mentors who will train new hires.			X								
Establish an institutional process to train all faculty and student services advisors on the AA process upon hire.			X								
Strategy 4.2: Assign all AAS students a faculty advisor within their career cluster who will meet with the student every semester to ensure their timely progression toward their career and academic goals.											
Establish an institutional process to assign all incoming AAS students an advisor within their career cluster.		X									
Establish a process to ensure every AAS student meets with their advisor every semester.		X									
Update all training manuals, advising procedures, website and the catalog as needed to reflect the new advising process.		X									
Develop professional development related to expectations and responsibilities for Career Cluster Advisors including a comprehensive knowledge and understanding of the career opportunities within their cluster – Cohort 1.		X									
Create pre- and post-assessment activities to administer at the training sessions for Career Cluster Advisors – Cohort 1.		X									
Provide regular, recurring training to Career Cluster Advisors for Cohort 1.		X		X		X		X		X	

STRATEGIES AND RELATED TASKS	YEAR ONE			YEAR TWO		YEAR THREE		YEAR FOUR		YEAR FIVE	
	SU21	FA21	SP22	FA22	SP23	FA23	SP24	FA24	SP25	FA25	SP26
Develop professional development related to expectations and responsibilities for Career Cluster Advisors including a comprehensive knowledge and understanding of the career opportunities within their cluster – Cohort 2.				X							
Create pre- and post-assessment activities to administer at the training sessions for Career Cluster Advisors – Cohort 2.				X							
Provide regular, recurring training to Career Cluster Advisors for Cohort 2.				X		X		X		X	
Develop professional development related to expectations and responsibilities for Career Cluster Advisors including a comprehensive knowledge and understanding of the career opportunities within their cluster – Cohort 3.						X					
Create pre- and post-assessment activities to administer at the training sessions for Career Cluster Advisors – Cohort 3.						X					
Provide regular, recurring training to Career Cluster Advisors for Cohort 3.						X		X		X	
Strategy 4.3: Assign all AA and AS students a Transfer Advisor who will meet with the student every semester to ensure their timely progression toward their career and academic goals.											
Develop professional development related to expectations and responsibilities for Transfer Advisors.							X				
Create pre- and post-assessment activities to administer at the training sessions.							X				
Provide regular, recurring training to Transfer Advisors.							X	X	X	X	X
Develop an institutional process to assign all incoming AA and AS students a Transfer Advisor.							X				
Establish a process to ensure every AA and AS student meets with their advisor every semester.							X				
Update all training manuals, advising procedures, website and the catalog as needed to reflect the new advising process.							X				

The QEP Coordinator will also ensure the assessment of all KPIs and intended student outcomes as outlined in the QEP Assessment Plan Tables 14 and 15. A QEP Implementation Committee (Appendix U), representing various departments across campus and the student body, has been appointed and will assist and advise the QEP Coordinator in all QEP-related activities and assessments. The Committee will also provide support in developing QEP-related materials and shaping policies and procedures required to support the implementation of the QEP. The QEP Coordinator will present annual assessment results to the Committee for their review. The Committee will then make recommendations regarding any necessary adjustments to the plan based on the analysis of those results. Two committee members will be SCC students who will assist in communicating QEP initiatives to the student body and obtain student feedback throughout the process. Prior to the start of each fall semester, the QEP Coordinator will post assessment results and an action plan for the upcoming year to the College's Infonet.

Additionally, the QEP Coordinator will provide oversight for the QEP budget completing all budget requests, tracking expenditures, and ensuring adherence to all budget guidelines and fiscal policies. Table 17 outlines the budget and includes 2020-2021 (Year 0) as well as the five years of implementation.

Table17: Budget for QEP Implementation

Item	Description	Year 0 2020-2021	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	Year 4 2024-2025	Year 5 2025-2026	Total Cost
QEP Coordinator/ Advisor	Estimated at 50% time; $80,000 = salary +fringe	$0	$40,000	$40,000	$40,000	$40,000	$40,000	**$200,000**
PTE Course Development	Stipends; Year 0 $5,000 per course, Year 1-5 $2,500 per course	$10,000	$5,000	$5,000	$5,000	$5,000	$5,000	**$35,000**
ACA Career Module Development	Years 2-5; Estimated Stipend	$0	$0	$2,500	$0	$0	$0	**$2,500**
Career Coach Subscription	Amount for yearly subscription	$8,500	$8,500	$8,500	$8,500	$8,500	$8,500	**$51,000**
Professional Development Internal	Providing PD to faculty/staff from internal parties	$0	$1,000	$1,000	$1,000	$1,000	$1,000	**$5,000**
Professional Development External	Providing PD to faculty/staff from external parties	$0	$2,500	$2,500	$2,500	$2,500	$2,500	**$12,500**
Printing	For in-house training handouts and other necessary support materials	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	**$6,000**
Marketing & Outreach	Banners, advertising, and other promotional items	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	**$18,000**
GRAND TOTAL		**$22,500**	**$61,000**	**$63,500**	**$61,000**	**$61,000**	**$61,000**	**$330,000**

Marketing and Outreach

QEP marketing and outreach efforts have already proven to be instrumental in obtaining campus support for the QEP. These efforts began in November of 2020 with the appointment of a QEP Communication and Outreach Committee (Appendix H) who developed a marketing plan designed to garner stakeholder support and enthusiasm for the QEP. Thus far, their efforts have been very successful, and future marketing and outreach events will occur at regular intervals throughout the year. These efforts include campus-wide QEP mini-sessions during All Employees Day, QEP awareness activities during orientation, QEP activities tables at Spring Fling events, flyers (Appendix V) and website promotions, and continuing community outreach events throughout the county. A calendar of events has been outlined in Table 18.

Table 18: QEP Marketing Calendar

QEP Outreach Activities Calendar				
Semester	**Activities**			
Summer 2021	*I Know...* Information booth at orientation event	*I Know...* display table geared toward new students	QEP Videos to share with the campus.	
Fall 2021	Welcome to *I Know...* Campus-wide QEP mini sessions during All Employees & Faculty Days meeting	*I Know...* Big kick-off event for students/faculty/staff	Community awareness event/outreach	
Spring 2022	Campus-wide QEP mini sessions during All Employees & Faculty Days meeting	QEP activities tables at Spring Fling event	Community awareness event/outreach	
Fall 2022	QEP awareness activities during orientation	Campus-wide QEP mini sessions during All Employees & Faculty Days meeting	*I Know...* What we have learned so far – informational sessions for Faculty/Staff	Community awareness event/outreach
Spring 2023	Campus-wide QEP mini sessions during All Employees &	QEP activities tables at Spring Fling event	Community awareness event/outreach	

	Faculty Days meeting			
Fall 2023	QEP awareness activities during orientation	Campus-wide QEP mini sessions during All Employees & Faculty Days meeting	*I Know...* What we have learned so far – informational sessions for Faculty/Staff	Community awareness event/outreach
Spring 2024	Campus-wide QEP mini sessions during All Employees & Faculty Days meeting	QEP activities tables at Spring Fling event	Community awareness event/outreach	
Fall 2024	QEP awareness activities during orientation	Campus-wide QEP mini sessions during All Employees & Faculty Days meeting	*I Know...* What we have learned so far – informational sessions for Faculty/Staff	Community awareness event/outreach
Spring 2025	Campus-wide QEP mini sessions during All Employees & Faculty Days meeting	QEP activities tables at Spring Fling event	Community awareness event/outreach	
Fall 2025	QEP awareness activities during orientation	Campus-wide QEP mini sessions during All Employees & Faculty Days meeting	*I Know...* What we have learned so far – informational sessions for Faculty/Staff	Community awareness event/outreach
Spring 2026	Campus-wide QEP mini sessions during All Employees & Faculty Days meeting	QEP activities tables at Spring Fling event	Community awareness event/outreach	

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APPENDIX A: QEP Proposal Teams

QEP Proposal Team 1: Develop, Design, Deliver	
Team Member	**Position**
Cristian Wood	Business Administration Instructor
Emily Russ	Early Childhood Instructor
Wendy Brock	E-Learning Technician II
Kaitlin Nobles	Medical Office Administration Instructor
Donte McDowell	Associate Division Chair Arts & Science/English Instructor
Angela Ransom	Dean of Academic Affairs

QEP Proposal Team 2: I Know	
Team Member	**Position**
Julia Roberts	Counselor
Natalie Freeman	Student Advisor
Tom Provost	Career Coach
Kimberly Lowery	Financial Aid Specialist
Valeria Balogh	Adjunct Psychology Instructor

APPENDIX B: QEP Selection Committee

QEP Selection Committee
Academic Affairs
Aaron Cox Shalawn Dolly
Workforce/Continuing Education
Travis Paul Denise Young
Administrative Services
Amanda Formyduval Donna McPherson
Student Services
Sylvia McQueen Angie Uhl-Kalev

APPENDIX C: NCCCS Performance Measures Summary

Performance Summary

Met or Exceeded Excellence Level / Above College Avg, Below Excellence / Above Baseline Level, Below Average / Below Baseline Level	Basic Skills Progress	Credit English Success	Credit Math Success	First Year Progression	Curriculum Completion Rate	Licensure Pass Rate Index	Transfer Performance	Met or Exceeded Excellence Level	Below Excellence Level; Above College Average	Above Baseline Level; Below College Average	Below Baseline Level
System Excellence Level	**50.6%**	**66.6%**	**46.2%**	**71.9%**	**52.7%**	**1.07**	**89.4%**				
System Baseline	**24.2%**	**40.1%**	**19.5%**	**56.6%**	**34.1%**	**0.79**	**74.4%**				
Average College Percentage	**45.1%**	**60.6%**	**42.7%**	**70.3%**	**53.4%**	**0.98**	**85.4%**				
System Totals (All Students)	**43.6%**	**61.7%**	**43.1%**	**69.3%**	**52.1%**	**1.00**	**86.4%**				
Alamance CC	50.3%	70.1%	53.3%	62.5%	50.7%	0.98	88.7%	2	3	2	0
Asheville-Buncombe TCC	41.0%	53.8%	39.1%	62.2%	48.2%	0.99	87.9%	0	2	5	0
Beaufort County CC	41.7%	58.3%	53.1%	73.3%	59.2%	0.94	87.1%	3	1	3	0
Bladen CC	42.4%	51.1%	22.6%	63.5%	39.0%	0.96	87.4%	0	1	6	0
Blue Ridge CC	47.6%	56.9%	42.8%	65.0%	44.8%	1.03	89.0%	0	4	3	0
Brunswick CC	53.4%	67.6%	57.0%	72.1%	54.4%	0.99	81.6%	5	1	1	0
Caldwell CC & TI	45.0%	56.8%	50.5%	69.0%	47.9%	1.08	86.9%	2	1	4	0
Cape Fear CC	41.1%	65.0%	49.7%	70.1%	49.4%	1.10	85.9%	2	2	3	0
Carteret CC	47.1%	56.4%	36.8%	72.8%	60.2%	1.03	86.7%	2	3	2	0
Catawba Valley CC	45.3%	72.1%	55.5%	71.3%	58.5%	0.99	87.2%	3	4	0	0
Central Carolina CC	51.0%	53.7%	46.1%	71.0%	58.4%	0.95	90.0%	3	2	2	0
Central Piedmont CC	39.1%	68.4%	46.7%	67.8%	49.5%	1.07	87.9%	2	2	3	0
Cleveland CC	69.6%	57.0%	52.3%	69.1%	59.0%	0.90	84.7%	3	0	4	0
Coastal Carolina CC	46.0%	69.2%	44.6%	67.4%	53.6%	1.10	86.1%	3	3	1	0
College of the Albemarle	49.2%	62.3%	38.2%	78.9%	57.9%	1.11	86.7%	3	3	1	0
Craven CC	42.7%	67.5%	39.8%	66.2%	51.6%	0.86	86.3%	1	1	5	0
Davidson County CC	55.6%	65.3%	50.9%	74.1%	62.9%	1.07	84.1%	4	2	1	0
Durham TCC	38.4%	61.4%	41.8%	67.2%	46.7%	1.03	86.2%	0	3	4	0
Edgecombe CC	44.1%	58.6%	31.6%	67.7%	51.6%	0.93	83.3%	0	0	7	0
Fayetteville TCC	42.3%	50.2%	32.2%	65.2%	50.5%	0.93	79.9%	0	0	7	0
Forsyth TCC	35.8%	66.7%	46.9%	67.0%	45.3%	1.10	85.3%	3	0	4	0
Gaston College	43.6%	62.3%	38.8%	70.1%	49.8%	1.02	85.6%	0	3	4	0
Guilford TCC	30.5%	56.7%	33.4%	65.0%	42.4%	1.01	86.5%	0	2	5	0
Halifax CC	38.9%	63.3%	23.5%	71.7%	55.5%	0.81	95.7%	2	2	3	0
Haywood CC	63.8%	65.4%	45.8%	75.0%	52.5%	0.95	88.9%	2	3	2	0
Isothermal CC	38.0%	66.8%	36.4%	72.9%	57.9%	0.96	79.9%	3	0	4	0
James Sprunt CC	31.8%	65.8%	53.2%	81.5%	64.9%	0.95	75.7%	3	1	3	0
Johnston CC	59.2%	57.2%	44.8%	67.6%	61.7%	1.10	87.1%	3	2	2	0
Lenoir CC	47.8%	58.9%	43.5%	68.5%	54.4%	0.98	85.7%	1	4	2	0
Martin CC	42.6%	54.0%	44.5%	76.3%	53.7%	0.81	79.2%	2	1	4	0
Mayland CC	51.0%	40.5%	40.5%	63.4%	46.1%	1.04	78.0%	1	1	5	0
McDowell TCC	44.5%	78.3%	65.6%	66.6%	55.0%	1.00	89.8%	4	1	2	0
Mitchell CC	38.2%	61.5%	37.1%	71.7%	51.8%	0.97	86.1%	0	3	4	0
Montgomery CC	17.1%	61.2%	41.2%	77.0%	66.9%	0.99	88.5%	2	3	1	1
Nash CC	51.1%	46.7%	47.4%	66.6%	48.8%	0.94	89.5%	3	0	4	0
Pamlico CC	65.7%	51.1%	40.4%	69.2%	59.6%	0.70	71.4%	2	0	3	2
Piedmont CC	44.5%	68.2%	24.1%	70.6%	54.0%	0.99	79.1%	2	2	3	0
Pitt CC	47.4%	55.7%	31.8%	70.7%	50.9%	1.00	86.7%	0	4	3	0
Randolph CC	50.3%	60.0%	41.8%	66.2%	51.8%	1.03	88.4%	0	3	4	0
Richmond CC	41.3%	67.0%	60.3%	73.0%	54.9%	1.04	82.8%	4	1	2	0
Roanoke-Chowan CC	45.0%	52.7%	26.4%	77.5%	45.4%	0.99	74.1%	1	1	4	1
Robeson CC	41.3%	48.4%	37.8%	61.3%	48.0%	0.91	75.5%	0	0	7	0
Rockingham CC	48.8%	63.8%	42.0%	69.8%	49.5%	0.97	85.4%	0	3	4	0
Rowan-Cabarrus CC	55.9%	62.0%	35.6%	71.2%	53.3%	0.91	84.5%	2	2	4	0
Sampson CC	55.9%	55.9%	41.3%	75.3%	56.8%	0.87	87.4%	3	1	3	0
Sandhills CC	40.5%	56.7%	41.2%	76.0%	58.3%	0.96	85.6%	2	1	4	0
South Piedmont CC	42.4%	54.6%	36.5%	67.6%	53.2%	0.96	90.6%	2	0	6	0
Southeastern CC	43.4%	61.0%	41.0%	77.5%	46.8%	1.01	86.8%	1	3	3	0
Southwestern CC	33.5%	72.5%	58.2%	65.7%	58.2%	1.00	86.2%	3	2	2	0
Stanly CC	31.1%	51.9%	41.6%	73.8%	55.6%	0.87	88.3%	2	1	4	0
Surry CC	46.2%	54.3%	37.8%	69.3%	55.5%	1.10	89.3%	2	2	3	0
Tri-County CC	49.5%	71.0%	36.2%	78.0%	58.4%	0.93	85.8%	3	2	2	0
Vance-Granville CC	42.6%	64.3%	31.9%	69.6%	51.1%	0.90	82.6%	0	1	6	0
Wake TCC	43.8%	62.2%	44.0%	69.8%	51.0%	1.09	89.6%	2	2	3	0
Wayne CC	45.4%	70.6%	45.7%	73.7%	60.6%	0.98	89.2%	3	3	1	0
Western Piedmont CC	42.4%	74.5%	56.4%	74.0%	55.0%	1.10	86.9%	5	1	1	0
Wilkes CC	53.9%	64.6%	62.2%	72.3%	53.8%	1.00	86.7%	4	3	0	0
Wilson CC	36.6%	46.7%	37.1%	68.2%	56.2%	0.93	85.3%	1	0	6	0

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

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APPENDIX D: SCC Student Satisfaction Survey Results

Southeastern Community College Student Satisfaction Survey Results 2015-2020

Q1. Please rate your level of satisfaction						
5 is highest score	**2020**	**2019**	**2018**	**2017**	**2016**	**2015**
Application process for new students	4.46	4.48	4.44	4.7	4.5	4.18
Placement testing for new students	4.26	4.36	4.28	4.52	4.14	3.97
Orientation for new students	4.42	4.35	4.32	4.49	4.27	4
Please add any comments about the services/programs listed in Section A.						
Q2. Please rate your level of satisfaction						
Financial aid office assistance/service	4.58	4.51	4.51	4.58	4.46	3.84
Work study availability	4.35	4.3	4.25	4.46	4.17	4.14
Scholarship availability	4.37	4.32	4.33	4.47	4.28	N/A
Scholarship application process	4.23	4.22	4.3	4.53	4.22	4.01
Cashier/Business Office assistance/service	4.51	4.4	4.37	4.65	4.5	4.23
E-cashier process	4.38	4.35	4.25	4.54	4.38	4.04
Please add any comments about the services/programs listed in Section B.						
Q3. Please rate your level of satisfaction						
Self Service (online) registration process	4.47	4.37	4.48	4.57	4.4	4.28
Availability of Faculty Advisor	4.57	4.51	4.46	4.67	4.44	4.32
Helpfulness of Faculty Advisor	4.65	4.56	4.5	4.62	4.39	4.34
Availability of Student Services Advisor	4.62	4.52	4.46	4.57	N/A	N/A
Helpfulness of Student Services Advisor	4.57	4.55	4.51	4.58	N/A	N/A
Availability of college transfer classes offered to meet my graduation plans	4.54	4.29	4.43	4.42	N/A	N/A
Variety of technical programs offered to meet my career goals	4.43	4.27	4.35	4.54	N/A	N/A
Please add any comments about the services/programs listed in Section C.						

Q4. Rank in order of preference of the type of course that is best suited for you						
Face to face (100% on campus classroom/web assisted)	2.18	2.21	2.21	2.21	N/A	N/A
Hybrid (mix of at least 50% on campus classroom, with the other portion online)	2.01	1.91	1.97	1.87	N/A	N/A
On Line (100% online)	1.81	1.88	1.81	1.93	N/A	N/A
Q5. What time of day do you prefer to take face to face or hybrid classes?						
Morning (8:00am - Noon)	72.35%	73.95%	69.68%	64.18%	N/A	N/A
Afternoon (1:00pm - 5:00pm)	15.29%	16.28%	18.55%	17.91%	N/A	N/A
Evening (5:00pm - 9:00pm)	12.35%	9.77%	11.76%	17.91%	N/A	N/A
Q6. Please rate your level of satisfaction						
Upswing Tutoring - Access	4.09	4.03	4.04	N/A	N/A	N/A
Upswing Tutoring - availability of tutors	4.05	4.07	4	N/A	N/A	N/A
Upswing Tutoring - helpfulness	4.11	3.99	3.96	N/A	N/A	N/A
Face-to-Face Tutoring - Access	4.18	N/A	N/A	N/A	N/A	N/A
Face-to-Face Tutoring - availability of tutors	4.14	N/A	N/A	N/A	N/A	N/A
Face-to-Face Tutoring - helpfulness	4.16	N/A	N/A	N/A	N/A	N/A
SCC Helpline - Access	4.36	N/A	N/A	N/A	N/A	N/A
SCC Helpline - availability of tutors	4.25	N/A	N/A	N/A	N/A	N/A
SCC Helpline - helpfulness	4.31	N/A	N/A	N/A	N/A	N/A
Disability Services	4.18	4.35	4.24	4.71	4.3	4.14
Williamson Library – hours open	4.53	4.48	4.51	4.68	4.62	4.38
Williamson Library -helpfulness	4.55	4.44	4.44	4.67	4.66	4.42
Hybrid Courses- variety of class choices	4.14	N/A	N/A			
Hybrid Courses - helpfulness of instructor	4.28	N/A	N/A			
Hybrid Courses - quality of instruction	4.25	N/A	N/A			
Face to face classes - variety of class choices	4.54	4.44	4.44	4.4	N/A	N/A
Face to face classes - helpfulness of instructor	4.66	4.5	4.51	4.56	N/A	N/A
Face to face classes - quality of instruction	4.66	4.46	4.5	4.55	N/A	N/A

On-line/distance learning classes - variety of class choices	4.35	4.41	4.4	4.19	4.34	4.06

On-line/distance learning classes - quality of instruction	4.23	4.36	4.32	4.44	4.22	4.02
On-line/distance learning classes - responsiveness of instructor	4.28	4.3	4.33	4.61	4.16	
Rams Online - technical support	4.43	4.29	4.36	4.65	N/A	N/A
Technology resources - availability of computer labs	4.44	4.47	4.47	4.57	N/A	N/A
Technology resources - availability of Wi-Fi	4.44	4.36	4.4	4.35	N/A	N/A
Please add any comments about the services/programs listed in Section D.						
Q7. How satisfied are you with how the College communicates with you about campus events and registration information?						
	4.54	4.45	4.47	4.7	N/A	N/A
Q8. How much information do you feel you receive from the College?						
Too much	8.23%	8.08%	7.28%	4.48%	N/A	N/A
The right amount	82.28%	80.30%	85.92%	89.55%	N/A	N/A
Not enough	9.49%	11.62%	6.80%	5.97%	N/A	N/A
Q9. How important is it to you to receive information about the following?						
Registration	2.77	2.83	2.79	2.78	N/A	N/A
Non-Payment Removal	2.66	2.66	2.7	2.79	N/A	N/A
Financial Aid Charge Deadlines	2.72	2.72	2.76	2.79	N/A	N/A
On Line Course Entry Quiz Reminders	2.76	2.73	2.76	2.85	N/A	N/A
Student Activity Reminders	2.55	2.54	2.62	2.67	N/A	N/A
Q10. Rank in order of preference the method of communication that is best suited to you (1 = most preferred, 6 = least preferred)						
Social Media (Facebook, Twitter, etc.)	3.05	3.16	3.09	2.45	N/A	N/A
Text Message	5.32	4.91	5.01	4.76	N/A	N/A
RAMS Mail	4.57	4.39	4.31	4.89	N/A	N/A
Mail/Paper	2.99	2.94	2.91	3.02	N/A	N/A
Classroom Announcements	3.5	3.51	3.62	3.88	N/A	N/A
Flyers	1.75	2.16	2.11	2.24	N/A	N/A

Q11. Please rate your level of satisfaction						
Campus Activities for Students	4.47	4.33	4.36	4.44	N/A	N/A

Clubs/Organizations	4.28	4.21	4.23	4.46	N/A	N/A
Student Government Association (SGA)	4.23	4.37	4.3	4.41	N/A	N/A
Athletics	4.09	4.09	4.25	4.43	N/A	N/A
Rams Café	4.3	4.26	4.27	4.31	N/A	N/A
Vending Machines	4.2	4.19	4.2	4.25	N/A	N/A
Orcutt Bookstore	4.46	4.45	4.49	4.66	N/A	N/A
Fitness Center	4.31	4.33	4.32	4.38	N/A	N/A
NCWorks Career Center Services	4.14	4.29	4.27	4.6	N/A	N/A
Safety/Security	4.35	4.36	4.27	4.42	N/A	N/A
Campus Appearance	4.52	4.42	4.39	4.31	N/A	N/A
Parking	4.02	3.95	4.24	4.32	N/A	N/A
Maintenance Services	4.46	4.37	4.32	4.37	N/A	N/A
President's Office	4.27	4.35	4.28	4.5	N/A	N/A
Please add any comments about the services/programs listed in Section F.						
Q12. If you were starting college again, would you choose SCC?						
Yes	89.26%	89.80%	94.12%	92.54%	86.61%	77.42%
No	10.74%	10.20%	5.88%	7.46%	13.39%	22.58%
Q13. Would you recommend SCC to your friends/family members?						
Yes	92.62%	92.86%	96.08%	92.54%	88.19%	85.48%
No	7.38%	7.14%	3.92%	7.46%	11.81%	14.52%
Q14. How many semesters have you attended SCC?						
1-2 semesters	41.61%	39.29%	36.76%	32.84%	32.28%	41.94%
3-5 semesters	40.27%	40.31%	42.65%	35.82%	35.43%	31.45%
6-9 semesters	16.78%	17.86%	14.22%	23.88%	21.26%	16.94%
10 or more semesters	1.34%	2.55%	6.37%	7.46%	11.02%	9.68%

Q15. Did you attend both the Fall and Spring semesters this academic year?						
Yes	85.91%	86.73%	81.86%	85.07%	N/A	N/A
No	14.09%	13.27%	18.14%	14.93%	N/A	N/A
Q16. Do you plan to attend the Summer session?						

Yes	61.74%	68.88%	59.31%	58.21%	N/A	N/A
No	38.26%	31.12%	40.69%	41.79%	N/A	N/A
Q17. Please select the reason(s) you are not attending the Summer session (check all that apply)						
No financial aid funds available for the summer session	9.80%	20.75%	28.38%	29.63%	N/A	N/A
No scholarship funds available for the summer session	7.84%	11.32%	12.16%	14.81%	N/A	N/A
Plan to work during the summer session	45.10%	54.72%	52.70%	51.85%	N/A	N/A
Prefer taking a break from school during the summer	70.59%	66.04%	64.86%	40.74%	N/A	N/A
Courses I need are not available	19.61%	20.75%	9.46%	33.33%	N/A	N/A
Summer childcare is an issue	1.96%	3.77%	4.05%	14.81%	N/A	N/A
Summer transportation is an issue	5.88%	7.55%	2.70%	7.41%	N/A	N/A
Q18. Please identify your current student and employment status? (Check all that apply)						
Columbus Career and College Academy (CCCA) student	13.51%	13.27%	9.45%	8.96%	13.39%	12.90%
College and Career Promise (CCP) student	17.57%	5.61%	5.47%	4.48%	2.36%	2.42%
Attend full-time (12 or more credit hours)	49.32%	52.55%	56.22%	49.25%	52.76%	54.84%
Attend part-time (less than 12 credit hours)	15.54%	21.94%	22.39%	32.84%	29.92%	23.39%
Evening student	4.73%	6.63%	12.94%	20.90%	5.51%	N/A
Daytime student	29.05%	34.69%	44.28%	41.79%	45.67%	N/A
Online student	46.62%	36.22%	38.31%	43.28%	40.94%	N/A
Work more than 40 hours per week	15.54%	16.33%	8.46%	13.43%	9.45%	5.65%
Work 20-40 hours per week	27.03%	26.53%	29.35%	26.87%	29.92%	22.58%
Work less than 20 hours per week	12.16%	11.22%	16.42%	14.93%	11.81%	20.16%
Not employed	18.92%	20.92%	25.37%	23.88%	27.56%	28.23%

APPENDIX E: SCC Graduate Exit Survey Results

SCC Graduate Exit Survey Results 2018-2020

Please provide the term in which you are graduating.		
Fall	10.61%	28
Spring	76.14%	201
Summer	13.26%	35
	Answered	264
	Skipped	0
What is the highest level of academic award you will receive?		
Certificate	3.03%	8
Diploma	18.18%	48
Degree	78.03%	206
other	0.38%	1
If other, please specify	0.38%	1
	Answered	264
	Skipped	0
Why did you decide to attend SCC?		
To transfer to University	42.05%	111
To improve my skills for my current job	3.79%	10
To learn the skills for a new career or job.	46.59%	123
Other (please specify)	7.58%	20
	Answered	264
	Skipped	0

Have you confirmed acceptance to a college or university?		
Yes. I plan to attend a University	82.41%	89
No. I will not be attending University	17.59%	19

If yes, please provide the name of the school you will attend.	0.00%	0
	Answered	108
	Skipped	156
I plan to return to SCC to complete additional career training	9.01%	20
I plan to enter the workforce	50.00%	111
I plan to enter the workforce and I already have accepted a job	10.81%	24
I am unsure at this time	30.18%	67
	Answered	222
	Skipped	42
Did your studies at SCC help you find a job in your chosen field?		
Yes	42.02%	108
No, not yet.	57.98%	149
	Answered	257
	Skipped	7

Please rate each of the following: (4 being the highest)		
	Weighted Average	Total
Quality of instruction in program area courses	3.56	251
Quality of instruction in other courses	3.44	250
Overall quality of academic program	3.57	252
Academic Advising	3.52	249
Learning Resources Center (Library)	3.47	251
Registration	3.49	250
Admissions	3.54	251
Student Activities	3.44	251
Campus Security	3.43	250
Overall quality of college	3.55	251

APPENDIX F: QEP Topic Selection Survey

2020 Southeastern Community College Quality Enhancement Plan (QEP) Vote

Welcome to SCC's QEP Plan Voting

Over the past several months, the QEP Proposal Teams have reviewed data and conducted research to identify potential topics for SCC's next Quality Enhancement Plan, which is designed to enhance student learning and/or student success.

The purpose of this brief survey is to collect feedback from the SCC community regarding topic preference. Your responses will serve to guide the QEP Topic Selection Committee as it finalizes its recommendation to the SCC Leadership Team.

If you would like to find out more information about the topics or review the QEP Proposal Presentations please use the following link: https://www.sccnc.edu/about-scc/qep-proposals/

1. Potential Topic 1: DEVELOP, DESIGN, AND DELIVER

Purpose: to improve learning by focusing on faculty development and course design.

- Develop quality online courses by sponsoring Quality Matters professional activities for faculty.
- Design quality online courses using the Quality Matters framework.

Deliver quality online courses through continuous improvement based on student feedback and peer support.

How important is this topic to SCC's student learning improvement and success efforts?

	Very Important	Somewhat Important	Neutral	Not very Important	Not Important at all
	◯	◯	◯	◯	◯

Comments/Suggestions:

2. Potential Topic 2: I KNOW…. FROM ONBOARDING TO GRADUATION

Purpose: to improve student learning and student success with initiatives from onboarding to graduation.

Three strategies outlined in the proposal include:

- increasing student exposure to program of study choices and designing key advising interventions as a continuing chronological process, requiring orientation in order to ensure
- students receive critical information for a successful start in college, and
- requiring first semester enrollment in ACA 115/122 with major-specific cohorts and employing an ACA Coordinator to develop the curriculum and manage data collection and improvements, train all instructors who teach ACA, and strengthen the student-success team camaraderie.

How important is this topic to SCC's student learning improvement and success efforts?

	Very Important	Somewhat Important	Neutral	Not very Important	Not Important at all
	◯	◯	◯	◯	◯

Comments/Suggestions:

3. Which of the following categories best reflects your primary role at SCC?

◯ Staff Member

◯ Faculty Member

◯ Administrator

○ Community Member

4. In the text box below, please provide any feedback concerning the two potential topics that you would like to share with the QEP Proposal Selection Committee as it works to finalize the recommendation for the SCC Leadership Team.

APPENDIX G: QEP Student Focus Group Results

STUDENT FOCUS GROUP ON QEP PROPOSALS

November 4, 2020

1:00 – 2:00 pm

Topic 1 Feedback Themes:

- Record Lectures
- Not learning anything
- Not reading PowerPoints
- Grading takes too long
- Need a calendar in Moodle that shows all assignments
- Need synchronous meetings
- More conformity in course content

Topic 2 Feedback Themes:

- ACA should not be required
- Too much random work in ACA
- ACA needs to be more organized
- ACA is too much work
- Wish advisors were more involved
- Never know if I'm on track to graduate on time
- Advisors need to know more about the programs they are advising for
- Orientation is very helpful for those that attend

APPENDIX H: QEP Communication and Outreach Committee

Communication and Outreach Committee	
Committee Member	**Position**
Haylee Damato	Director of Marketing & Outreach
Alice Paul	Procurement & Equipment Specialist
Kimberly Lowery	Financial Aid Specialist

APPENDIX I: QEP Development Team

QEP Development Team	
Donte McDowell	AA & AS Faculty/ACA Instructor
Cristian Wood	Business & Technical Faculty
Jessica Hill	Health Sciences Faculty
Travis Paul	Continuing Education Representative
Julia Roberts	Student Services Advisor
Natalie Freeman	High School Advisor
Bettina Cox	NC Works Representative
Haylee Damato	Marketing
Kimberly Lowery	Financial Aid Representative
Alice Paul	Business Office Representative

APPENDIX J: ACA 122 Course Description

College Transfer Success ACA-122

ACA-122_2021FA

CIS Course ID S25621

Effective Term Fall 2021

End Term

Class 0 Lab 2 Clinical 0 Work 0 Credit 1

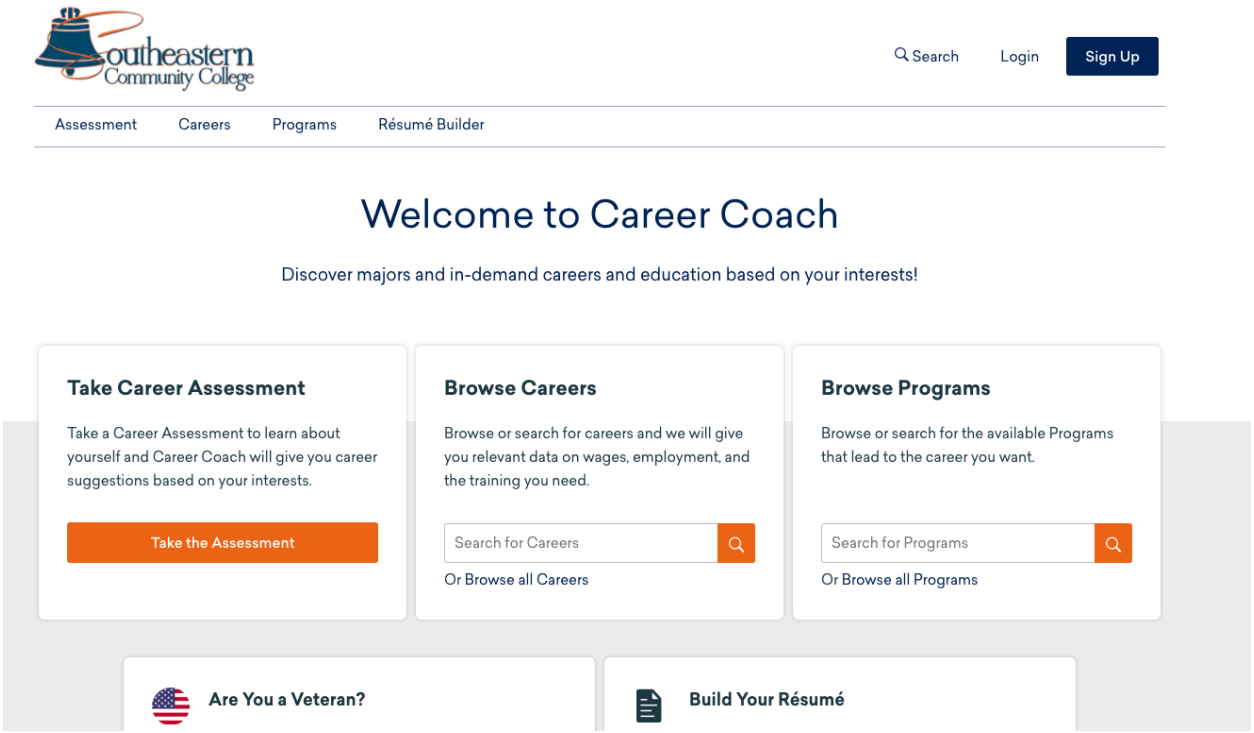
This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college policies and culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions.

Competencies

1. Develop a strategic plan for completing community college academic goals, including certificates, diplomas, and/or associate degrees.
2. Develop a strategic plan for transferring to a university and preparing for a new career.
3. Identify the rights and responsibilities of transfer students under the Comprehensive Articulation Agreement (CAA), including Universal General Education Transfer Component (UGETC) designated courses, the Transfer Assured Admissions Policy (TAAP), and the CAA appeals process.
4. Evaluate learning strategies, including note-taking, test-taking, information processing, time management, and memorization techniques, and identify strategies for improvement.
5. Identify essential college resources, including financial aid, advising, registration, tutoring, library services, computer labs, and counseling services and recognize the importance of these resources on student success.
6. Identify essential college policies and procedures, including academic integrity such as avoiding plagiarism; calculating a GPA, and maintaining satisfactory academic progress for financial aid eligibility and/or good academic standing.

State Prerequisites	None
State Corequisites	None
College Transfer	This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

APPENDIX K: Career Coach Website Link



APPENDIX L: Career Coach Sample Results

Career Assessment Results

Career Coach | Southeastern Community College (NC)

Assessment Length

Short

Top Traits

Investigative 100% Artistic 100% Social 100%

Other Traits

Enterprising 100% Conventional 75% Realistic 25%

Top 5 Job Categories

1. Education and Training
2. Human Services
3. Health Science
4. Business, Management and Administration
5. Government and Public Administration

Top 10 Career Matches

1. Law Teacher, Postsecondary
2. Foreign Language and Literature Teacher, Postsecondary
3. Career/Technical Education Teacher, Middle School
4. Psychology Teacher, Postsecondary
5. Instructional Coordinator
6. Social Work Teacher, Postsecondary
7. Geography Teacher, Postsecondary
8. Broadcast News Analyst
9. Arbitrator, Mediator, or Conciliator
10. Communications Teacher, Postsecondary

APPENDIX M: PTE Course Descriptions

SAMPLE OF PTE COURSES

Attachment PROG 02A

Pathway to Employment (PTE) Courses

	Class	Lab	SHC
PTE 110 Pathway to Employment - Construction	2	3	3

This course introduces fundamental employment core skillsets required to effectively enter the construction workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, materials, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific training and/or certification, and enter a construction career with the knowledge required to be successfully employed.

Minimum State Prerequisites None

Minimum State Corequisites None

	Class	Lab	SHC
PTE 111 Pathway to Employment - Manufacturing	2	3	3

This course introduces fundamental employment core skillsets required to effectively enter the manufacturing workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, materials, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific training and/or certification, and enter a manufacturing career with the knowledge required to be successfully employed.

Minimum State Prerequisites None

Minimum State Corequisites None

	Class	Lab	SHC
PTE 112 Pathway to Employment – Public Safety	2	3	3

This course introduces fundamental employment core skillsets required to effectively enter the public safety workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific training and/or certification, and enter a public safety career with the knowledge required to be successfully employed.

Minimum State Prerequisites None

SBCC
05/15/2020

APPENDIX N: ACA 122 Career Module

DRAFT

ACA 122 College Transfer Success
Career Self-Assessment and Job Description Summary

Purpose

This assignment will require that you continue to work through the first two phases of goal discernment: (1) self-assessment and (2) career goal exploration.

Learning Outcomes

This assignment supports the following student learning outcomes:

- Understand your career interest and your work values.
- Analyze the requirements and job projections for the career you are interested in pursuing.
- Develop an overview of the career you are interested in pursuing.

Grading

Part 1: Career Self-Assessments and Goal Exploration is worth 50 points, and Part 2: Job Summary is worth 50 points for a total grade out of 100. This assignment grade will count as 10% of your total grade in ACA 122.

Part 1: Career Self-Assessments and Goal Exploration

Directions for Part 1: Complete the activity explained below before attempting to answer the questions for Part 1. You will need access to the Internet, so plan accordingly.

STEP 1: Create a CFNC account (self-assessments)

The College Foundation of North Carolina (CFNC) is a great source of answers to many questions that college students have regarding financial aid, budgeting, applying to colleges, and test prep. Here, we will use it as a source of information for careers in North Carolina. Go to CFNC.org to begin the assignment. Create a user ID and password. Please note, if you applied to SCC using the online enrollment application then you already have a CFNC account. Use the help tools to have your user ID and password sent to your email account. If you have trouble getting in with your personal e-mail account, consider opening a new CFNC account using your SCC Email account.

STEP 2: Complete the Interest Profiler

The first inventory that you should complete on CFNC is the Interest Profiler. Save your results from the Interest Profiler online by signing in and signing out each time you use the website. Include your results with this assignment.

STEP 3: Complete the Work Values Sorter
You should also complete the Work Values Sorter in CFNC. Save your results from the Work Values Sorter online by signing in and signing out each time you use the website. Include your results with this assignment.

STEP 4: Answer the reflection questions
Answer all six questions below.

1) According to the Interest Profiler on CFNC, highlight two of your top interest areas.

Investigative	Artistic	Enterprising	Conventional
Social	Realistic		

2) According to the Interest Profiler on CFNC, what are two careers that match your top interests? *[Hint: Click on "View Careers" from your results page.]*
3) According to the Work Values Sorter on CFNC, highlight your top three work values? *[Hint: You may need to look at the Work Values ranking chart on the right side of the page to identify three top work values.]*

Achievement	Relationships	Independence
Support	Working Con	Recognition

4) According to the Work Values Sorter on CFNC, what are two careers that match your work values? *[Hint: Click on "View Careers" from your results page.]*
5) Select a career by clicking on it and then click on the Connections tab on the left side of the screen. Identify one Internet site (not Related Career Information Sources). Give the name of the site and the URL. *For example: Association for Professionals in Infection Control and Epidemiology, http://www.apic.org.*

6) In that same career, click on "Is This for You?" What categories describe the interests of people who succeed in this career? Do these categories match your Interest Profiler results?

STEP 5: Search the Occupational Information Network (O*NET) (goal exploration)
The O*NET Program is the nation's primary source of occupational information. Valid data are essential to understanding the rapidly changing nature of work and how it impacts the workforce and U.S. economy. The O*NET database, containing hundreds of standardized and occupation-specific descriptors on almost 1,000 occupations covering the entire U.S. economy. O*NET information is used by millions of individuals every year. The data have proven vital in helping people find the training and jobs they need, and employers the skilled workers necessary to be competitive in the marketplace. The Occupational Information Network (O*NET) is developed under the sponsorship of the **U.S. Department of Labor/Employment and Training Administration** (USDOL/ETA) through a grant to the North Carolina Department of Commerce.

1. To search the O*NET Program, go to https://www.onetonline.org/
2. In the upper right corner of the page is a search box that says "Search" In that box type in the name of a career you are currently interested in and then click "Go."
3. Click on the link that closest matches your career of interest.
4. Review the information under the different tabs to see what you can expect of a job in that career.

STEP 6: Answer the reflection questions

Answer all 4 questions below.

1. List one career that you researched in the O*NET database. Choose a career that interests you.
2. According to the O*NET, what are two different career field options in the occupations you selected?
3. According to the O*NET what is the does the career you selected have a bright outlook for job demand?
4. Using the O*NET and our class discussion please answer the following questions:
    a. List one type of education, certification, or other training required for the potential career you are interested in.
    b. What is one way to learn about the day-to-day tasks mentioned for your potential career?
    c. How can you learn about potential job openings/listings?
    d. What are two things your potential employer will be looking for in your job application?

Part 2: Job Description Summary

Directions for Part 2: Research your chosen career using the CFNC site, O*NET, Career Coach and other relevant sources. Write a well-organized job description of your chosen career. Be creative. Write at least three paragraphs that summarize the information you found about your career. Avoid quoting lengthy passages. Put the information into your own words.

Topics you must include in your research and job description:

- Overview of the career
- Educational and training requirements (including continuing education requirements and opportunities)
- Job description for entry level work in the career field
- Work environment or workplace setting
- Working conditions and physical demands
- Potential work schedules
- Potential earnings (including starting salary)
- Challenges you may face on the job
- Job outlook
- Opportunities for advancement
- Related careers or links to other positions

Grading for Parts 1 & 2: You can earn up to 50 points for the Part 1: Career Self Assessments and Goal Exploration, and you can earn up to 50 points for Part 2: Job Description Summary. See the grading rubric below for a specific listing of the points you can earn for this part of the assignment.

Career Project Rubric

CATEGORY	**Accomplished**	**Good**	**Satisfactory**	**Needs Improvement**	**Possible Points**
Career Assessment - Interest Profile	Interest Profile is complete, and all information related to the profile is presented.	Interest Profile is complete, and most information related to the profile is presented.	Interest Profile is complete but little information related to the profile is presented.	Interest Profile has not been completed.	7 points
Career Assessment - Work Values	Work Values is complete, and all information related to the profile is presented.	Work Values is complete, and most information related to the profile is presented.	Work Values is complete but little information related to the profile is presented.	Work Values has not been completed.	6 points
Career Assessment - Reflection Questions	Provides descriptive and accurate details about the career assessment with several examples in a well-organized fashion.	Provides accurate details about the career assessment with examples in an organized manner.	Accurate information is provided about the career assessment with two or three examples.	Very little or inaccurate information given.	12 points
O*NET - Reflection Summary	Provides descriptive and accurate details about the O*NET career assessment with several examples in a well-organized fashion.	Provides accurate details about the O*NET career assessment with examples in an organized manner.	Accurate information is provided about the O*NET career assessment with two or three examples.	Very little or inaccurate information given.	25 points

Grade Total for Part 1: Career Self-Assessments and Goal Exploration					**Total Possible Points – 50** **Points Earned** _____
Job Description - Amount of Information	Provides a significant amount of detailed, accurate information.	Provides an adequate amount of accurate information.	Provides some information.	Provides minimal or no information.	20 points
Job Descriptions - Quality of Information	Provides at least 4 reliable, interesting information sources for the job descriptions.	Provides at least 3 reliable, interesting information sources for the job descriptions.	Provides at least 2 reliable, interesting information sources for the job descriptions.	Provides only 1 reliable, interesting information sources for the job descriptions.	10 points
Job Description - Self Analysis - Related to Career Selection	Student went beyond minimal expectations and was thorough in analyzing the career selection.	Student was thorough in analyzing the career selection.	Student was not thorough in analyzing the career selection and showed a limited understanding of the career field.	Student did not examine the career selection and provided little to no examples to demonstrate understanding of the career field.	20 points
Part 2: Job Description Summary					**Total Possible Points – 50** **Points Earned** _____

APPENDIX O: Student Success Work Group Minutes

Student Success Work Group Meeting
October 15, 2019

Present: Michael Ayers, Janie Caswell, Catherine Cook, Sylvia Cox, Sheila Dockery, Leigh Edwards, Jeff Hester, Kay Houser, Kimberly Lowery, Danaysia Powell, Natalie Rackley, Julia Roberts, David Roberts, Bradley Tyler, Angela UhlKalev, and Katrina Canady (Recording Secretary)
Sylvia Cox welcomed everyone in attendance.

Topics: Appreciative Engagement at Southeastern Community College (SCC).

The group discussed next steps for implementing Appreciative Advising. Training will be conducted during All Employees Days on October 22, 2019. Academic Affairs and Student Services are teaming up to provide training for advisors and the Professional Development group is working to prepare training for staff who do not advise on Appreciative Engagement. Our students have given great feedback on the way they are engaged at SCC. The goal is to incorporate appreciative advising and appreciative engagement techniques across the campus.

The first phase of appreciative advising is to disarm. In the training we will learn techniques to disarm students and other stakeholders. Prior to reacting or engaging students, stakeholders should ask disarming questions. Disarming techniques were reviewed in the meeting.

The work group separated into small groups of 2-3 per group to strategize ways to support appreciative engagement and advising throughout the campus. Some of the suggestions are as follows:

1. Provide an anonymous way for students and stakeholders to assess the way they were served during an advising session. This could be accomplished through an email with a survey link. It was noted that most students might appreciate a way to share feedback quickly. The group discussed sharing the link through AVISO.
2. Create a tent card with steps/questions close at hand for advisors. Keep the advising space light hearted. We could encourage participation through a contest much like the “Decorate a Door at Christmas” campaign. We could also implement SCC Swag using school colors. Someone noted SCC swag is available at the bookstore. Kim Lowery and Bradley Tyler will meet to come up with Swag ideas.
3. We could have a theme such as “Blue Love” or “Blue followed by heart symbol”.
4. During advising sessions, it would be good to ask questions such as “What are your needs?”. If students do not know what they want or need, act as a detective and ask questions that will hopefully lead them to determining their needs. This process can disarm them as well.
5. Use key engagement tags in AVISO during registration and advising session.

We will discuss next steps at the next meeting. The meeting was adjourned.

APPENDIX P: SCC Appreciative Advising Training

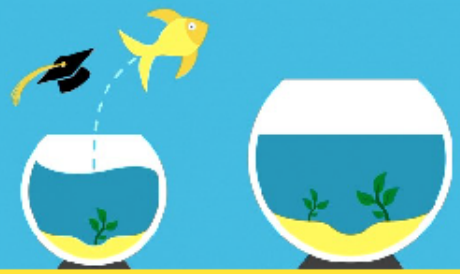
SCC Appreciative Advising Workshops

Date	Time	Title	Facilitators
8.7.19	1:00-2:00pm	Appreciative Advising: An Overview	Dr. Sylvia Cox and Dr. Natalie Rackley
10.22.19	10:00-11:00 am or 11:00 – 12:00 pm	Disarm: Strategies for Implementation	Julia Roberts & Elizabeth High
11.19.19	4:00	Dream: Strategies for Implementation	Kim Fine & Natalie Freeman
12.17.19	4:00	Discover: Strategies for Implementation	Dr. Natalie Rackley & Angie Uhl-Kalev
1.28.20	4:00	Design: Strategies for Implementation	Angie Ransom & Leigh Edwards
2.25.20	4:00	Deliver: Strategies for Implementation	Jessica Hill & Danaysia Powell
3.17.20	4:00	Don't Settle: Strategies for Implementation	Robin Patterson & Donte McDowell

APPENDIX Q: Career Advising Training

FACILITATING CAREER DEVELOPMENT

NATIONALLY RECOGNIZED CURRICULUM



Online registration is required at:
www.ncworkforcetraining.com.

This course is for staff and partners of the NC Workforce Development System. Contact the Training Center at ncwtc@nccommerce.com for details on pricing and attendance requirements.

The NCWorks Training Center has been a leading provider of the Facilitating Career Development course for over 20 years!

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NCWorks Training Center
313 Chapanoke Rd. Suite 140
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www.ncwtc.com

Student and Course Information Booklet

INCLUDES:

Course Description ..... Page 2
Course Revisions ..... Page 2
Course Format ..... Page 2
Competencies..... Page 3
Instructor Bios..... Page 4
Certification & Licensure ..... Page 5
Unlock Your Potential ..... Page 6

Please review this booklet prior to registering for this course!

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APPENDIX R: PTE Pre-test/Post-test Sample

Pre-test/Post-test for all PTE Courses

Please rate your level of agreement with the following statements.

1. I am confident that I am enrolled in an academic program that aligns with my interests, skills, and career objectives.
   ⬭ Strongly Agree ⬭ Agree ⬭ Neither Agree nor Disagree ⬭ Disagree ⬭ Strongly Disagree
2. I know where the NCWorks office is located on SCC's campus.
   ⬭ Strongly Agree ⬭ Agree ⬭ Neither Agree nor Disagree ⬭ Disagree ⬭ Strongly Disagree
3. Please list all of the services that SCC students can obtain from the NCWorks office.

   _____

   _____

   _____

   _____
4. I feel extremely knowledgeable about the career options available to me in my field of study.
   ⬭ Strongly Agree ⬭ Agree ⬭ Neither Agree nor Disagree ⬭ Disagree ⬭ Strongly Disagree
5. I understand the safety protocols and requirements expected in my career field.
   ⬭ Strongly Agree ⬭ Agree ⬭ Neither Agree nor Disagree ⬭ Disagree ⬭ Strongly Disagree
6. I feel confident in my ability to interview for a job.
   ⬭ Strongly Agree ⬭ Agree ⬭ Neither Agree nor Disagree ⬭ Disagree ⬭ Strongly Disagree
7. I know how to write a personal mission statement.
   ⬭ Strongly Agree ⬭ Agree ⬭ Neither Agree nor Disagree ⬭ Disagree ⬭ Strongly Disagree
8. My resume is a good representation of my skills, experience and abilities as they relate to my career field.
   ⬭ Strongly Agree ⬭ Agree ⬭ Neither Agree nor Disagree ⬭ Disagree ⬭ Strongly Disagree
9. I understand the importance of soft skills in the workplace.
   ⬭ Strongly Agree ⬭ Agree ⬭ Neither Agree nor Disagree ⬭ Disagree ⬭ Strongly Disagree
10. I am very familiar with the local business and industry employers in my career field.
    ⬭ Strongly Agree ⬭ Agree ⬭ Neither Agree nor Disagree ⬭ Disagree ⬭ Strongly Disagree

APPENDIX S: PTE Rubrics Sample

PTE 114 Pathways to Employment
Industry Specific Safety Protocols Rubric

Site Visit Debriefing Rubric Site Name: _____

CATEGORY	Accomplished	Good	Satisfactory	Needs Improvement	Unsatisfactory	Possible Points
Identify Safety Hazards	Identified at least 5 hazards at the site. Points - 5	Identified 4 hazards at the site. Points – 4	Identified 2-3 hazards at site. Points - 3-2	Identified 1 hazard at site. Point - 1	Did not complete. Points - 0	5 points
Assess Potential Outcomes from Safety Hazards	Explained plausible, well thought out possible outcomes for 3-5 hazards. Points - 10	Explained plausible, well thought out possible outcomes for 1-2 hazards. Points – 5	Gave brief lists or bullet points for possible outcomes for 3-5 hazards. Points – 3	Gave brief lists or bullet points for possible outcomes for 1-2 hazards. Points - 2	Did not complete. Points - 0	10 points
Impact on Occupation Choice	Provides descriptive and thorough explanation regarding whether the potential hazards at this job site affected the student's future occupational goals. Points - 5	Provides an explanation without much detail or reflection. Points - 4	Provides an explanation with only 1-2 sentences. Points – 2-3	Answered Yes or No only. Points - 1	Did not complete. Points - 0	5 points

Describe Safety Protocols on Site to Address Hazards	Provides descriptive and accurate details about at least 5 Safety Protocols provided at job site to address hazards. Points – 10	Provides descriptive and accurate details about at least 3-4 Safety Protocols provided at job site to address hazards. Points – 6-8	Provides descriptive and accurate details about at least 1-2 Safety Protocols provided at job site to address hazards. Points – 3-5	Provides a list with no details. Points – 1-2	Did not complete. Points - 0	10 points
Explain Possible Implementation/Enforcement Strategies	Provides a detailed, thorough answer with 6-8 sentences, addressing implementation and enforcement. Points - 10	Provides an adequate answer with 3-5 sentences, addressing implementation and enforcement. Points – 7-8	Provides a detailed, thorough answer with 6-8 sentences, addressing implementation or enforcement, but not both. Points – 4-6	Provides a detailed, thorough answer with 3-5 sentences, addressing implementation or enforcement, but not both. Points – 2-3	Did not complete or completed with fewer than 3 sentences. Points - 0	10 points
						Total Possible Points - 40 **Points Earned** _____

PTE COURSE BUDGET ASSIGNMENT RUBRIC

Overview
In the Budget Assignment, students will develop a budget using one of the three budgeting methods discussed in this module. The purpose of the Budget Assignment is to create a budget.

Instructions
For this assignment you will need to create a budget using one of the budgeting methods taught in this module. To receive full credit, you must provide a detailed budget and follow the budgeting method you select closely. You must also provide:

- Identify the budgeting method that you have selected to use.
- Define the budgeting method you have selected.
- Explain in a 300-word response on why you selected the budgeting method over the other options.
- Provide a rough draft of your budget using the selected method.
- Describe how you will implement the budgeting technique moving forward.
- Define your personal definition of wealth.
- Prepare a contingency plan for unexpected events.

Grading Checklist:

1.	Identified a budgeting method?	0 1 2 3 4
2.	Defined a budgeting method?	0 1 2 3 4
3.	Provided a 300-word explanation for selecting budgeting method?	0 1 2 3 4
4.	Provided a rough draft of budget correctly using selected method?	0 1 2 3 4
5.	Provided a description of how budgeting technique will be implemented?	0 1 2 3 4
6.	Defined personal definition of wealth?	0 1 2 3 4
7.	Provided a contingency plan for unexpected events?	0 1 2 3 4

Rating Scale:
0= Below Standards
1= Approaching Standards
2= Meet Standards
3= Above Standards
4= Exceeds Standards

Highest Score Possible = 28 points

Total Score: _____

PTE 118 Pathways to Employment

Job Application Packet Rubric

CATEGORY	Accomplished	Good	Satisfactory	Needs Improvement	Unsatisfactory	Possible Points
Job Application	The entire application is clean, neat, and professional looking. Printing is consistent in size and legible. All sections are completed. All guidelines for spelling and grammar are present Points 20	Overall appearance is clean and neat. Printing is consistent in size and legible. There are 1 or 2 sections not answered thoroughly and/or completely. Most guidelines for spelling and grammar are present but with 2 error Points 15	Overall appearance is clean and neat. Printing could be improved and is inconsistent in size. There are 3-4 sections not answered thoroughly and/or complete Most guidelines for spelling and grammar are present but with 3 errors Points 10	Overall appearance is not clean and neat. Printing needs to be improved and several inconsistencies in. There are 5-6 sections not answered thoroughly and/or completely Some guidelines for spelling and grammar are present but with 4 or more errors Points 5	Did Not Complete Points 0	20 Points
Resume	Audience and purpose of the resume are clear and strong. Format of the resume if clear. Each major section includes required information. Resume shows a professional appearance, tone, and styles. All guidelines for spelling and grammar are present	Audience and purpose of the resume are present but could be stronger. Format of the resume is mostly clear. Each major section includes most of the required information. Resume shows a professional appearance, tone, and styles but with some inconsistencies. Most guidelines for spelling and grammar are present but with 2 errors	Audience and purpose of the resume are less clear and weak parts remain. present Formatting is confusing. Major sections are missing Resume shows a less professional appearance, tone, and style. Most guidelines for spelling and grammar are present but with 3 errors	Audience and purpose of the resume are not clear. Format is hard to see, and major sections are missing. Resume does not have a professional appearance, tone, and style. Some guidelines for spelling and grammar are present but with 4 or more errors	Did not complete	20

	Points 20	Points 15	Points 10	Points 5	Points 0	
Cover Letter	Audience and purpose of the letter are clear and strong. Format of the letter is clear. Each major section includes all required information. Letter shows a very professional appearance, tone, and style. All guidelines for spelling and grammar are present. Points 20	Audience and purpose of the letter are present but could be stronger. Format is mostly clear. Each major section includes most of required information. Letter shows an appropriate appearance, tone, and style but with some inconsistencies. Most guidelines for spelling and grammar are present but with 2 errors Points 15	Audience and purpose of the letter are less clear and weak parts remain. Format is confusing. Major sections are missing information Letter shows a less professional appearance, tone, and style. Some guidelines for spelling and grammar are present but with 3 errors Points 10	Audience and purpose of the letter are not clear. Format is hard to see, and major sections are missing. Letter does not have a professional appearance, tone, and style. Some guidelines for spelling and grammar are present but with 4 or more errors Points 5	Did not complete Points 0	20
Reference Sheet	Three individuals are listed on the reference sheet which includes all the following: name, company, position, address, phone number, email address and reference description for each person. Points 10	Three individuals are listed on the reference sheet and includes most of the required information (name, company, position, address, phone number, email address and reference description) of each person Points 8	Three individuals are listed on the reference sheet and include some of the required information (name, company, position, address, phone number, email address and reference description) of each person Points 5	Two or less individuals are listed on the reference sheet and are missing much of the required information (name, company position, address, phone number, email address, and reference description) of each person Points 2	Did not complete Points 0	10
						Total possible points: 70 Points earned:

PTE Bureau of Labor Statistics Assignment Rubric

Questions	Answers			
	Answered question completely 4 pts	**Partially answered question 2 pts**	**Did not answer 0 pts**	**Comments**
Define "Median Income"				
What is the Median Income range for this field?				
What is the Entry-Level Education?				
Click on the "What They Do" link and list 5 possible job Duties:				
Click on "Work Environment" and describe the typical work schedule for a technician:				
Click on "How to Become One" and list and describe the five "Important Qualities" of a technician:				
Click on "Pay" and find out what the lowest 10% of technicians earn:				
Click on "Job Outlook" and find the projected job growth for technicians from 2019-2029:				
Let your cursor hover over North Carolina and record the mean (average) wage of a technician:				
Now choose 5 other states to compare and record the data below:				
Reflect: Was this information helpful? Explain:				
Reflect: Was any of this information surprising? Explain:				
Total Points				**/48 pts**

Mock Interview Rubric

Student:					
	4	**3**	**2**	**1**	**0**
Appearance	The student is clean, well-groomed, and dressed in professional clothing.	The student is fairly clean, well-groomed, and dressed in mostly professional clothing.	The student is only somewhat clean and well-groomed, and/or they are dressed in mostly unprofessional clothing. The student can identify what went wrong.	The student is only somewhat clean and well-groomed, and/or they are dressed in mostly unprofessional clothing. The student cannot identify what went wrong.	The student did not participate in trying to appear professional for the interview.
Introduction	The student greeted them verbally and introduced themselves.	The student did not greet them verbally or introduce themselves.	The student only greeted them verbally or introduced themselves.	The student did not, greet them verbally, or introduce themselves until prompted.	The student did not introduce themselves or refused to participate.

Spoken Language	The student spoke clearly, confidently, at an appropriate volume, and with correct grammar.	The student missed one of the following: speaking clearly, confidently, at an appropriate volume, or with correct grammar.	The student missed two of the following: speaking clearly, confidently, at an appropriate volume, or with correct grammar.	The student missed three of the following: speaking clearly, confidently, at an appropriate volume, or with correct grammar.	The student missed all criteria or refused to participate.
Body Language	The student demonstrated excellent posture, appropriate eye contact, active listening, and confident behaviors.	The student missed one criterion of either: excellent posture, appropriate eye contact, active listening, or confident behaviors.	The student missed two criteria of either: excellent posture, appropriate eye contact, active listening, or confident behaviors.	The student missed three criteria of either: excellent posture, appropriate eye contact, active listening, or confident behaviors.	The student missed all criteria or refused to participate.
Preparation	It is obvious that the student prepared for this interview a great deal.	It is clear that the student prepared for this interview.	It seems that the student prepared briefly for this interview.	It seems that the student prepared very little for this interview.	The student did not prepare for the interview.
Content	The student asked and answered questions fully and appropriately.	The student asked and answered most questions fully and appropriately.	The student asked and answered some questions fully and appropriately.	The student asked and answered a few questions fully and appropriately.	The student did not ask or answer any questions or refused to participate.
Total Score: Comments:	_____/24 = _____%				

APPENDIX T: QEP Coordinator Position Description

SOUTHEASTERN COMMUNITY COLLEGE

Position Description

Title:	**Student Services Advisor/QEP Coordinator**
Division:	Student Services
Type:	Full-Time
Reports To:	Dean of Student Services
Direct Reports:	None

Purpose and Function:

Under the supervision of the Dean of Student Services, the Student Services Advisor/QEP Coordinator works cooperatively with SCC faculty and staff to perform or cause to be performed the following:

- Provide student centered, excellent customer service, welcoming students in person and through telephone and email.
- Maintain current knowledge of enrollment matters for traditional and non-traditional students, as well as College and Career Promise students and Early College High School students.
- Assist students in completing the admissions process, which may include placement assessment administration, interpretation of placement assessment scores, course advisement and registration.
- Provide academic and career counseling for new and returning students.
- Adhere to and enforce state and federal guidelines.
- Monitor student progress and implement intervention strategies, as appropriate.
- Provide a confidential atmosphere for student interactions and records.
- Maintain student records through filing, retrieval, retention, storage, compilation, coding, updating, and destruction.
- Maintain current knowledge of ADA requirements, and assists students under ADA Services in the process of requesting, documenting and receiving reasonable accommodations.
- Maintains working knowledge of Department of Veterans Affairs educational programs and assists students to access benefit.

- Superior ability to follow academic policies and procedures of SCC, the North Carolina Community College system, and partner institutions.
- Assist in the recruitment of students to include the implementation of special projects.
- Attend appropriate professional meetings on and off campus.
- Work with faculty, administration, staff, and students to guarantee the successful implementation of the QEP.
- Foster a collaborative environment for the QEP Implementation Team to monitor the progress and assessments related to the Key Performance Indicators and intended student outcomes outlined in the QEP.
- Work with the QEP Implementation Committee to analyze QEP assessment data and revise strategies as needed to ensure continuous progress toward stated QEP goals.
- Assure that professional development needed for the QEP is completed by faculty and staff.
- Collect and analyze data from all QEP-related assessments.
- Manage the QEP budget in compliance with all SCC policies and procedures.
- Develop and deliver reports and presentations that clearly communicate the QEP information to a wide variety of internal and external audiences.
- Provide oversight and updates to the campus community regarding the QEP progress.
- Perform other duties as assigned by the Dean of Student Services.

Education and Experience

- Bachelor's degree in Education, Higher Education, Counseling, Social Work or related field.
- Work experience in a secondary and/or post-secondary educational institution in the areas of instruction, admissions, assessment, and/or advisement to include work-study, graduate assistant experience, and other related work as a college student.
- Work experience with a diverse student population.
- Ability to communicate effectively in both oral and written formats.
- Ability to carry out institutional effectiveness activities and participate in the life of the college (i.e., serve on committees, advise, participate in activities).
- Experience managing a project to include working within a budget and ensuring tasks are completed in a timely manner.

- Experience leading a team in accomplishing a common goal.
- Commitment to the community college "open door" philosophy and the comprehensive community college concept.
- Willingness to work in the day, evening, on weekends and at unconventional times.
- Ability to analyze and interpret qualitative and quantitative data.

Preferred Requirements for the Position

- Master's degree in Education, Higher Education, Counseling, Social Work or related field.
- Experience in a secondary and/or post-secondary educational institution in the areas of instruction, admissions, assessment, and/or advisement to include work-study, graduate assistant experience, and other related work as a college student.
- Experience working with high school students.
- Experience with academic advising at a college level.
- Experience in a community college setting.

Skills and Abilities

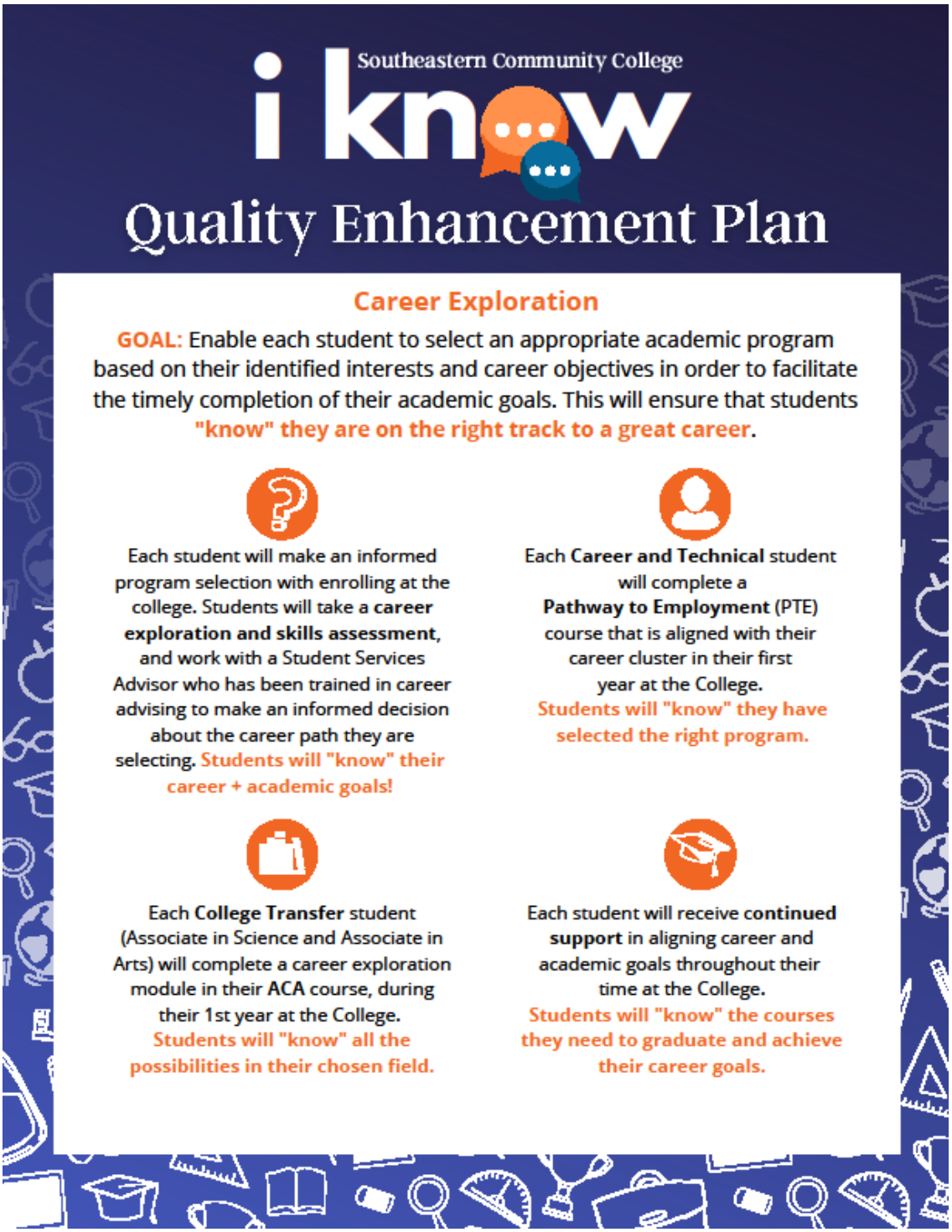
- High level of interpersonal skills and ability to work with diverse groups of people in both oral and written formats.
- High level of proficiency with Microsoft Office Suite
- Ability and willingness to travel to off-site locations to perform essential duties
- Ability to advise students and assist them with life and career goal planning.
- Ability to manage a complex project.

This job description in no way states or implies that these are the only duties to be performed by the incumbent. He/she will be required to follow instructions and perform other duties as assigned.

Signature: _____ Date Reviewed: _____

APPENDIX U: QEP Implementation Committee

QEP IMPLEMENTATION COMMITTEE	
Team Member	**Department**
Julia Roberts	Student Services
Christian Wood	Business Instructor
Donte McDowell	English Faculty
David Roberts	Strategy, Planning and Effectiveness
Darian Ranson	Math Instructor
Kimberly Lowery	Financial Aid
Alice Paul	Business Office
Bettina Cox	NCWorks
Jessica Hill	Nursing Director
Elizabeth High	Dean of Student Learning and Innovation
Amanda Formyduval	Human Resources
Shawn Strickland*	SGA Officer
Brianna Tyler*	SCC Student Ambassador

**When these students graduate they will be replaced on the committee with a new SGA Officer and a new Student Ambassador.*

APPENDIX V: QEP Marketing Flyer