



# **ALL ABOARD!**

## **DESTINATION: SUCCESS**

**A QUALITY ENHANCEMENT PLAN TO INCREASE  
FALL-TO-FALL RETENTION BY ADDRESSING EQUITY  
CONCERNS DURING STUDENT ONBOARDING**

*ON-SITE REVIEW OCTOBER 3-5, 2023*

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# KEY TERMS

01

## ONBOARDING FRAMEWORK

A year-long experience that leverages an onboarding survey and advising based on momentum metric research set within an environment of ongoing professional development to provide enhanced support and advising.

02

## STUDENT ONBOARDING SURVEY

A survey sent to all admitted students that gathers important information regarding student needs. The data collected will be used to connect students with necessary support services.

03

## MOMENTUM METRICS

Research-based predictive indicators of postsecondary retention and success (e.g., early credit momentum, early gateway momentum).

04

## QEP COHORTS

Curriculum students who were admitted and enrolled at Lenoir Community College by the 10% point of the Fall 20XX semester, excluding special credit and dual enrollment students.

05

## FALL-TO-FALL RETENTION

An institutionally calculated retention rate, calculated as *(# of Fall 20XX cohort who returned to LCC the following fall + non-returners who earned a credential prior to the following fall start date) / (# of students in the LCC Fall 20XX cohort)*.

This method is modeled after the methods used by the National Student Clearinghouse and Integrated Postsecondary Education Data System.





# QEP TEAM MEMBERS

## SACSCOC Executive Team

- Dr. John Paul Black, Senior Vice President of Student Services and Workforce Development
- Dr. Steven Felzer, Mathematics Program Chair/Instructor
- Dr. Deborah Grimes, (former) Senior Vice President of Academic and Student Services/SACSCOC Liaison
- Dr. Timothy Maddox-Fisher, Vice President of Instruction and Institutional Effectiveness (SACSCOC Liaison)
- Nikki Proctor, Director of Innovation and Effectiveness/QEP Director
- Alex Ranieri, Director of Advising and Academic Success
- Dr. Justin Tilghman, Dean of Workforce Development and Public Safety
- Jo Wilson, Director of Distance Education

## Development Team

- Dr. John Paul Black, Senior Vice President of Student Services and Workforce Development
- Matthew Berg, (former) Director of the Aerospace and Advanced Manufacturing Center
- Dr. Stanley Elliott, (former) SACSCOC Liaison and Vice President of Student Services and Institutional Effectiveness
- Dr. Deborah Grimes, (former) SACSCOC Liaison and Senior Vice President of Academic and Student Services
- Kim Hill, Dean of Student Services/Title IX Coordinator
- Nikki Proctor, Director of Innovation and Effectiveness/QEP Director
- Alex Ranieri, Director of Advising and Academic Success
- Donna Smith, (former) Assistant Registrar
- Dr. Dusk Stroud, Director of Admissions and Enrollment Management
- Athena Wilson, Director of Student Success and Equity

## Implementation Team

- Dr. John Paul Black, Senior Vice President of Student Services and Workforce Development
- Rebecca Dail, Medical Assisting Program Chair/Clinical Coordinator/Instructor
- Amber Goodman, Administrative Assistant to the Vice President of Student Services & Institutional Effectiveness
- Kristy Grady, Business Administration Program Chair/Instructor
- Kim Hill, Dean of Student Services/Title IX Coordinator
- Sherry Irsik, Student Onboarding Counselor/Career Connections Coordinator
- Whitney Tarver, Human Services Technology Program Chair/Instructor
- Dr. Timothy Maddox-Fisher, Vice President of Instruction and Institutional Effectiveness (SACSCOC Liaison)
- Dr. Warren Moore, Dean of Business and Industry
- Nikki Proctor, Director of Innovation and Effectiveness/QEP Director
- Alex Ranieri, Director of Advising and Academic Success
- Dr. Dusk Stroud, Director of Admissions and Enrollment Management
- Josephine Wallace-Koonce, Director of WIOA and Title I Programs/NCWorks Career Center Manager
- Athena Wilson, Director of Student Success and Equity

## Marketing Team

- Dr. John Paul Black, Senior Vice President of Student Services and Workforce Development
- Kim Hill, Dean of Student Services/Title IX Coordinator
- Richy Huneycutt, Director of Marketing and Communications
- Dr. Timothy Maddox-Fisher, Vice President of Instruction and Institutional Effectiveness (SACSCOC Liaison)
- Nikki Proctor, Director of Innovation and Effectiveness/QEP Director



# EXECUTIVE SUMMARY

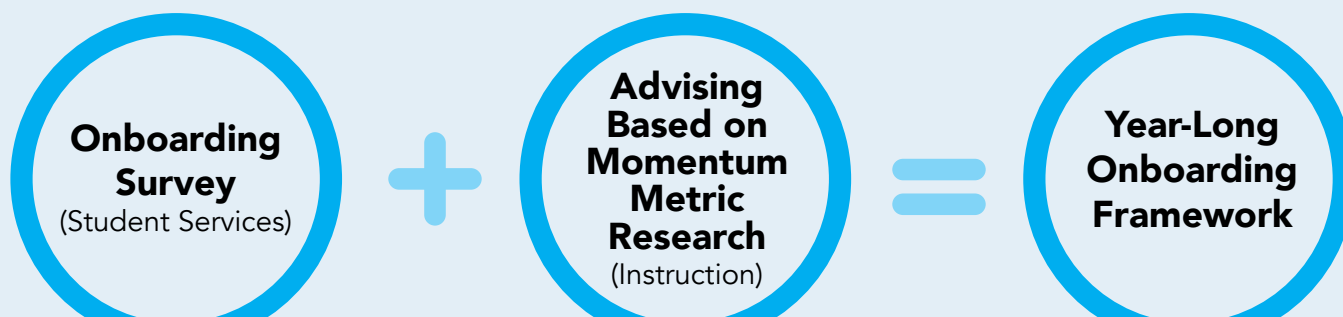
Lenoir Community College's (LCC) Quality Enhancement Plan (QEP), titled All Aboard! Destination: Success, aims to increase fall-to-fall retention by implementing a framework of integrated services and supports that will address equity concerns through an enhanced student onboarding experience. LCC's QEP was developed through a broad, multi-phased approach that included an exhaustive

review of literature and best practices, lessons learned from the institution's participation in state and national programs, extensive assessment, and collaboration among faculty, staff, students, and administration.

LCC has developed a definition of onboarding as a year-long experience that leverages an onboarding survey, advising based on momentum metric

research, and ongoing faculty and staff professional development to provide enhanced advising and support. The resulting onboarding framework will provide personalized case management, promoting equitable experiences for LCC's diverse students and assisting faculty and staff to respond to individual needs, resulting in a more inclusive student experience.

## ENVIRONMENT OF ONGOING FACULTY AND STAFF PROFESSIONAL DEVELOPMENT



### PERSONALIZED CASE MANAGEMENT

The QEP's overarching goal of increasing fall-to-fall retention is supported by two measurable and timebound outcomes:

**Outcome 1:** By the conclusion of the QEP, LCC's Fall 2026 QEP cohort will be retained (fall-to-fall) at a rate of 56%. This target fall-to-fall retention rate represents a 4% increase from the fall-to-fall baseline rate of 52%.

**Outcome 2:** By the conclusion of the QEP, Black students in LCC's Fall 2026 QEP cohort will be retained (fall-to-fall) at a rate of 42%. This target fall-to-fall retention rate aims to ensure Black student outcomes improve from the baseline rate of 36% while also becoming more equitable in comparison to other student groups.

Successful completion of Outcomes 1 and 2 will be measured by an institutionally calculated fall-to-fall retention rate. The framework enhancements that support these outcomes will be assessed on an ongoing basis using a combination of direct and indirect assessments, as outlined in the QEP Assessment Plan.





# CHAPTER 01

## ALL ABOARD! DESTINATION: SUCCESS

IMPROVING STUDENT  
SUCCESS REQUIRES  
THE DEVELOPMENT  
OF A FRAMEWORK  
THAT SUPPORTS  
STUDENTS THROUGH  
THEIR FIRST YEAR AT  
THE INSTITUTION

# ALL ABOARD! DESTINATION: SUCCESS

Over the past decade, Lenoir Community College (LCC) has participated in many state and national programs to improve student support and success. Through these experiences, LCC has learned that the diversity of challenges students face cannot be addressed by pre-defined interventions that fail to consider students' prior experiences or individual needs. The persistence of national and local equity gaps in community college retention and completion indicates the need for innovative structural changes and a concerted effort to promote a more equitable experience that is responsive to students' unique needs. Additionally, LCC has learned that improving student success requires the development of a framework that supports students through their first year at the institution, not just during initial enrollment or in response to imminent threats to continued enrollment.

## **The Problem: LCC's Existing Onboarding and Advising Processes**

LCC's existing student "onboarding" process has historically focused on completing admissions paperwork and class

registration. Once students complete an admissions application, they receive correspondence directing them to the Free Application for Federal Student Aid (FAFSA) and encouraging them to apply for other institutional aid and services, such as Americans with Disabilities Act (ADA) accommodations. Students who indicate that they are undecided regarding their major are referred to the Career Connections Coordinator for career counseling. Currently, pre-enrollment career exploration is solely initiated by self-identification with limited documentation for future advising. For applicants with limited family experience, there is an obvious equity gap in meaningful support to consider career options or major selection (Center for Community College Student Engagement, 2020). Moreover, the limited conversations that do occur between application and registration are not documented or shared as part of a continuum of services and support.

After completing the admissions process, high school graduates immediately enrolling at LCC are invited to attend an optional summer orientation,

Experience LCC. Experience LCC aims to connect new high school graduates to their LCC advisor, program faculty, and classmates. During orientation, new high school graduates learn more about campus services and register for classes. Due to the volume of students attending orientation, many participants experience rushed and transactional interactions with their advisors, resulting in superficial connections and limited initial support. Under current processes, only high school graduates who immediately enroll at LCC are invited to attend orientation, which excludes non-traditional students from the orientation process. Additionally, the limited "onboarding" available to students ends once students have registered for classes, either with an advisor or independently online. Once students are registered, faculty advisors are responsible for communicating with students and referring students to Student Services supports, as needed.

Currently, an incoming student's initial advising session may occur with their assigned advisor at orientation, with any advisor who is available when the student comes to





campus seeking advising, via email, or after the student has started classes for which they self-registered. As a result, many students begin their experience at LCC without personalized academic guidance or ongoing support afforded by a student-advisor relationship. Because advising sessions have historically been transactional, little time is spent building relationships with advisees, providing guidance about program and career options, and proactively addressing potential obstacles to success. Moreover, the lack of clear expectations and guidance for how advisors should communicate with advisees leaves many students only interacting with their advisor during registration periods. This disconnect leaves students under-supported, resulting in a reactive approach to student support, and contributes to student attrition.

While LCC purchased Watermark's Student Success and Engagement software in 2018 as part of a movement toward a more holistic approach to advising, student support and advising remains reactionary. Watermark's Student Success and Engagement software will play a key role in creating

the continuum of support proposed by LCC's QEP and will allow for the administration of the Student Onboarding Survey, increased collaboration between support services and advisors, documentation of communication, appointment

**Watermark's Student Success and Engagement software will play a key role in creating the continuum of support proposed by LCC's QEP and will allow for the administration of the Student Onboarding Survey, increased collaboration between support services and advisors, documentation of communication, appointment scheduling, and follow up on support service alerts.**

scheduling, and follow up on support service alerts.

Overall, LCC's current "onboarding" processes can be described as disconnected and transactional. Students are left to independently seek support services and only briefly engage with staff during the admissions phase before being passed to advisors. LCC's current processes provide insufficient initial and ongoing support for incoming students, which is particularly detrimental to low-income, racially minoritized, or first-generation students, whom research indicates have more support needs but are less likely to independently seek support (Community College Research Center, 2021).



### The Solution: An Onboarding Framework

The lack of initial and ongoing support afforded by LCC's current "onboarding" processes contributes to student attrition, which is reflected in retention rates. As a result of the College's ongoing learning and review of literature indicating the importance of personalization and incremental success in fostering student success, LCC's Quality Enhancement Plan (QEP) will implement a year-long onboarding framework that:



- **leverages a Student Onboarding Survey (SOS) and associated workflow to respond to potential obstacles to student success,**



- **provides momentum metric-based advising throughout students' first year to encourage progression,**



- **is set within an environment of ongoing professional development that aims to create a campus culture of care and inclusivity.**

The proposed framework will create a personalized approach to case management, ensuring equitable experiences for LCC's diverse students and assisting faculty and staff to respond to individual needs, resulting in a more inclusive student experience. By engaging with students through an integrated framework of onboarding services during the pivotal first year, LCC faculty and staff can provide career exploration, educational plan advising, and support services as a continuum of integrated services. Each student will receive the level of support required for their individualized needs. LCC anticipates that student retention (measured by an institutionally calculated fall-to-fall retention rate) will increase following implementation of the reimagined onboarding framework. LCC also expects that the tertiary supports embedded in the framework will work to address the retention disparity identified among Black students by providing more individualized, dynamic, and timely support than traditional approaches to onboarding and student support.





# CHAPTER 02

## THE QEP DEVELOPMENT PROCESS

LCC'S MISSION IS TO MEET  
THE PERSONAL, CULTURAL,  
AND PROFESSIONAL  
EDUCATIONAL NEEDS OF  
ITS STUDENTS THROUGH  
AFFORDABLE, ACCESSIBLE,  
AND INNOVATIVE  
EDUCATIONAL PROGRAMS

# THE QEP DEVELOPMENT PROCESS

## The QEP Development Process

LCC's 2024 QEP development process started with the conclusion of the institution's 2014 QEP, titled *It All Adds Up at LCC!* The College's 2014 QEP aimed to identify, track, and support first-time students in developmental math. The ongoing assessment that accompanied the 2014 QEP and the lessons learned at its conclusion informed the development of LCC's 2017-2024 Strategic Plan, *Reimagining the Student Experience*.

LCC's mission is to meet the personal, cultural, and professional educational needs of its students through affordable, accessible, and innovative educational programs. Born from this mission is the College's 2017-2024 Strategic Plan which outlines planning assumptions, institutional goals, and priority initiatives that provide direction for the institution. The strategic plan includes three overarching goals – Engage, Invest, and Achieve – and was developed with community and stakeholder input. LCC's 2024 QEP most directly aligns with the accessible tenet of LCC's mission and the Achieve goal of LCC's

strategic plan, which recognizes that student success requires a quality student experience from the beginning of a student's journey to completion. LCC's mission and strategic goals commit the College to introducing a student experience with an inclusive and well-rounded support system.

The goals and initiatives of LCC's strategic plan spurred the College's participation in state and national initiatives like the North Carolina Guided Pathways Network (NC-GPS) and the Hope Center's #REALCOLLEGENC. LCC's NC-GPS participation resulted in the organization of programs of study into clear pathways with efficient course sequences and incremental measures of success embedded in each semester. While LCC's NC-GPS participation simplified student pathways and program options, the College realized that there is a wide gap for students who need support while preparing for enrollment and during the critical first year of the student onboarding experience. Similarly, the Hope Center's #REALCOLLEGENC project gave rise to an ecosystem map that charted the student experience of accessing basic needs support at LCC. The

ecosystem map identified a gap between the availability of campus supports and processes that connect students with those supports. It is within the context of these experiences and the College's strategic plan that the 2024 QEP development process began.

## Topic Selection

In October 2020, the SACSCOC Executive Team, led by LCC's SACSCOC Liaison, emailed faculty and staff outlining the purpose and components of a QEP. The email also requested faculty and staff submit QEP topic ideas with broad applications for students (i.e., distance learners, across instructional sites, etc.) and learning outcomes or student success. Faculty and staff submitted 16 ideas in response to the email (Appendix A). After reviewing the 16 ideas and their alignment with LCC's planning and achievement initiatives, the SACSCOC Executive Team identified three recurring themes: onboarding, distance education, and diversity, equity, and inclusion (DEI). The SACSCOC Executive Team determined DEI to be an integral component of any successful QEP and agreed to integrate DEI into one of the remaining two





themes (i.e., onboarding and distance education).

To further develop the proposed ideas, the SACSCOC Executive Team formed two groups composed of faculty and staff. The two groups were assigned a topic (i.e., DEI in onboarding or DEI in distance education) and tasked with analyzing institutional data, summarizing scholarly literature, and brainstorming enhancements related to their topic. On January 4, 2021, the SACSCOC Executive Team presented during the Spring 2021 Faculty and Staff Meeting, which consisted of all faculty and staff across all campuses in the three-county service area. The Executive Team's presentation included a review of the 16 ideas submitted in October 2020 and an explanation of the Executive Team's process for honing the submissions to two topics (i.e., onboarding and distance education) with an added emphasis on DEI. The two groups tasked with further developing the proposed QEP topics also presented. Following the meeting, faculty and staff were polled on which topic they preferred for the 2024 QEP. 176 faculty and staff responded to the poll, with 71% of

respondents selecting Topic II: Diversity, Equity, and Inclusion in Onboarding (Appendix B).

### **QEP Development Team**

Once the 2024 QEP topic was selected, a QEP Development Team was formed. The QEP Development Team met biweekly to analyze internal and external data, review literature, and meet with other institutions regarding their onboarding processes. As a result of this work, the QEP Development Team hypothesized that the inadequacy of LCC's existing student onboarding processes negatively affects student success, particularly among historically underrepresented student groups. One of the earliest indicators of this phenomena is student retention. Through LCC's ongoing assessment of student achievement outcomes consistent with SACSCOC Principles of Accreditation: Foundations for Quality Enhancement Standard 8.1, the Development Team also identified the retention of Black students as a critical student success concern deserving of an explicit QEP outcome. The identified retention disparity between Black students and students of other races and

ethnicities reflects national gaps in student success and illustrates the need for enhancements that aim to equitably address the diverse needs of incoming students.

As the Development Team continued its exploration of onboarding, retention, and DEI literature, the richness of the concepts and ideas generated led to an understanding that traditional definitions of onboarding were insufficient for the scope of the College's proposed QEP. Thus, the Team adopted a definition of onboarding as a framework of enhancements that extends through the first year. Conceptualizing onboarding as a framework rather than a singular strategy or intervention better described the continuum of support that the Development Team aimed to design. Additionally, the Team advanced the College's understanding of DEI to include any practice that ensures equitable experiences for LCC's diverse student body and results in a more inclusive student experience.





Having adopted the idea of onboarding as a framework, the Development Team identified a Student Onboarding Survey (SOS) and research-based momentum metrics as core components of the framework (Figure 1). In the months following the development of the draft framework, the Development Team collaborated with other NC Community College System institutions to develop a draft Student Onboarding Survey and piloted the survey with a group of Spring 2022 students who provided feedback on their user experience.

### QEP Implementation Team

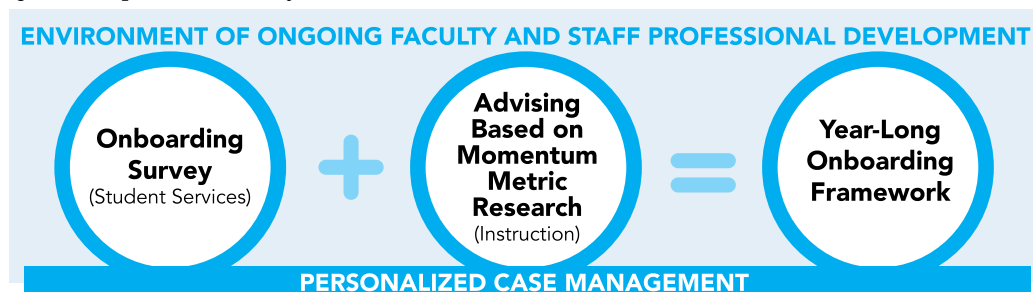
Beginning in Summer 2022, the QEP transitioned into the hands of the Implementation Team. The Implementation Team began meeting biweekly to move the QEP from theory

to practice. One of the first tasks completed by the Implementation Team was providing an update to faculty and staff during LCC's annual Professional Development Day (Appendix C). In October 2022, the Implementation Team also presented to LCC's advisory committees composed of local and industry experts that inform, advise, and assist the College's curriculum program with planning, implementing, and evaluating programs and services (Appendix D). Both events allowed the QEP Implementation Team to garner feedback from institutional and community stakeholders.

In December 2022, the Implementation Team met for an all-day retreat to finalize expected outcomes and framework enhancements, discuss proposed personnel

and resources, establish an implementation timeline, and develop an assessment plan. During the December 2022 retreat, the Team discussed whether the Student Onboarding Survey and momentum metric based advising enhancements were enough to address the retention disparity between Black students and students from other racial and ethnic backgrounds. As a result, the Team decided to conduct a focus group with Black students to learn more about their onboarding and overall experiences at LCC.

**Figure 1.**  
*QEP Development Team Draft Framework*



### Black Student Focus Group

More than 130 students were invited to focus groups held February 6, 7, and 8, 2023. The focus groups were semi-structured with questions developed by the QEP Implementation Team and led by the Director of Student Success and Equity and the Dean of Business and Industry. The conversation centered on challenges the participants faced when entering LCC (Appendix E). Overall, the focus group participants said they felt welcomed, and that faculty, staff, and students were friendly. Some participants spoke specifically to race, saying, “I am aware I am Black, but I don’t feel that has been a “thing” here at LCC” and “My race is important, but I don’t feel like it determines how I am treated here.”

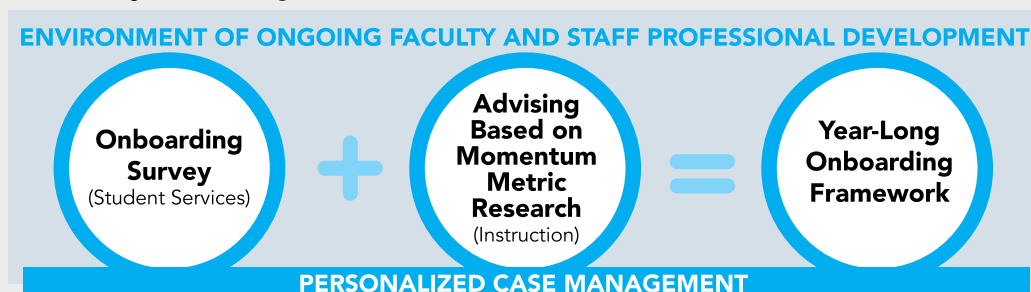
The challenges and struggles shared by the participants fall into similar categories. Namely, the challenge of adjusting to college was frequently mentioned (i.e., college expectations, navigating schools on your own, etc.). When asked about whether they utilize campus resources or sought assistance during their transition to college, many participants said that their prior help-seeking experiences deterred them from seeking assistance. Some participants also shared that they do not ask for help or assistance because they feel embarrassed or feel like “a bother” when asking for help.

Reflecting on the themes that emerged from the Black student focus group, the QEP Implementation Team agreed that the Student Onboarding Survey and momentum metric-

based advising enhancements of LCC’s QEP will improve the amount and quality of support Black students receive during their transition to college. Additionally, the Team agreed that the QEP’s emphasis on college-initiated support will address the hesitancy of students to independently seek assistance that was described by the focus group. However, the Team also agreed that the QEP could do more to promote awareness of equity considerations and to educate faculty and staff on systemic and individual obstacles to student success. Thus, the Team added ongoing professional development as the final enhancement within the reimagined onboarding framework (see Figure 2).

**Figure 2.**

*Final QEP Onboarding Framework*





# CHAPTER 03

## PRELIMINARY DATA ANALYSIS

TRENDS IN STUDENT  
SUCCESS BEGIN  
WITH STUDENTS'  
EARLY EXPERIENCES  
WITH THE COLLEGE  
AND FIRST-YEAR  
RETENTION



# PRELIMINARY DATA ANALYSIS

## Preliminary Data Analysis

LCC's ongoing evaluation of strategic plan progress and student achievement data revealed trends in student success that begin with students' early experiences with the College and first-year retention. The following section details data observations from the College's ongoing planning and evaluation processes, all of which contributed to developing LCC's QEP topic and subsequent target goals and outcomes.

## National Student Clearinghouse (NSC) Total Completion Rates

In 2018, SACSCOC requested institutions select a key student completion metric for baselining and tracking changes over time. LCC selected the NSC Completion Rate as its key student completion metric. The cohorts tracked by NSC are composed of first-time degree-seeking students who began their postsecondary studies in the Fall term of the cohort year, excluding current dual enrollment students.

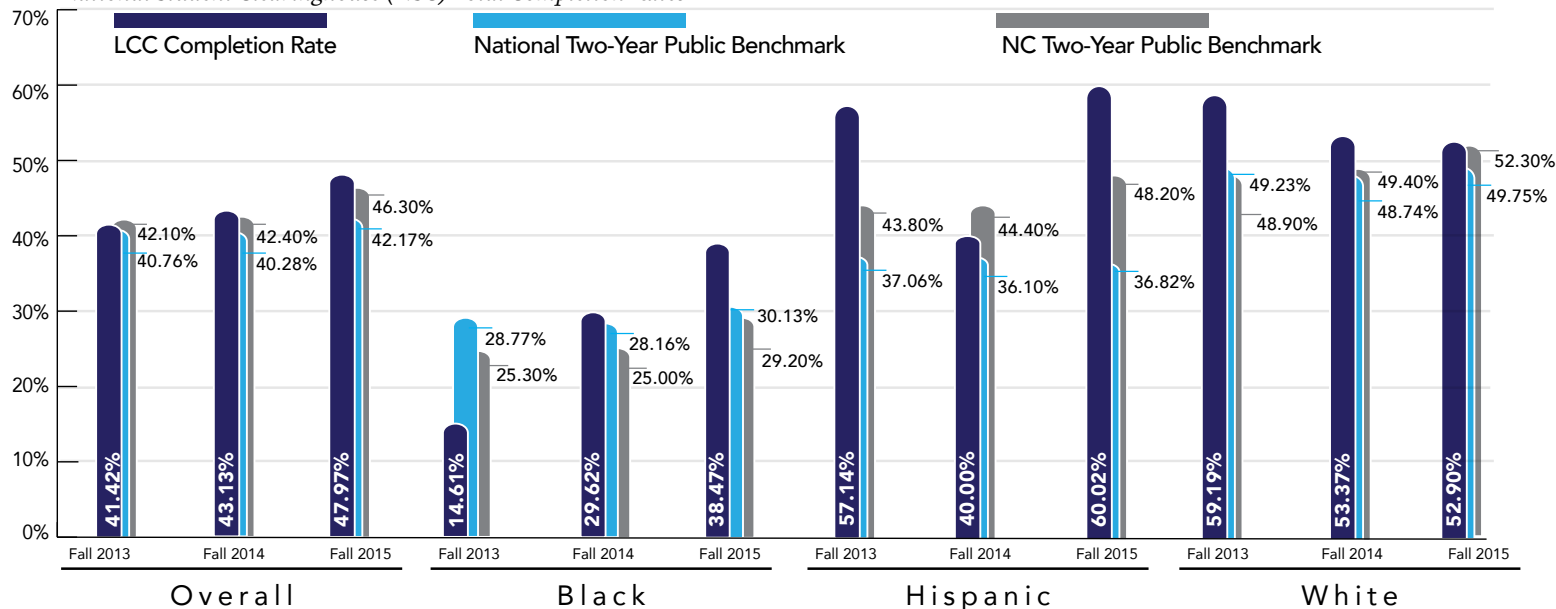
A subgroup analysis of LCC's NSC total six-year completion rate data highlights a persistent gap between the completion rate of Black students and students

of other racial/ethnic subgroups (see Figure 3). Further analysis of the two-, three-, and four-year completion rates available through NSC's Postsecondary Data Partnership (PDP) indicates that the identified completion disparity emerges as early as the two-year mark.

After reviewing LCC's NSC completion data in collaboration with the College's Performance Improvement Committee, the QEP Development Team theorized that early attrition negatively impacts subsequent completion. The Development Team further explored persistence and retention reports compiled for LCC by NSC and learned that nearly half of LCC's NSC cohorts depart LCC before their second

**Figure 3.**

*National Student Clearinghouse (NSC) Total Completion Rates*





**Table 1.***NSC Retention Rates, Lenoir Community College*

Race/Ethnicity	Fall 2017 Entering Cohort	Fall 2018 Entering Cohort	Fall 2019 Entering Cohort
<b>Black</b>	<b>37.8%</b> (42 of 111)	<b>42.9%</b> (36 of 84)	<b>34.7%</b> (34 of 98)
<b>Hispanic</b>	<b>51.4%</b> (18 of 35)	<b>64.3%</b> (18 of 28)	<b>57.7%</b> (30 of 52)
<b>White</b>	<b>57%</b> (98 of 172)	<b>62.8%</b> (91 of 145)	<b>53.4%</b> (86 of 161)

**Source: NSC Persistence and Retention Report – LCC**

fall term (NSC, 2023). After analyzing these retention rates disaggregated by Race/Ethnicity (Table 1), the QEP Development Team identified a retention disparity between Black students and students of other sizable racial and ethnic subgroups that mirrors the previously identified completion rate disparity.

### **Integrated Postsecondary Education Data System (IPEDS) Retention**

Spurred by the perceived relationship between student retention and subsequent completion, the QEP Development Team continued their data analysis by examining IPEDS retention data. IPEDS's retention metric is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or completed their program by the current fall, excluding current dual enrollment students.

Table 2 captures LCC's retention of first-time degree/certificate-seeking students across a three-year period disaggregated by full- and part-time credit status as calculated by IPEDS.

Across the three years examined, LCC's highest full-time retention rate was 60%, which is lower than the 2017 national average of two-year degree-granting institutions (NCES, 2020). Additionally, when compared to the other 57 institutions in the NC Community College System, LCC's Fall 2019 cohort retention fell 4% below the system average for full-time students and 11% below the system average for part-time students (IPEDS, 2022);

**Table 2.***Integrated Postsecondary Education Data System Retention Rates, Lenoir Community College*

Enrollment Intensity	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort
<b>Full-time retention rate</b>	<b>60%</b> (133 of 223)	<b>60%</b> (88 of 147)	<b>59%</b> (100 of 169)
<b>Part-time retention rate</b>	<b>42%</b> (39 of 93)	<b>51%</b> (42 of 83)	<b>35%</b> (39 of 110)

the 11% difference between LCC's part-time retention rate and that of the NC Community College System was particularly noteworthy since part-time enrollment constitutes approximately 60% of LCC's fall enrollment (NCCCS, 2023). The QEP Development Team's analysis of IPEDS retention data further bolstered retention as an area of student success requiring attention.

### **Internal Data**

LCC's QEP Development Team extended its examination of the retention trends by requesting additional data through LCC's Office of Institutional Effectiveness. The QEP Development Team requested institutionally calculated retention data for students who applied and enrolled during Fall 2019, 2020, and 2021 terms. These fall cohorts differ from NSC and IPEDS cohorts which only include first-time students. The cohorts the QEP Development Team requested included first-time, new transfer-in, and re-enrolled students. At LCC, students who are inactive for a period of  $\geq 12$  months must



reapply for admission. Those re-enrolled students and any students enrolling at LCC for the first time were included in the cohorts developed by the QEP Development Team. Special credit students were excluded from these cohorts because special credit students often enroll intending to complete one course for personal interest or transfer. Similarly, College and Career Promise (high school dual enrollment) students were excluded because they are considered non-credential seeking. The cohorts are inclusive of distance learners and students completing curriculum coursework at off-campus instructional sites.

The QEP Development Team requested the fall-to-spring and fall-to-fall retention data be disaggregated by gender, race, age, and other characteristics, including first-generation, Pell recipient, and credit hour status. LCC's Office of Institutional Effectiveness generated three years of historical data. The data details cohorts of students enrolling at LCC for the first time or after  $\geq 12$  months of disengagement during Fall 2019, Fall 2020, and Fall 2021. The following steps were used to calculate retention rates:

### 1. Identifying Initial Fall

**20XX Cohort:** Initial cohorts were determined based on students' admission dates in Ellucian Colleague (LCC's data warehouse) cross-referenced with the enrollment snapshots LCC generates for IPEDS reporting. Enrollment snapshots are captured at the 10% point of the fall term, approximately 1.5 weeks after the term start date. Once cohorts were identified, student demographic information (i.e., gender, race, age, etc.) was pulled.

### 2. Determining Fall-to-Spring Retention of Fall 20XX

**Cohort:** An enrollment report was used to determine how many students from the initial cohort were enrolled in the subsequent spring semester. Modeled after IPEDS's and NSC's method for calculating fall-to-fall retention, students who did not return to LCC the following spring but earned a credential prior to the start of the subsequent spring term were kept in the retention numerator and denominator. The fall-to-spring retention rate was calculated as

$$\frac{(\# \text{ of Fall 20XX cohort who returned to LCC the following spring} + \text{nonreturners who earned a credential prior to the following spring start date})}{(\# \text{ of students in the first-time at LCC Fall 20XX cohort})}$$

### 3. Determining Fall-to-Fall Retention of Fall 20XX

**Cohort:** An enrollment report was used to determine how many students from the initial cohort were enrolled in the subsequent fall semester. Following IPEDS's and NSC's method of calculating fall-to-fall retention, students who did not return to LCC the following fall but earned a credential prior to the start of the subsequent fall term were kept in the retention numerator and denominator. The fall-to-fall retention rate was calculated as

$$\frac{(\# \text{ of Fall 20XX cohort who returned to LCC the following fall} + \text{nonreturners who earned a credential prior to the following fall start date})}{(\# \text{ of students in the first-time at LCC Fall 20XX cohort})}$$

The resulting fall-to-spring and fall-to-fall retention analyses are summarized in Tables 3 and 4.



**Table 3.***Institutionally Calculated Fall-to-Spring Retention*

		Fall 2019 Cohort		Fall 2020 Cohort		Fall 2021 Cohort	
		n	% retained	n	% retained	n	% retained
<b>Overall</b>		N=699	<b>71%</b>	N=636	<b>69%</b>	N=641	<b>64%</b>
<b>Gender</b>	<b>Males</b>	262	<b>75%</b>	219	<b>70%</b>	211	<b>71%</b>
	<b>Females</b>	437	<b>68%</b>	417	<b>69%</b>	430	<b>60%</b>
<b>Race/Ethnicity</b>	American Indian/ Alaska Native	16	<b>81%</b>	5	<b>40%</b>	7	<b>29%</b>
	Asian	5	<b>100%</b>	4	<b>75%</b>	6	<b>100%</b>
	Black	251	<b>59%</b>	242	<b>60%</b>	277	<b>54%</b>
	Hawaiian/ Pacific Islander	1	<b>100%</b>	0		2	<b>100%</b>
	White	345	<b>77%</b>	329	<b>74%</b>	291	<b>72%</b>
	Hispanic	81	<b>75%</b>	56	<b>82%</b>	58	<b>67%</b>
<b>Age</b>	Age ≤ 17	44	<b>80%</b>	32	<b>91%</b>	39	<b>79%</b>
	Age 18 – 24	442	<b>73%</b>	361	<b>72%</b>	324	<b>67%</b>
	Age 25+	213	<b>65%</b>	243	<b>63%</b>	278	<b>58%</b>
<b>Other Characteristics</b>	First-Generation	514	<b>71%</b>	455	<b>69%</b>	452	<b>61%</b>
	Pell Recipients	515	<b>69%</b>	441	<b>69%</b>	476	<b>62%</b>
	Part-Time Status	266	<b>59%</b>	402	<b>55%</b>	322	<b>53%</b>
	Full-Time Status	433	<b>78%</b>	234	<b>94%</b>	319	<b>75%</b>

subgroups with n≥20 and a retention rate ≥5% below overall cohort retention rate

subgroups with n≥20 and a retention rate ≥10% below overall cohort retention rate

The gradient fill on Tables 3 and 4 indicates subgroups of ≥20 students with retention rates ≥5% or ≥10% below the retention rate of their overall cohort. The ≥20 student criterion is consistent with the North Carolina Community College System's suppression of performance data for subgroups containing ≥20 students. The gradient highlighting allows for identifying emerging trends, namely, the persistent ≥5%+ gap in retention of Black and Part-Time Status students compared to the overall cohort. While the fall-to-spring retention of nontraditional-aged students in Fall 2019, 2020, and 2021 cohorts is ≥5% below the overall cohort, the gap narrows to <5% by the subsequent fall. These fall-to-spring and fall-to-fall retention figures indicate equity concerns, particularly in relation to the retention of Black students. The retention disparity between Black students and other sizable race and ethnicity cohorts foreshadows the NSC completion rate trends the College previously identified.



**Table 4.***Institutionally Calculated Fall-to-Fall Retention*

		Fall 2019 Cohort		Fall 2020 Cohort		Fall 2021 Cohort	
		<i>n</i>	% retained	<i>n</i>	% retained	<i>n</i>	% retained
<b>Overall</b>		N=699	<b>52%</b>	N=636	<b>53%</b>	N=641	<b>44%</b>
<b>Gender</b>	<b>Males</b>	262	<b>55%</b>	219	<b>55%</b>	211	<b>52%</b>
	<b>Females</b>	437	<b>51%</b>	417	<b>52%</b>	430	<b>40%</b>
<b>Race/Ethnicity</b>	American Indian/ Alaska Native	16	<b>56%</b>	5	<b>40%</b>	7	<b>29%</b>
	<b>Asian</b>	5	<b>80%</b>	4	<b>50%</b>	6	<b>83%</b>
	<b>Black</b>	251	<b>36%</b>	242	<b>42%</b>	277	<b>31%</b>
	Hawaiian/ Pacific Islander	1	<b>100%</b>	0		2	<b>100%</b>
	<b>White</b>	345	<b>61%</b>	329	<b>60%</b>	291	<b>55%</b>
	<b>Hispanic</b>	81	<b>59%</b>	56	<b>57%</b>	58	<b>50%</b>
<b>Age</b>	<b>Age ≤ 17</b>	44	<b>68%</b>	32	<b>63%</b>	39	<b>41%</b>
	<b>Age 18 – 24</b>	442	<b>51%</b>	361	<b>55%</b>	324	<b>48%</b>
	<b>Age 25+</b>	213	<b>52%</b>	243	<b>49%</b>	278	<b>40%</b>
<b>Other Characteristics</b>	<b>First-Generation</b>	514	<b>51%</b>	455	<b>55%</b>	452	<b>42%</b>
	<b>Pell Recipients</b>	515	<b>50%</b>	441	<b>51%</b>	476	<b>41%</b>
	<b>Part-Time Status</b>	266	<b>43%</b>	402	<b>39%</b>	322	<b>34%</b>
	<b>Full-Time Status</b>	433	<b>58%</b>	234	<b>77%</b>	319	<b>54%</b>

subgroups with  $n \geq 20$  and a retention rate  $\geq 5\%$  below overall cohort retention rate

subgroups with  $n \geq 20$  and a retention rate  $\geq 10\%$  below overall cohort retention rate

**Data Conclusions**

NSC data, IPEDS data, and internal research all indicate that retention at LCC is a significant issue impacting overall student success. Additionally, the retention disparity between Black students and students of other racial and ethnic backgrounds merits its own QEP outcome. While systemic issues contribute to the retention disparity identified by LCC and reflected in national outcomes, LCC believes that it can ameliorate its institutional disparity by ensuring all students are afforded timely supports that are tailored of their unique needs and experience.





# CHAPTER 04

## QEP OUTCOMES

LCC'S QEP AIMS  
TO BRIDGE THE  
GAP BETWEEN  
TRADITIONAL  
APPROACHES  
TO STUDENT  
ONBOARDING AND  
THE FIRST-YEAR  
EXPERIENCE

# QEP OUTCOMES

Traditional approaches to student onboarding focus on moving students through the application and registration processes, assuming students' transition to and through college will be supported by other college initiatives and processes. However, there is often a disconnect between the admissions phase of student onboarding and sustained support throughout the student experience. This disconnect is most pronounced at community colleges, where students often juggle multiple life roles and may not be as apt to independently seek campus connections and support.

LCC's QEP aims to bridge the gap between traditional approaches to student onboarding and first-year experience by re-envisioning onboarding as an experience that supports and orients students throughout their first year at the institution. The reimagined, year-long onboarding will encourage and support retention by (1) collecting and responding to valuable advising information collected via an onboarding survey, (2) implementing advising based on momentum metrics research, and (3) providing ongoing QEP-related

professional development for faculty and staff. The success of this QEP will be measured against two outcomes:

## OUTCOME 1:

**By the conclusion of the QEP, LCC's Fall 2026 QEP cohort will be retained (fall-to-fall) at a rate of 56%.**

This target fall-to-fall retention rate represents a 4% increase from the fall-to-fall baseline rate of 52%. As depicted by Table 5, the baseline rate of 52% was established using the median fall-to-fall retention rate of the Fall 2019, 2020, and 2021 cohorts (52%, 53%, and 44%, respectively) as calculated using internal data. The median was selected due to the outlier rate of the Fall 2021 cohort (44%), which the QEP Development Team attributes to the impact of COVID-19.

**Table 5.**

*Institutionally Calculated Fall-to-Fall Retention*

	Fall 2019 Cohort		Fall 2020 Cohort		Fall 2021 Cohort	
	N	% retained	N	% retained	N	% retained
<b>Overall Cohort</b>	699	<b>52%</b>	636	<b>53%</b>	641	<b>44%</b>
		Baseline				

The QEP Development Team determined a target increase by taking an average of the Fall 2019, Fall 2020, and Fall 2021 cohort sizes (i.e.,  $[699 + 636 + 641] / 3 = 659$ ) and calculating how many additional students would be retained, on average, for each percentage point increase above the baseline of 52%. The Development Team determined a 4% to be both ambitious and achievable. The Team was mindful that the 4% target increase would also be affected by any increases made in the retention of Black students.



Outcome 1 is tied to the Fall 2026 cohort because it is the last cohort for which fall-to-fall retention data will be available before LCC submits its fifth-year report in 2028 (see Figure 4). While the outcome is specific to the Fall 2026 QEP cohort, the College will be internally assessing fall-to-spring and fall-to-fall retention rates for Fall 2024, 2025, and 2026 cohorts on an ongoing basis and anticipates a positive trend across the baseline and Fall 2024, 2025, and 2026 cohort retention rates.

**Figure 4.**

Timeline for Assessing Fall-to-Fall Retention

Cohort	Fall-to-Fall Retention Rate Available
Fall 2024	August 2025
Fall 2025	August 2026
Fall 2026	August 2027
Fall 2027	August 2028

\*Fifth-Year Report Due March 2028

**OUTCOME 2:**

**By the conclusion of the QEP, Black students in LCC's Fall 2026 QEP cohort will be retained (fall-to-fall) at a rate of 42%.**

This target fall-to-fall retention rate aims to ensure Black student outcomes improve from the baseline rate of 36%. The 36% baseline rate was established using the median fall-to-fall retention rate of Black students in the Fall 2019, 2020, and 2021 cohorts (36%, 42%, and 31%, respectively) as calculated using internal data (see Table 6).

**Table 6.**

Institutionally Calculated Fall-to-Fall Retention, Black Students

	Fall 2019 Cohort		Fall 2020 Cohort		Fall 2021 Cohort	
	N	% retained	N	% retained	N	% retained
<b>Black Students</b>	251	<b>36%</b> Baseline	242	<b>42%</b>	277	<b>31%</b>

The QEP Development Team determined a target increase by taking an average of the Fall 2019, Fall 2020, and Fall 2021 Black student cohort sizes (i.e.,  $[251 + 242 + 277] / 3 = 257$ ) and calculating how many additional students would be retained, on average, for each percentage point increase above the baseline of 36%. A target 6% increase was determined to be both ambitious and realistic, and an increase that will narrow the 24% gap in the median fall-to-fall retention rates of Black students and their Hispanic and White counterparts (see Table 7).

**Table 7.**

Gap in Median Fall-to-Fall Retention

	Fall 2019 Cohort		Fall 2020 Cohort		Fall 2021 Cohort	
	N	% retained	N	% retained	N	% retained
<b>White Students</b>	345	<b>61%</b>	329	<b>60%</b>	291	<b>55%</b>
<b>Hispanic Students</b>	81	<b>59%</b>	56	<b>57%</b>	58	<b>50%</b>
<b>Black Students</b>	251	<b>36%</b>	242	<b>42%</b>	277	<b>31%</b>

Gap: 60% – 36% = 24%





### QEP Cohorts

The QEP student cohorts will mirror the cohorts analyzed by the QEP Development Team during their assessment of internal retention data. QEP cohorts will include students who apply and enroll at LCC for the Fall 2024, 2025, and 2026 terms. The QEP cohorts will also include students who apply and re-enroll at LCC after  $\geq 12$  months of inactivity. Cohorts will be determined using students' admission dates in Ellucian Colleague (LCC's data warehouse) cross-referenced with the College's IPEDS enrollment snapshots. These snapshots are captured at the 10% point of the fall term, approximately 1.5 weeks after the first day of class. Special credit students are excluded from these cohorts because special credit students often enroll intending to complete one course for personal interest or transfer. Similarly, College and Career Promise Students (high school dual enrollment) students are excluded because they are considered non-credential seeking. The cohorts are inclusive of distance learners and students completing curriculum coursework at off-campus instructional sites.

In summary, the cohorts established for baselining and assessing QEP outcomes are composed of:

*QEP Cohort:* Students who apply and enroll at Lenoir Community College by the 10% point of the Fall 20XX semester, excluding special credit and dual enrollment students.

### Calculating Fall-to-Fall Retention

Enrollment reports will be used to determine how many students from the initial Fall 2024, 2025, and 2026 cohorts enroll in the subsequent fall semester. Following IPEDS and NSC method of calculating retention, students who do not return to LCC the following fall but earn a credential prior to the start of the subsequent fall term will be kept in the retention numerator and denominator. The fall-to-fall retention rate will be calculated as :

$$\left( \frac{\text{\# of Fall 20XX cohort who return to LCC the following fall + nonreturners who earn a credential prior to the following fall start date}}{\text{\# of students in the first-time at LCC Fall 20XX cohort}} \right)$$

While this QEP aims to affect two retention outcomes, LCC anticipates that the reimaged

onboarding process will result in improvements to other indicators of student success, such as graduation rates. To the extent they are observed, these secondary results will be addressed in LCC's fifth-year report. Additionally, though the QEP outcomes only assess fall-to-fall retention, LCC will also evaluate fall-to-spring retention rates for Fall 2024, 2025, 2026, and 2027 cohorts as part of its ongoing assessment plan. Fall-to-spring retention rates will be assessed in the same method as fall-to-fall rates and will be calculated as  $\left( \frac{\text{\# of Fall 20XX cohort who returned to LCC the following spring + nonreturners who earned a credential prior to the following spring start date}}{\text{\# of students in the first-time at LCC Fall 20XX cohort}} \right)$ .

### Threats to Validity and Reliability

LCC does not anticipate any significant threats of validity. The internal validity threat of history is constant within any organization. Should LCC identify any events or organizational changes that may significantly affect the outcomes of this QEP, those will be discussed in the fifth-year report.





# CHAPTER 05

## LITERATURE REVIEW

THE BARRIERS FACED  
BY STUDENTS ARE  
OFTEN STUDENT-  
SPECIFIC AND ARE  
NOT ADEQUATELY  
OR PROACTIVELY  
ADDRESSED BY  
TRADITIONAL MODELS  
OF STUDENT SUPPORT

# LITERATURE REVIEW

## Literature Review

LCC's ongoing analysis of student outcomes highlight retention concerns. These analyses also highlight a persistent disparity between the retention of Black students and students from other racial and ethnic backgrounds. To develop a plan to address these retention concerns, LCC conducted an extensive review of scholarly literature and research-based practices. The following chapter reviews current studies illustrating the connection between student success and student onboarding, momentum metrics, technology-facilitated case management, and caring campus cultures. These studies are foundational to LCC's proposed onboarding framework and associated enhancements.

## Traditional Approaches

Community colleges operate with an open-door admissions policy, which increases higher education accessibility. The accessibility of community colleges contributes to a student population that is more racially and socioeconomically diverse than that of four-year institutions (NCES, 2022b). Community colleges serve large numbers of nontraditional, historically underrepresented,

and first-generation students (Center for Community College Student Engagement, 2020; NCES, 2022b; Kane & Rouse, 1999). Compared to students attending public four-year institutions, community college students are also more likely to work part-time or full-time jobs and parent (Kane & Rouse, 1999; IWPR, 2019). Consequently, many community college students face barriers that complicate or impede their educational experience. The barriers faced by these students are often student-specific (e.g., work demands, basic needs insecurity, childcare) even when produced by systemic concerns, and are rarely adequately or proactively addressed by traditional models of student support (Spaid, Gillett-Karam, Liburd, Monroe, & Thompson-Johnson, 2021).

Even so, many community colleges employ traditional approaches to student support despite working with a largely nontraditional student body. Higher education has historically employed a "cafeteria model" of support in which institutions offer a variety of programs, options, and services with the expectation that students will serve themselves (Bailey,

Jaggars, & Jenkins, 2015). However, the cafeteria model serves as an example of how open access does not always equate to equitable access (Camardelle, Kennedy, & Nally, 2022), particularly among low-income, minority, and first-generation students who are less likely than their counterparts to independently access support services (Community College Research Center, 2021). Even among institutions' most prepared students, the cafeteria model can result in a "dizzying array" of options that causes "disorientation and disconnectedness" (Bailey, 2015, para. 3-4). The inadequacy of the cafeteria model and similar traditional approaches to student support contribute to student attrition and result in some students departing college having spent more time learning to navigate college than learning new skills.

## Barriers to Success

The impact of traditional approaches on student attrition is of particular concern to two-year institutions which have national retention rates ~20% less than those of four-year institutions (NCES, 2022a). The disparity between community





college and university retention is due, in part, to the diversity of challenges faced by community college students. Therefore, any plan to address student attrition must identify and address students' diverse needs such that students receive timely and equitable support that will positively impact their retention and subsequent success. Such interventions must be delivered early in the educational experience since attrition among institutions' most vulnerable students begins at enrollment (Bailey, 2009; Bailey, Jeong & Cho, 2003; Woosley & Miller, 2009 as cited by Hatch & Garcia, 2017).

To this end, many institutions employ onboarding surveys (also called new student intakes, questionnaires, needs assessments, etc.) to assess the unique needs of incoming students and direct tailored early interventions and supports (Wade & McMican, 2021). West Chester University (n.d.) describes its onboarding survey as students' "first experience" navigating the institution, allowing the university to send targeted communications and support. While onboarding survey questions vary by institution, most include

questions regarding students' academic goals, requested services and supports, and potential barriers to success.

Onboarding surveys offer a powerful tool for assessing students' individual needs. Research indicates that many community college students struggle with basic needs insecurity, securing reliable transportation, childcare concerns, and internet access (Spaid, Gillett-Karam, Liburd, Monroe, & Thompson-Johnson, 2021). Accordingly, institutions often create onboarding survey questions that assess the extent to which these common barriers are an issue for incoming students and map questions to an associated campus resource. Such an approach can be particularly impactful when working with historically disadvantaged student groups. For example, Camardelle, Kennedy, and Nalley (2022) posit that much of higher education's enrollment decline among Black students is attributable to external barriers and challenges. Onboarding surveys can assist institutions in identifying and proactively addressing these external barriers so their impact on student success is mitigated.

### **Early Momentum**

Traditional community college onboarding models narrowly focus on completing the admissions process and registering students for classes. However, research indicates that the first year of the student experience is pivotal for future academic success (Jenkins & Lahr, 2022). Moreover, traditional onboarding services may or may not include advising, which leaves many community college students entering their first year without a clear path and lacking the ongoing support needed to be successful (Jenkins, Lahr, & Pelligrino, 2020).

The traditional onboarding model's focus on pre-enrollment services ignores the importance of supporting students through significant incremental points that build momentum for future success (Texas Association of Community Colleges, 2021). Growing research suggests that continuing extensive support through students' first year contributes to early momentum that correlates to later academic success (Lahr & Jenkins, 2021; Jenkins, Lahr & Mazzariello, 2021). According to Jenkins et al. (2021), colleges need to redesign the onboarding experience to





support students in structured manner (e.g., developing academic plans, providing career exploration, etc.) through completion of foundational coursework, thereby building student momentum. Additionally, research indicates that building “early momentum” is a foundational strategy for promoting greater equity in program selection and credential attainment among historically underserved communities (Lin, Fay, & Fink, 2022). Developing an extended, comprehensive onboarding that supports students through their first year benefits all students, especially students who have been underserved by the education system in the past. According to Lahr and Jenkins (2021), the effect of generating early momentum is incredibly impactful for students of color and low-income students. Research from Belfield, Jenkins, and Fink (2019) further indicates that the “key factor in low completion rates, as well as in equity gaps in completion rates, is that many students do not gain early momentum in their first year” (p. 1). Consequently, student success can be positively impacted by implementing reforms and practices that

position students to gain early momentum (Belfield, Jenkins, & Fink, 2019).

Research from the Community College Research Center (CCRC) identifies categories of early momentum metrics that are tied to longer-term success. According to (Lahr & Jenkins, 2021), these momentum metrics are critical indicators of future student persistence and ensure more equitable outcomes for all community college students. The momentum metrics identified by CCRC researchers include credit completion, gateway course momentum, and persistence momentum (Belfield, Jenkins & Fink, 2019; Lahr & Jenkins, 2021). Credit momentum measures students’ rate of credit during their first year (Belfield, Jenkins, & Fink, 2019). Gateway course momentum measures successful completion of college-level math and English courses within the first academic year (Jenkins & Bailey, 2017). Persistence momentum measures students fall to spring persistence during the first year (Belfield, Jenkins, & Fink, 2019). Each momentum metric is correlated with increased student success, with “stricter” metric thresholds (e.g., 12 credits earned versus 6 credits

earned) associated with greater success (Belfield, Jenkins, & Fink, 2019).

Of course, generating early momentum requires institutions to establish processes that position students to gain momentum. Consequently, advising plays a critical role in students’ early momentum and is an essential component of a year-long onboarding experience. According to Belfield, Jenkins, and Fink (2019), “college outcomes would be substantially higher if more students met [early momentum metrics]” (p. 1) and research indicates that “a promising approach to improving completion rates for Black and Hispanic students, as for other students, is to help them to start strong and gain early momentum” (p. 7). Generating early momentum requires that students receive early college and career advising, be shown “precisely what courses they need” (Jenkins & Bailey, 2017, p. 6), and receive timely support. Jenkins, Lahr and Mazzariello (2021) describe the required support as case-management, since students’ advising and support experiences are tailored to their unique educational plan and progress.



To this end, Jenkins, Lahr, and Mazzariello (2021) recommend institutions “ensure that every student is helped to develop an individualized education plan” (p. 7). While these plans may change over the course of a student’s enrollment, research indicates that clear plans are associated with sustained motivation, improving coping when encountering challenges, and higher completion rates (Grant & Dweck, 2003 as cited in Jenkins, Lahr, & Mazzariello, 2021). Education plans should be informed by students’ unique goals and needs, which can be aided by information collected via onboarding surveys.

### **Technology-Facilitated Personalized Case Management**

Technology offers a means for seamlessly connecting early support and advising efforts by allowing for documentation of student needs and the sharing of relevant information between advisors, faculty, and support staff (Kalamkarian, et al., 2023). Moreover, technology allows college personnel to “intervene when students show early warning signs of academic and nonacademic challenges, regularly follow up on students’ progress through college, refer

students to tutoring and other support services when needed, and provide personalized guidance that reflects students’ unique needs” (Mayer et al., 2019, p. iii).

Many institutions use software like Starfish and Watermark to refer students to support services, schedule advising sessions, flag students who are struggling academically, store notes, and communicate across departments (Mayer et al., 2019, p. iii). Platforms like Starfish and Watermark allow for personalized case management by bridging the gap between initial and ongoing student support and advising efforts. Additionally, these platforms empower institutions to administer onboarding surveys and provide advisors with the information needed to practice intrusive and holistic advising, thereby helping students navigate and manage college, and providing students with connections to support (Shonts & Bruining, 2022).

### **Caring Campus Environment**

Processes alone (i.e., student onboarding surveys, momentum metrics, technology), however, are insufficient for creating a campus environment in which students feel supported and included. Student retention and

**Moreover, the Institute for Evidence-Based Change (2023) contends that efforts to create a caring campus “[support] college equity by creating campuses where all students, especially traditionally under-represented groups, feel welcomed, connected and cared for.”**



subsequent success necessitates patterns of positive interaction, particularly during the first year (Tinto, 2006). The Caring Campus/Staff Theory of Change posits that college students are more likely to be retained when they feel welcomed and cared for by campus staff (Barnett & Bickerstaff, 2022). Central to the Caring Campus/Staff Theory of Change are the initial and sustained connections students form with campus personnel (Barnett & Bickerstaff, 2022). These positive connections are critical for retaining students from historically underrepresented backgrounds (e.g., Black, Hispanic, Native American, and first-generation) (Booker, 2016; Guiffida, 2005; Strayhorn, 2019; as cited in Barnett & Bickerstaff, 2022).

The Caring Campus initiative aims to create campus environments that engender connectedness (Phillips, 2019). According to Phillips (2019), connectivity is paramount for addressing the “Lack of resources, family obligations, and other pressures [that] make it difficult for students to both enroll and stay in college” (para. 4). Moreover, the Institute for Evidence-Based Change (2023) contends that efforts to create a

caring campus “[support] college equity by creating campuses where all students, especially traditionally under-represented groups, feel welcomed, connected and cared for.”

Understanding students’ perspectives is at the core of the Caring Campus movement is (IEBC, 2021). To do so, campus faculty and staff must be trained to understand the diversity of challenges faced by students and trained on behaviors that can impact student connectivity, campus inclusivity, and student success. Other nationally-recognized and research-backed programs like Advancement Via Individual Determination (AVID) promote the connection between environment and student success. Through professional development, AVID programs aim to foster equitable environments that help institutions “more authentically connect with their students” and “leverage their students’ backgrounds and experiences” to affect student success (AVID, 2023).





# CHAPTER 06

## QEP ENHANCEMENTS

LCC'S PROPOSED  
FRAMEWORK  
PROMOTES  
EQUITABLE  
EXPERIENCES  
FOR LCC'S  
STUDENTS

# QEP ENHANCEMENTS

LCC's Quality Enhancement Plan (QEP) proposes a year-long onboarding framework that (1) leverages an onboarding survey and associated workflow to respond to potential obstacles to student success, (2) provides momentum metric-based advising throughout students' first-year to encourage progression, and (3) is set within an environment of ongoing professional development that aims to create a campus culture of inclusivity and equitable student success. The following section describes each enhancement within the onboarding framework and how the enhancements relate to student retention.



## Student Onboarding Survey (SOS)

Retention equates to student success and improved economic opportunity. Unfortunately, community college students are retained at rates 20% less than university students (NCES, 2022a; NCSRC, 2022). The traditional “cafeteria model” of onboarding and advising exacerbates the structural and motivational barriers community college students face, contributing to the retention and subsequent

completion disparities between community college and university students (Levesque, 2018). While the creation of straightforward programs of study through the Guided Pathways initiative streamlined LCC's “menu” options, the College's onboarding experience still resembles the cafeteria model in which services, supports, and advising are made available, but students are left to serve themselves.

To address this service gap, LCC's QEP will implement a Student Onboarding Survey (SOS) and accompanying workflows to identify and proactively address obstacles to student success. The SOS will be administered to admitted students, including distance learners and students at off-campus instructional sites. Onboarding surveys, intakes, and risk assessments are tools commonly deployed in higher education to connect incoming students to campus supports and advising, and to proactively address threats to persistence. LCC's SOS (Appendix F) was developed after months of reviewing onboarding surveys and intakes from other institutions, collaborating with

peer institutions, and receiving student feedback on survey drafts.

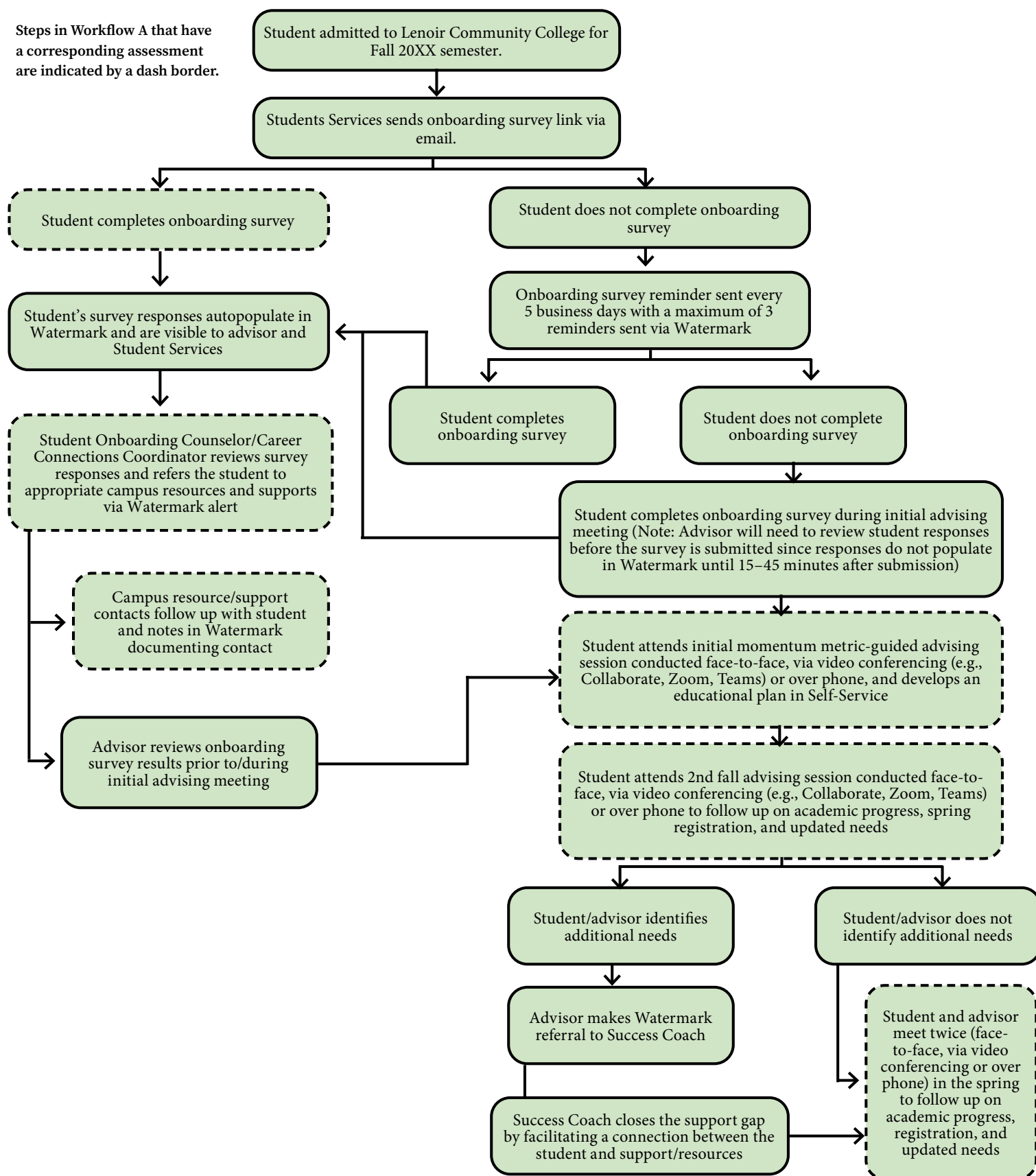
The SOS is accompanied by two workflows. Workflow A maps SOS delivery through Watermark's Student Success and Engagement platform, efforts to make SOS completion inescapable, how the Student Onboarding Counselor/Career Connections Coordinator will connect students to corresponding supports, and how advisors will utilize SOS responses to inform advising. Steps in Workflow A that have a corresponding assessment are indicated by a dash border and “Associated Assessment” text. These assessments are detailed in Chapter 8: QEP Assessment Plan and are designed to assess the implementation and impact of the SOS.

As indicated in Workflow A, LCC's Student Onboarding Counselor/Career Connections Coordinator is responsible for connecting students with appropriate support services based on their SOS responses. Workflow B details which LCC services and staff are mapped to each SOS question.

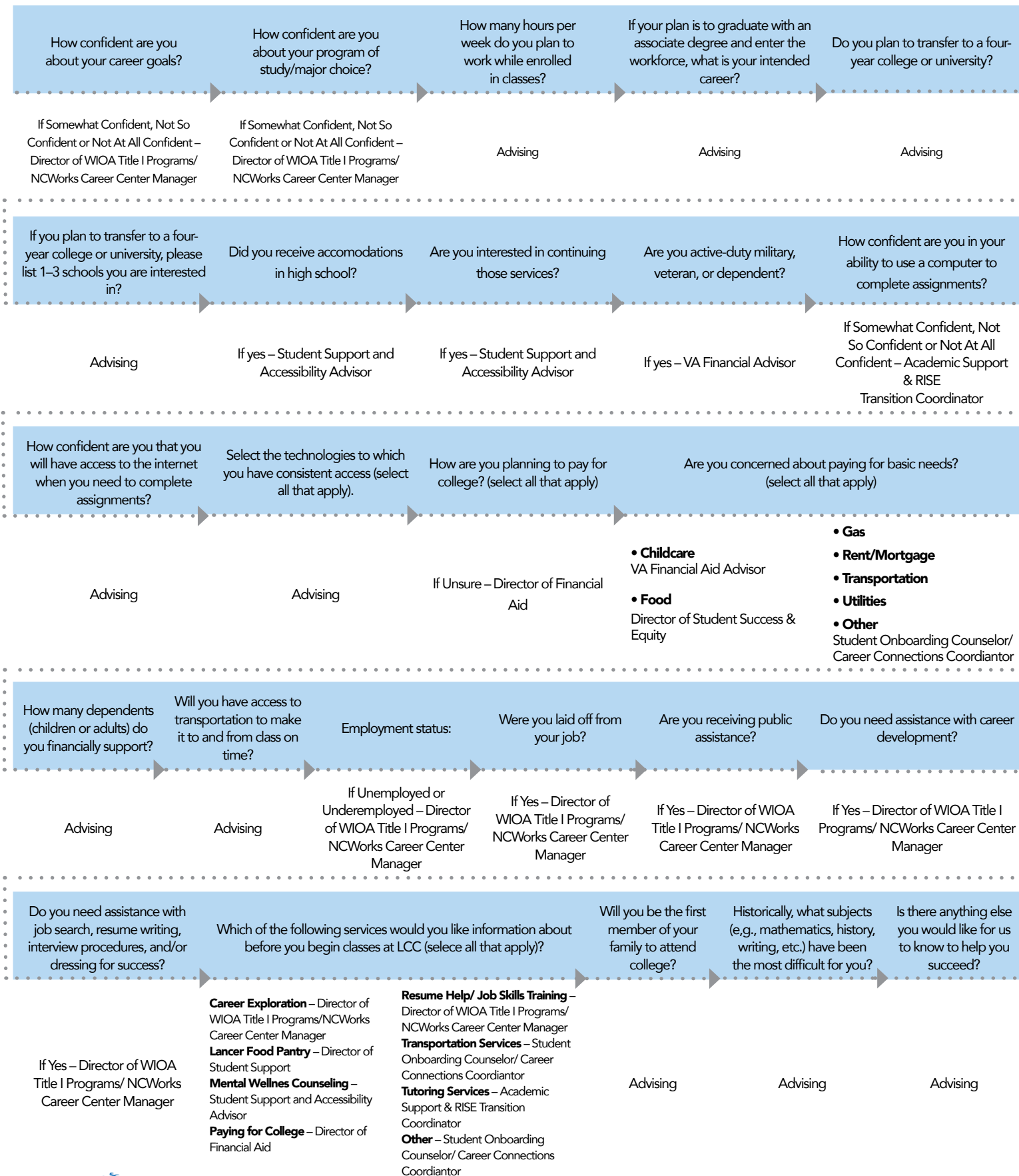


**Workflow A.***Delivery and Use of Student Onboarding Survey (SOS)*

Steps in Workflow A that have a corresponding assessment are indicated by a dash border.





**Workflow B.***Mapping SOS Questions to Support Services*

**The following examples illustrate the SOS experience for three student scenarios.**



**Student Example 1:  
Kara**

Kara's applicant status moves from Applicant to Admitted, triggering an email inviting them to complete the SOS. Kara immediately responds to the SOS, and the Student Onboarding Counselor/Career Connections Coordinator is alerted that the SOS is complete. The Student Onboarding Counselor/Career Connections Coordinator reviews Kara's responses and sees that Kara indicated they are unsure about their career goals. In response, the Student Onboarding Counselor/Career Connections Coordinator sends a Watermark alert to the Director of WIOA Title I Programs/NCWorks Career Center Manager. Once received, the Director of WIOA Title I Programs/NCWorks Career Center Manager will provide Kara with career exploration and counseling. Based on Kara's unique needs, the Director of WIOA Title I Programs/NCWorks Career Center Manager may also provide additional support, including job placement services, tuition assistance, and resume or interview preparation. The Director of WIOA Title I Programs/NCWorks Career Center Manager records notes in Watermark

summarizing the support Kara received. Kara's advisor reviews these notes and Kara's SOS responses as part of their advising workflow (Appendix G).



**Student Example 2:  
Dominic**

Dominic's applicant status moves from Applicant to Admitted, triggering an email inviting them to complete the SOS. After five business days of non-response, Dominic receives an email reminder to complete the SOS. After receiving the reminder email, Dominic completes the SOS, and the Student Onboarding Counselor/Career Connections Coordinator is alerted that Dominic's SOS is complete. The Student Onboarding Counselor/Career Connections Coordinator reviews Dominic's responses and sees that Dominic has indicated they would like more information about the Lancer Food Pantry and Tutoring Services. In response, the Student Onboarding Counselor/Career Connections Coordinator creates two Watermark alerts; one alert goes to the Director of Student Success and Equity, who will reach out to Dominic about the Lancer Food Pantry and food insecurity, and the other alert is

routed to the Academic Support and RISE Transition Coordinator who will contact Dominic about proactively arranging tutoring support. The Director of Student Success and Equity and the Academic Support and RISE Transition Coordinator both record Watermark notes summarizing the support Dominic received. Dominic's advisor reviews these notes and Dominic's SOS responses as part of their advising workflow (Appendix G).



**Student Example 3:  
Luz**

Luz's applicant status moves from Applicant to Admitted, triggering an email inviting them to complete the SOS. After five business days of non-response, Luz receives an email reminder to complete the SOS. After 10 business days of non-responses, Luz receives another email reminder to complete the SOS. After receiving the second reminder email, Luz completes the SOS, and the Student Onboarding Counselor/Career Connections Coordinator is alerted that Luz's SOS is complete. The Student Onboarding Counselor/Career Connections Coordinator reviews Luz's responses and sees



that Luz indicated they are a military dependent. In response, the Student Onboarding Counselor/Career Connections Coordinator sends a Watermark alert to the Veterans Affairs Financial Aid Advisor. The Veterans Affairs Financial Aid Advisor contacts Luz to discuss military dependent benefits, eligibility, and the certification process. The Veterans Affairs Financial Aid Advisor records notes in Watermark summarizing the support Luz received. Luz's advisor reviews these notes and Luz's SOS responses as part of their advising workflow (Appendix G).



#### **Student Example 4: Samuel**

Samuel's applicant status moves from Applicant to Admitted, triggering an email inviting them to complete the SOS. After five business days of non-response, Samuel receives an email reminder to complete the SOS. After 10 business days of non-response, Samuel receives another reminder to complete the SOS. After 15 business days of non-response, Samuel receives a final email reminder to complete the SOS. One week later, Samuel attends an initial advising session. Samuel's advisor attempts to review Samuel's SOS responses before the advising session and finds that the SOS is incomplete. The

advisor has Samuel complete the SOS at the beginning of the advising session, making SOS submission inescapable. Once the SOS is submitted, the Student Onboarding Counselor/Career Connections Coordinator reviews Samuel's responses and sees that Samuel indicated that they do not have internet access and are not confident in their ability to use a computer to complete assignments. This information informs Samuel's advising session and the decision to only register Samuel for face-to-face courses. Additionally, the Student Onboarding Counselor/Career Connections Coordinator sends a Watermark alert to Academic Support and RISE Transition Coordinator, who contacts Samuel regarding their computer literacy skills. The Academic Support and RISE Transition Coordinator records notes in Watermark summarizing the support Samuel received. Samuel's advisor also enters advising notes in Watermark per the How-To Guide for Momentum Metric Based Advising (Appendix G).



#### **Momentum Metric Advising**

Research indicates that progression is impacted by students' early experiences with earned success (Bickerstaff, Barragan, Rucks-Ahidiana, 2017). Research from the Community

College Research Center ties long-term student success to early, first-year momentum metrics including early credit momentum and early gateway momentum (Jenkin & Bailey, 2017). LCC's QEP implements advising based on five momentum metrics:

#### **QEP Momentum Metrics**

- (1) Completion of
  - Part-Time Students:  $\geq 12$  credits during first year (i.e., Fall, Spring, Summer)
  - Full-Time Students:  $\geq 24$  credits during first year (i.e., Fall, Spring, Summer)
- (2) Successful completion (A, B, or C) of a gateway mathematics course during first year (i.e., Fall, Spring, Summer)
- (3) Successful completion (A, B, or C) of a gateway English course during first year (i.e., Fall, Spring, Summer)
- (4) Completion of ACA 111 (College Student Success) or ACA 122 (College Transfer Success)
- (5)  $\geq 2$  advising meetings per semester

All LCC advisors will receive ongoing training on the evidence-based connection between momentum metrics and student success (Appendix G). Admitted students (including





distance learners and students at off-campus instructional sites) will create an education plan with their advisor that maps their course sequence so that students can achieve the identified metrics within their first year (Fall, Spring, Summer). Provided of the importance of ongoing support and student-advisor interactions, admitted students will also be required to meet with their advisor  $\geq 2$  times per semester (i.e., Fall and Spring) to review and update, as needed, their education plan and register for courses. Building opportunities for students to update their education plan as interests and circumstances change aligns with scholarly literature claiming that academic and career planning is developmental and “plays out over multiple terms” (Bailey et al., 2016 as cited in Jenkins, Lahr, and Mazzariello, 2021, p. 5). This approach to ongoing advising and education planning aligns with Jenkins et al. (2021) suggestion that colleges redesign the onboarding experience to offer structured academic planning and career exploration opportunities. Furthermore, providing ongoing momentum metric based advising aims to affect the amount of program stratification caused by students making program and career choices based on personal circumstances, a lack of information, and

inadequate support (Lin, Fay & Fink, 2022). According to Lin, Fay and Fink (2022), while all students benefit from hitting academic milestones (e.g., momentum metrics), “doing so disproportionately benefits Black and Hispanic students” (p. 2).

To ensure equal access for all learners regardless of location or modality, advising sessions can be conducted face-to-face via video-conferencing, or over the phone. Additionally, to promote a cohesive student-support experience, all advising notes will be documented in Watermark’s Student Success and Engagement platform as detailed in the How-To Guide for Momentum Metric Based Advising (Appendix G).



### Ongoing Professional Development

While the SOS and momentum metric advising enhancements included in this QEP serve to increase the number of face-to-face connections and amount of support provided to incoming students, the provision for ongoing professional development aims to create a caring campus environment in which students feel welcomed and supported by all faculty and staff, thus fostering a sense of inclusivity. Accordingly, LCC’s QEP encourages all full-time faculty and staff and part-time success coaches

annually attend  $\geq 2$  QEP-related professional developments. The QEP Implementation Team, in collaboration with LCC’s Diversity Committee, will develop a schedule of on- and off-campus professional development sessions that support the QEP. Examples of QEP-related professional development topics include culturally relevant teaching practices, disrupting deficit narratives, and intercultural communication. A sample of QEP-related professional development sessions is provided in Appendix H. The QEP Implementation Team and Diversity Committee will collaborate to identify QEP-related professional development opportunities, and

**The resulting framework will create a personalized approach to case management, promoting equitable experiences for LCC’s diverse students.**



the LCC Lancer Professional Development Center which is managed by the Office of Human Resources will host the sessions. Opportunities for QEP-related professional development will be emailed to faculty and staff as part of the Lancer Professional Development Center's regular email blasts.

### **Improved Technology Utilization**

Marrying the three enhancements included within LCC's onboarding framework will require improved utilization of LCC's existing technologies.

#### **Watermark**

In 2018, LCC purchased Watermark's Student Success and Engagement software. Watermark describes the software as a student success and equity and student success solution that helps colleges keep underserved students engaged, increases student retention, and optimizes the chances of degree and certificate completion. LCC has reactively utilized the software to send and respond to student attendance and grade alerts. LCC's QEP will prepare advisors and support staff to use the software's features to document all SOS- and advising-related communications and meetings. By doing so, the College aims to create a continuum of support in which

information is shared across divisions (in a FERPA-compliant manner), and barriers to success are proactively addressed.

Watermark's Student Success and Engagement software will also be used to administer the SOS. Once a student responds to the SOS, the Student Onboarding Counselor/Career Connections Coordinator will create Watermark alerts that connect students to appropriate supports and track alert follow-up using Watermark's reporting feature. Watermark's report feature will also facilitate the QEP Implementation Team assessment of SOS completion rates and advising outcomes.

#### **Self-Service**

LCC students currently use Self-Service to explore catalog offerings and view financial aid information, grades, and unofficial transcripts. However, Self-Service also offers an underutilized feature that allows students to build individualized education plans. As part of the QEP, advisors will work with students to develop a momentum metric-informed education plan in Self-Service.





# CHAPTER 07

## IMPLEMENTATION TIMELINE

**THE COLLEGE WILL BE  
IMPLEMENTING THE  
QEP IN PHASES**



# IMPLEMENTATION TIMELINE

Since LCC's QEP is a framework of enhancements, the College will be implementing the QEP in phases.

## Phase 1: Personnel and SOS Implementation

Phase 1 of implementation began in 2023 with redeployment of two positions that will be central to QEP implementation. In January 2023, LCC's former ACA and Advising Coordinator position was redeployed as the Director of Advising and Academic Success. The Director of Advising and Academic Success will oversee momentum metric-based advising and advisor training. In April 2023, the former Career Connections Coordinator was redeployed as the Student Onboarding Counselor/Career Connections Coordinator. The Student Onboarding Counselor/Career Connections Coordinator is responsible for reviewing student survey responses and connecting students with appropriate support services based on their SOS responses. Additionally, the Student Onboarding Counselor/Career Connections Coordinator is also the campus contact for career counseling and emergency aid assistance.

Phase 1 continued with initial staff and faculty training offered throughout Spring and Summer 2023. For support personnel, this initial training included

1. The SOS and associated workflows
2. Expectations for documenting communication in Watermark

For advisors, this initial training included

1. How to utilize SOS responses to inform advising sessions
2. An overview of momentum metrics research and the momentum metrics identified by LCC's QEP
3. Expectations for student-advisor communication

Additionally, the SOS was formally administered to Fall 2023 cohort of admitted students which allowed LCC's Student Services division to begin working the SOS Workflows. The QEP Implementation Team will meet in early Fall 2023 to evaluate Phase 1 and adjust, as needed.

## Phase 2: Momentum Metric Based Advising Implementation

In early Fall 2023, advisors will receive training on how to create educational plans in Self-Service that position

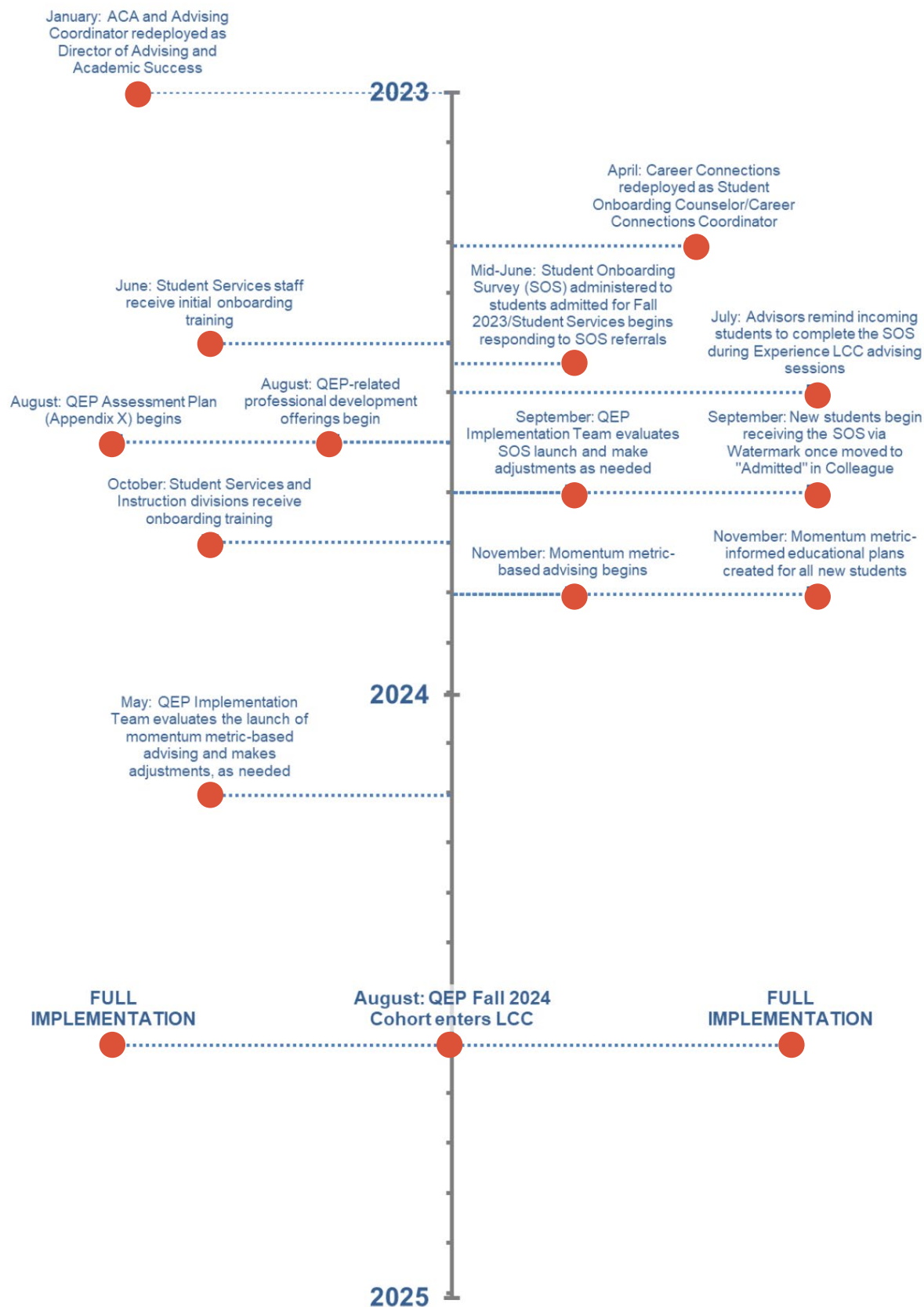
students for early momentum. In November 2023, advisors will begin developing momentum metric-based education plans with all admitted students. Implementing momentum metric-based advising during Spring registration in November 2023 will allow faculty to implement the enhancement and work through issues with a small group of students. While the Director of Advising and Academic Success will be assessing Phase 2 implementation on an ongoing basis and reporting back to the QEP Implementation Team during its monthly meetings, the QEP Implementation Team will be formally evaluating Phase 2 in May 2024, making adjustments based on their evaluation, as needed.

## Phase 3: Full Implementation – Fall 2024

Full QEP implementation will begin with the entrance of the Fall 2024 cohort in August 2024. The Fall 2024 cohort will be the first QEP cohort with outcomes reported on for the fifth year QEP impact report. Full-time faculty and staff and part-time success coaches will be encouraged to attend  $\geq 2$  QEP-related professional developments annually beginning in Fall 2024.



## Implementation Timeline





# CHAPTER 08

## ASSESSMENT PLAN

**LCC'S ASSESSMENT  
PLAN FOLLOWS  
A CONTINUOUS  
IMPROVEMENT  
METHODOLOGY**



# ASSESSMENT PLAN

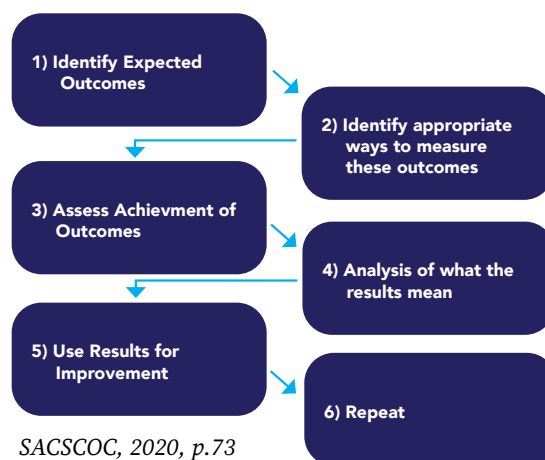
LCC's assessment plan follows a continuous improvement methodology. This methodology goes by many names, with various representations of its main components (e.g., Deming cycle, Plan-Do-Check-Act, Plan-Do-Study-Act, and Plan-Implement-Collect Information-Analyze). However, the key components of this methodology always remain the same: (1) plan an intervention(s) based on evidence and observation, (2) implement the intervention(s), (3) assess the extent to which the interventions were enacted and effective, and (4) act and adjust accordingly. This iterative approach to assessment is responsive to the dynamic environment of higher education and aligns closely with the outcome assessment process offered in SACSCOC's (2020) *Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement*. Additionally, this approach to assessment planning allows for subsequent changes to implementation activities and timeline based on ongoing analysis of assessment results.

The onboarding framework proposed in this QEP introduces three primary enhancements:

onboarding survey and related workflow, momentum metric-informed advising and ongoing QEP-related professional development. Thus, LCC's assessment plan maps assessments to each of these primary enhancements and assessments of the overall framework, fall-to-spring retention as an interim assessment, and fall-to-fall retention. LCC's assessment plan is accompanied by an assessment timeline that details the continuousness of assessment. The QEP Implementation Team strategically scheduled these assessments so that the Implementation Team can immediately respond to the assessment results and that the assessment activities are spread throughout the academic year. The dispersion of assessment activities contributes to the capacity and sustainability of the

implementation and assessment process.


The QEP Assessment Plan is displayed as a chart with four columns. Column 1 indicates which QEP component will be assessed (i.e., Student Onboarding Survey, Momentum Metric Advising, Professional Development, Overall Framework, Fall-to-Spring Retention, Fall-to-Fall Retention). Column 2 describes the assessment(s) that will be used to evaluate the implementation and/or effectiveness of each Column 1 QEP component. Column 3 provides the frequency of each assessment and Column 4 indicates person(s) responsible for collecting, reporting, and evaluating the resulting data. The QEP Implementation Team is ultimately responsible for evaluating assessment data and developing plans for continuous improvement.



SACSCOC, 2020, p.73



## Assessment Plan


Activity	Assessment	Assessment Frequency	Responsible Person(s)
 <b>STUDENT ONBOARDING SURVEY</b>	% of QEP Fall 20XX Cohort completing the onboarding survey  (# of students in to Fall 20XX Cohort that completed the onboarding survey / # of students in the Fall 20XX Cohort)	Annually – October	<b>Collection:</b> Student Onboarding Counselor/Career Connections Coordinator  <b>Reporting:</b> Student Onboarding Counselor/Career Connections Coordinator  <b>Evaluation &amp; Planning:</b> QEP Implementation Team
	% of Spring 20XX cohort (for on-going internal assessment of survey implementation – not attached to QEP outcomes) completing the onboarding survey  (# of students in to Spring 20XX Cohort that completed the onboarding survey / # of students in the Spring 20XX cohort)	Annually – March	
	% of Fall 20XX SOS alerts successfully addressed  (# of Fall 20XX SOS alerts marked as successfully addressed / # of Fall 20XX SOS alerts sent)	End of Fall and Spring Semesters – December and May	



Activity	Assessment	Assessment Frequency	Responsible Person(s)
 <b>MOMENTUM METRIC ADVISING</b>	<p>% of QEP Fall Cohort completing each momentum metric by the subsequent fall semester</p> <ul style="list-style-type: none"> <li>• Successful completion (A, B, C) of 12 hours (Part-Time Students)</li> <li>• Successful completion (A, B, C) of 24 hours (Full-Time Student)</li> <li>• Successful completion (A, B, C) of College-Level Math</li> <li>• Successful completion (A, B, C) of College-Level English</li> <li>• Successful completion (A, B, C) of ACA</li> </ul> <p>(# of students in the Fall 20XX QEP Cohort completing [insert] momentum metric/# of students in the Fall 20XX QEP Cohort)</p>	Annually – August	<p><b>Collection:</b> Director of Advising and Academic Success/ Institutional Effectiveness</p> <p><b>Reporting:</b> Director of Advising and Academic Success</p> <p><b>Evaluation &amp; Planning:</b> QEP Implementation Team</p>
	<p>% of Fall 20XX QEP Cohort with an education plan informed by momentum metrics</p> <p>(# of students in the Fall 20XX QEP Cohort with an education plan informed by momentum metrics/# of students in the Fall 20XX QEP Cohort)</p>	Annually – October	
	<p>% of faculty advisors attending one fall advising refresher session</p> <p>(# of faculty advisors attending one fall advising refresher session / total # of faculty advisors)</p>	Annually – January	
	<p>% of faculty advisors attending one fall advising refresher session</p> <p>(# of faculty advisors attending one fall advising refresher session / total # of faculty advisors)</p>	Annually – June	





Activity	Assessment	Assessment Frequency	Responsible Person(s)
 <b>PROFESSIONAL DEVELOPMENT</b>	<p>% of full-time LCC staff and faculty completing <math>\geq 2</math> QEP-related professional developments each year</p> <p>(# of full-time LCC staff and faculty completing <math>\geq 2</math> QEP-related professional developments each year/# of full-time LCC staff and faculty)</p>	Annually – June	<p><b>Collection:</b> Director of Student Success and Equity</p> <p><b>Reporting:</b> Director of Student Success and Equity</p> <p><b>Evaluation &amp; Planning:</b> QEP Implementation Team</p>
 <b>OVERALL FRAMEWORK</b>	<p>Survey administered to most recent QEP Cohort (Appendix I)</p>	Annually – Late November	<p><b>Collection:</b> Student Onboarding Counselor/Career Connections Coordinator</p> <p><b>Reporting:</b> Student Onboarding Counselor/Career Connections Coordinator</p>
	<p>Survey administered to full-time faculty and staff, plus QEP-connected part-time staff (Appendix J)</p>	Annually – March	<p><b>Evaluation &amp; Planning:</b> QEP Implementation Team</p>



Activity	Assessment	Assessment Frequency	Responsible Person(s)
 <b>FALL TO SPRING RETENTION</b>	<p>% of Fall 20XX QEP Cohort retained from fall to spring</p> <p>(# of Fall 20XX cohort who returned to LCC the following spring + nonreturners who earned a credential prior to the following spring start date) / (# of students in the first-time at LCC Fall 20XX cohort).</p>	Annually – January	<p><b>Collection:</b> Director of Student Success and Equity</p> <p><b>Reporting:</b> Director of Innovation and Effectiveness</p> <p><b>Evaluation &amp; Planning:</b> QEP Implementation Team</p>
 <b>FALL TO FALL RETENTION</b>	<p>% of Fall 20XX QEP Cohort retained from fall to fall</p> <p>(# of Fall 20XX cohort who return to LCC the following fall + nonreturners who earn a credential prior to the following fall start date) / (# of students in the first-time at LCC Fall 20XX cohort)</p>	Annually – August	<p><b>Collection:</b> Director of Innovation and Effectiveness</p> <p><b>Reporting:</b> Director of Innovation and Effectiveness</p> <p><b>Evaluation &amp; Planning:</b> QEP Implementation Team</p>



## Assessment Timeline

While full implementation of LCC's QEP will not begin until Fall 2024, LCC has developed an Assessment Timeline that begins in August 2023. This timeline will allow the College to assess the phased implementation.

**Note:** The color-coding used on the Assessment Timeline correlates with the Assessment Plan color-coding (pp. 45–48). For example, an Assessment Timeline activity highlighted in green corresponds to the "Overall Framework" portion of the Assessment Plan (also color-coded in green).

Student Onboarding Survey		Momentum Metric Advising		Professional Development		Overall Framework		Fall to Spring Retention		Fall to Fall Retention		
2023	Timeline (Month-Year)	Assessment Activity							Responsible Person(s)			
	July-23	Annually – October										
	Aug-23	Pilot Fall 2023 Cohort captured by IE office and shared with persons responsible for data collection and reporting							Institutional Effectiveness			
	Sep-23											
	Oct-23	Pilot Fall 2023 Cohort onboarding survey completion rate reported to QEP Implementation Team for evaluation and planning							Student Onboarding Counselor/Career Connections Coordinator			
	Nov-23	Pilot Fall 2023 Cohort Survey							Director of Innovation and Effectiveness			
		Faculty and Staff Implementation Survey										
	Dec-23	% of Fall 2023 SOS alerts successfully addressed							Student Onboarding Counselor/Career Connections Coordinator			
	2024	Jan-24	Pilot Spring 2024 (for on-going internal assessment of survey implementation - not attached to QEP outcomes) cohort captured by IE and shared with persons responsible for data collection and reporting							Institutional Effectiveness		
			% of Pilot Fall 2023 Cohort completing ≥ 2 advising sessions during the fall 2023 semester							Director of Advising and Academic Success		
% of faculty advisors attending one fall advising refresher session												
Pilot Fall 2023 Cohort Fall-to-Spring Retention Rate							Director of Innovation and Effectiveness					
Feb-24												
Mar-24		Pilot Spring 2024 cohort onboarding survey completion rate reported to QEP Implementation Team for evaluation and planning							Student Onboarding Counselor/Career Connections Coordinator			
Apr-24		Faculty and Staff Implementation Survey							Director of Innovation and Effectiveness			
May-24		% of Spring 2024 SOS alerts successfully addressed							Student Onboarding Counselor/Career Connections Coordinator			
June-24		% of Pilot Fall 2023 cohort completing ≥ 2 advising sessions during the spring 2024 semester							Director of Advising and Academic Success			
		% of full-time LCC staff and faculty completing ≥ 2 QEP-related professional development each year							Director of Student Success and Equity			
Jul-24												





2024

<b>Aug-24</b>	Fall 2024 QEP Cohort captured by IE office and shared with persons responsible for data collection and reporting	Institutional Effectiveness
<b>Sep-24</b>		
<b>Oct -24</b>	Fall 2024 QEP Cohort onboarding survey completion rate reported to QEP Implementation Team for evaluation and planning	Student Onboarding Counselor/Career Connections Coordinator
	% of Fall 2024 QEP Cohort with an education plan informed by momentum metrics	Director of Advising and Academic Success
<b>Nov-24</b>	Fall 2024 QEP Cohort Survey	Director of Innovation and Effectiveness
	Faculty and Staff Implementation Survey	
<b>Dec-24</b>	% of Fall 2024 SOS alerts successfully addressed	Student Onboarding Counselor/Career Connections Coordinator

2025

<b>Jan-25</b>	Spring 2025 (for on-going internal assessment of survey implementation - not attached to QEP outcomes) cohort captured by IE and shared with persons responsible for data collection and reporting	Institutional Effectiveness
	% of QEP Fall 2024 Cohort completing $\geq 2$ advising sessions during the fall 2024 semester	Director of Advising and Academic Success
	% of faculty advisors attending one fall advising refresher session	
	Fall 2024 QEP Cohort Fall-to-Spring Retention Rate	Director of Innovation and Effectiveness
<b>Feb-25</b>		
<b>Mar-25</b>	Spring 2025 cohort onboarding survey completion rate reported to QEP Implementation Team for evaluation and planning	Student Onboarding Counselor/Career Connections Coordinator
<b>Apr-25</b>	Faculty and Staff Implementation Survey	Director of Innovation and Effectiveness
<b>May-25</b>	% of Spring 2025 SOS alerts successfully addressed	Student Onboarding Counselor/Career Connections Coordinator
<b>Jun-25</b>	% of Fall 2024 QEP cohort completing $\geq 2$ advising sessions during the Spring 2025 semester	Director of Advising and Academic Success
	% of full-time LCC staff and faculty completing $\geq 2$ QEP professional development each year	Director of Student Success and Equity
<b>Jul-25</b>		



2025

<b>Aug-25</b>	Fall 2025 QEP Cohort captured by IE office and shared with persons responsible for data collection and reporting	Institutional Effectiveness
	% of Fall 2024 QEP Cohort completing each momentum metric by the beginning of Fall 2025	Director of Advising and Academic Success/Institutional Effectiveness
	Fall 2024 QEP Cohort Fall-to-Fall Retention Rate	Director of Innovation and Effectiveness
<b>Sep-25</b>		
<b>Oct-25</b>	Fall 2025 QEP Cohort onboarding survey completion rate reported to QEP Implementation Team for evaluation and planning	Student Onboarding Counselor/Career Connections Coordinator
	% of Fall 2025 QEP Cohort with an education plan informed by momentum metrics	Director of Advising and Academic Success
<b>Nov-25</b>	Fall 2025 QEP Cohort Survey	Director of Innovation and Effectiveness
	Faculty and Staff Implementation Survey	
<b>Dec-25</b>	% of Fall 2025 SOS alerts successfully addressed	Student Onboarding Counselor/Career Connections Coordinator

2026

<b>Jan-26</b>	Spring 2026 (for on-going internal assessment of survey implementation - not attached to QEP outcomes) cohort captured by IE and shared with persons responsible for data collection and reporting	Institutional Effectiveness
	% of QEP Fall 2025 Cohort completing ≥ 2 advising sessions during the fall 2025 semester	Director of Advising and Academic Success
	% of faculty advisors attending one fall advising refresher session	
	Fall 2025 QEP Cohort Fall-to-Spring Retention Rate	Director of Innovation and Effectiveness
<b>Feb-26</b>		
<b>Mar-26</b>	Spring 2026 cohort onboarding survey completion rate reported to QEP Implementation Team for evaluation and planning	Student Onboarding Counselor/Career Connections Coordinator
<b>Apr-26</b>		
<b>May-26</b>	% of Spring 2026 SOS alerts successfully addressed	Student Onboarding Counselor/Career Connections Coordinator
<b>Jun-26</b>	% of Fall 2025 QEP cohort completing ≥ 2 advising sessions during the Spring 2026 semester	Director of Advising and Academic Success
	% of full-time LCC staff and faculty completing ≥ 2 QEP professional development each year	Director of Student Success and Equity



2026

Jul-26		
Aug-26	Fall 2026 QEP Cohort captured by IE office and shared with persons responsible for data collection and reporting	Institutional Effectiveness
	% of Fall 2025 QEP Cohort completing each momentum metric by the beginning of Fall 2026	Director of Advising and Academic Success/Institutional Effectiveness
	Fall 2025 QEP Cohort Fall-to-Fall Retention Rate	Director of Innovation and Effectiveness
Sep-26		
Oct-26	Fall 2026 QEP Cohort onboarding survey completion rate reported to QEP Implementation Team for evaluation and planning	Student Onboarding Counselor/Career Connections Coordinator
	% of Fall 2026 QEP Cohort with an education plan informed by momentum metrics	Director of Advising and Academic Success
Nov-26	Fall 2026 QEP Cohort Survey	Director of Innovation and Effectiveness
	Faculty and Staff Implementation Survey	
Dec-26	% of Fall 2026 SOS alerts successfully addressed	Student Onboarding Counselor/Career Connections Coordinator
	Spring 2027 (for on-going internal assessment of survey implementation - not attached to QEP outcomes) cohort captured by IE and shared with persons responsible for data collection and reporting	Institutional Effectiveness

2027

Jan-27	% of QEP Fall 2026 Cohort completing $\geq 2$ advising sessions during the fall 2026 semester	Director of Advising and Academic Success
	% of faculty advisors attending one fall advising refresher session	
	Fall 2026 QEP Cohort Fall-to-Spring Retention Rate	Director of Innovation and Effectiveness
Feb-27		
Mar-27	Spring 2027 cohort onboarding survey completion rate reported to QEP Implementation Team for evaluation and planning	Student Onboarding Counselor/Career Connections Coordinator
Apr-27		
May-27	% of Spring 2027 SOS alerts successfully addressed	Student Onboarding Counselor/Career Connections Coordinator





2027

Jun-27	% of Fall 2026 QEP cohort completing $\geq 2$ advising sessions during the Spring 2027 semester	Director of Advising and Academic Success
	% of full-time LCC staff and faculty completing $\geq 2$ QEP professional development each year	Director of Student Success and Equity
Jul-27		
Aug-27	Fall 2027 QEP Cohort captured by IE office and shared with persons responsible for data collection and reporting	Institutional Effectiveness
	% of Fall 2026 QEP Cohort completing each momentum metric by the beginning of Fall 2027	Director of Advising and Academic Success/Institutional Effectiveness
	Fall 2026 QEP Cohort Fall-to-Fall Retention Rate	Director of Innovation and Effectiveness
Sep-27		
Oct-27	Fall 2027 QEP Cohort onboarding survey completion rate reported to QEP Implementation Team for evaluation and planning	Student Onboarding Counselor/Career Connections Coordinator
	% of Fall 2027 QEP Cohort with an education plan informed by momentum metrics	Director of Advising and Academic Success
Nov-27	Fall 2027 QEP Cohort Survey	Director of Innovation and Effectiveness
	Faculty and Staff Implementation Survey	
Dec-27	% of Fall 2027 SOS alerts successfully addressed	Student Onboarding Counselor/Career Connections Coordinator

2028

Jan-28	Spring 2028 (for on-going internal assessment of survey implementation - not attached to QEP outcomes) cohort captured by IE and shared with persons responsible for data collection and reporting	Institutional Effectiveness
	% of QEP Fall 2027 Cohort completing $\geq 2$ advising sessions during the fall 2027 semester	Director of Advising and Academic Success
	% of faculty advisors attending one fall advising refresher session	
	Fall 2027 QEP Cohort Fall-to-Spring Retention Rate	Director of Innovation and Effectiveness
Feb-28		
Mar-28	Spring 2028 cohort onboarding survey completion rate reported to QEP Implementation Team for evaluation and planning	Student Onboarding Counselor/Career Connections Coordinator



2028

2029

Apr-28		
May-28	% of Spring 2028 SOS alerts successfully addressed	Student Onboarding Counselor/Career Connections Coordinator
Jun-28	% of Fall 2027 QEP cohort completing $\geq 2$ advising sessions during the Spring 2028 semester	Director of Advising and Academic Success
	% of full-time LCC staff and faculty completing $\geq 2$ QEP professional development each year	Director of Student Success and Equity
Jul-28	Fall 2028 QEP Cohort captured by IE office and shared with persons responsible for data collection and reporting	Institutional Effectiveness
Aug-28	% of Fall 2027 QEP Cohort completing each momentum metric by the beginning of Fall 2028	Director of Advising and Academic Success/Institutional Effectiveness
	Fall 2027 QEP Cohort Fall-to-Fall Retention Rate	Director of Innovation and Effectiveness
Sept-28		
Oct-28	Fall 2028 QEP Cohort onboarding survey completion rate reported to QEP Implementation Team for evaluation and planning	Student Onboarding Counselor/Career Connections Coordinator
	% of Fall 2028 QEP Cohort with an education plan informed by momentum metrics	Director of Advising and Academic Success
Nov-28	Fall 2028 QEP Cohort Survey	Director of Innovation and Effectiveness
	Faculty and Staff Implementation Survey	
Dec-28	% of Fall 2028 SOS alerts successfully addressed	Student Onboarding Counselor/Career Connections Coordinator
	Spring 2029 (for on-going internal assessment of survey implementation - not attached to QEP outcomes) cohort captured by IE and shared with persons responsible for data collection and reporting	Institutional Effectiveness
Jan-29	% of QEP Fall 2028 Cohort completing $\geq 2$ advising sessions during the fall 2028 semester	Director of Advising and Academic Success
	% of faculty advisors attending one fall advising refresher session	
	Fall 2028 QEP Cohort Fall-to-Spring Retention Rate	Director of Innovation and Effectiveness
Feb-29		



Mar-29	Spring 2029 cohort onboarding survey completion rate reported to QEP Implementation Team for evaluation and planning	Student Onboarding Counselor/Career Connections Coordinator
Apr-29		
May-29	% of Spring 2029 SOS alerts successfully addressed	Student Onboarding Counselor/Career Connections Coordinator
Jun-29	% of Fall 2028 QEP cohort completing $\geq 2$ advising sessions during the Spring 2029 semester	Director of Advising and Academic Success
	% of full-time LCC staff and faculty completing $\geq 2$ QEP-related professional development each year	Director of Student Success and Equity
Jul-29		
Aug-29	% of Fall 2028 QEP Cohort completing each momentum metric by the beginning of Fall 2029	Director of Advising and Academic Success/Institutional Effectiveness
	Fall 2028 QEP Cohort Fall-to-Fall Retention Rate	Director of Innovation and Effectiveness

### Data Tracking Plan

LCC's Information Technology department established a QEP SharePoint for securely storing QEP data, implementation and assessment notes, and outcome evidence. SharePoint is a web-based collaborative platform designed for advanced document management. SharePoint also integrates with Microsoft Teams, a communication platform that offers workspace chat and videoconferencing, file storage, and application integration. LCC has relied on Microsoft Teams throughout the QEP development and implementation phases for hosting and documenting QEP-related work. The QEP is included in LCC's Business Continuity Plan, which identifies essential functions LCC must sustain during an unplanned event such as a natural disaster or ransomware attack.





# CHAPTER 09

## BUDGET AND PERSONNEL

LCC HAS  
DEVELOPED THE  
QEP BUDGET  
TO PROVIDE  
REALISTIC  
RESOURCES  
FOR THE  
DEVELOPMENT,  
IMPLEMENTATION,  
AND COMPLETION  
OF THE QEP



# BUDGET AND PERSONNEL

Lenoir Community College (LCC) has developed the QEP budget to provide realistic resources for the development, implementation, and completion of the QEP. The College has positioned itself to utilize as many existing faculty, staff, and resources as possible, while enhancing those resources with the necessary technologies and professional development where appropriate. LCC budgeted all monies for the QEP and plans to utilize existing state budget resources to fund all aspects of QEP implementation. No budgeted items necessary for the continuation and completion of LCC's QEP are unplanned for, and current institutional stakeholders are involved in the ongoing planning and evaluation of existing resources to ensure these resources continue throughout the entirety of the QEP.

As such, LCC has contracted with Watermark to not only continue use of the recently purchased Student Success and Engagement software, but to add CRM Lite functionality for implementation of the Student Onboarding Survey and recruiting/onboarding streamlining as part of the QEP.

In addition, existing Student Services and Advising personnel will be utilized to redeploy existing duties to ensure student onboarding is sufficient to meet the needs of the QEP.

## Staffing and Responsibilities

LCC's 2024-2029 Quality Enhancement Plan will be staffed by existing faculty and staff whose duties will be reassigned to meet the evolving needs of the QEP. LCC's Vice President of Instruction and Institutional Effectiveness will supervise the QEP Director, whose responsibility will be to ensure the College continues to move forward in the implementation of the QEP, collection and assessment of data necessary for reporting, and ongoing meetings to ensure adjustments are made as the QEP evolves. All efforts associated with the QEP will be overseen by the QEP Director. In addition, the Director of Advising will ensure appropriate advising practices are being followed and that training is provided to faculty on ensuring momentum metrics are being met.

The Co-chair of the QEP is the Dean of Student Services,

who will work to ensure that all aspects of the QEP related directly to student support services are being implemented, while directly supervising the Director of Student Success and Equity and the Career Connections Coordinator/ Student Retention Specialist. The QEP Co-Chair/Dean of Student Services reports directly to the Senior Vice President of Student Services and Workforce Development, who works in conjunction with the Vice President of Instruction and Institutional Effectiveness to ensure faculty and staff QEP advising and onboarding efforts are aligned campus-wide.

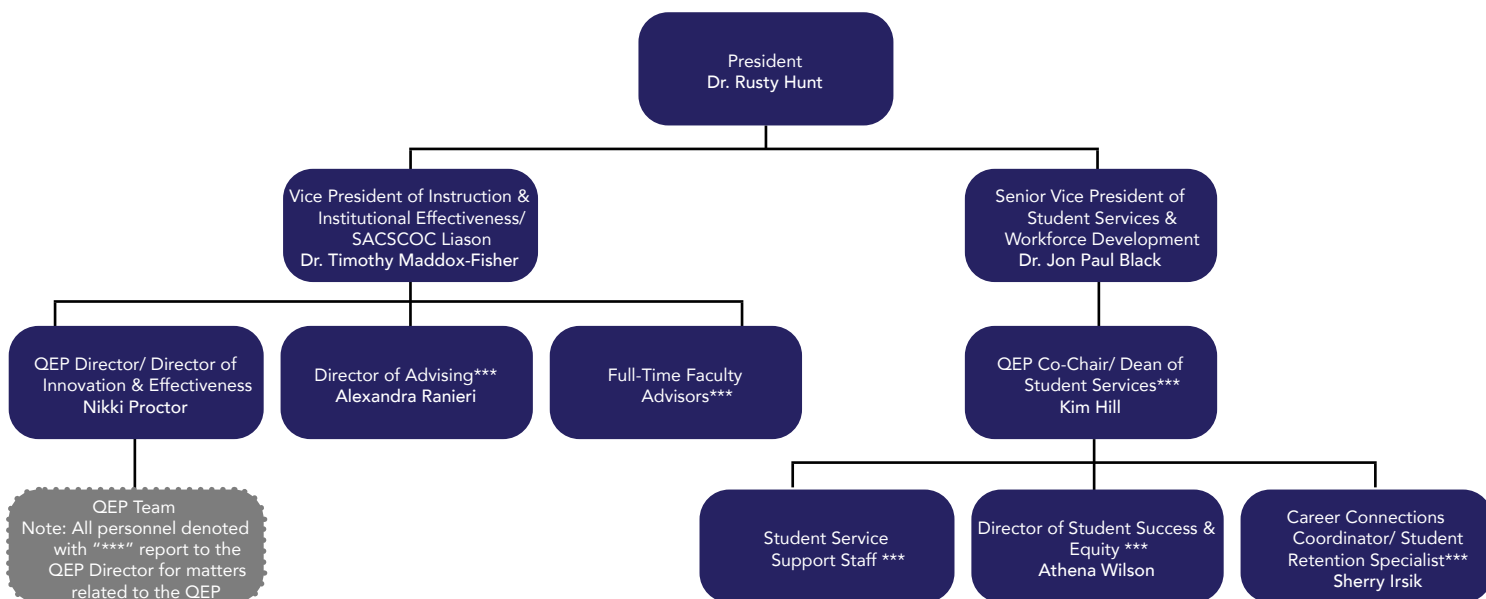
The Director of Student Success and Equity will ensure equity considerations are being considered throughout the QEP and will assist the Vice Presidents in providing professional development opportunities for staff that are directly tied to the QEP. The Career Connections Coordinator/ Student Retention Specialist will have primary responsibility of connecting students' onboarding survey responses with the necessary support services offered in Student Services.



MARKETING		AWARENESS				
Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
T-Shirts with QEP Logo (Staff & Students)	\$1,500					\$1,500
Building Banners & Stake Signs	\$300				\$500	\$800
Flag Banners	\$750				\$800	\$1,550
Booklet Printing and Binding	\$350	\$250	\$250	\$250	\$250	\$1,350
Miscellaneous Marketing	\$500	\$400	\$300	\$200	\$500	\$1,900
Total (Marketing)	\$3,400	\$650	\$550	\$450	\$2,050	\$7,100
SOFTWARE		ONBOARDING SURVEY AND TRACKING				
Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Watermark Software	\$70,305 Paid	\$72,414 Invoice	\$74,000	\$76,000	\$77,000	\$369,719
Total (Software)	\$70,305	\$72,414	\$74,000	\$76,000	\$77,000	\$369,719
PERSONNEL (2% ANNUAL SALARY INCREASE)		MOMENTUM METRIC-BASED ADVISING AND ASSOCIATED WORKFLOW				
Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
QEP Director/ Director of Innovation & Effectiveness *15% of Time/Salary Dedicated to QEP	\$3,600 Stipend	\$3,672 Stipend	\$3,746 Stipend	\$3,821 Stipend	\$3,898 Stipend	\$18,737
QEP Co-Chair/Dean of Student Services *10% of Time/Salary Dedicated to QEP	\$7,959	\$8,119	\$8,282	\$8,448	\$8,617	\$41,425
Director of Student Success & Equity (Equity Implementation) *15% of Time/Salary Dedicated to QEP	\$10,872	\$11,090	\$11,312	\$11,539	\$11,769	\$56,582
Career Connections Coordinator/Student Retention Specialist (SOS Assessment & Assigning)*20% of Time/Salary Dedicated to QEP	\$11,602	\$11,835	\$12,072	\$12,314	\$12,561	\$60,384
Director of Advising *20% of Time/Salary Dedicated to QEP	\$14,002	\$14,283	\$14,569	\$14,861	\$15,159	\$72,874
Total (Personnel)	\$48,035	\$48,999	\$49,981	\$50,983	\$52,004	\$250,002
PROFESSIONAL DEVELOPMENT		ONGOING PROFESSIONAL DEVELOPMENT AIMING FOR CAMPUS CULTURE OF INCLUSIVITY				
Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
AVID Annual QEP-Related Sessions	\$7,500 Paid	\$7,500	\$7,700	\$7,800	\$8,000	\$38,500
Miscellaneous QEP-Related Sessions	\$2,500	\$2,500	\$2,500	\$3,000	\$3,000	\$13,500
Total (Prof. Development)	\$10,000	\$10,000	\$10,200	\$10,800	\$11,000	\$52,000
Totals	\$131,740	\$132,063	\$134,731	\$138,233	\$142,054	\$678,821







## Conclusion

All Aboard! Destination: Success is a product of LCC's ongoing efforts to improve the student experience and student success, which are driven by the College's mission and strategic planning and evaluation processes.

The QEP's overarching goal of increasing fall-to-fall retention is supported by two measurable and time bound outcomes.

### Outcome 1:

By the conclusion of the QEP, LCC's Fall 2026 QEP cohort will be retained (fall-to-fall) at a rate of 56%. This target fall-to-fall retention rate represents a 4% increase from the fall-to-fall baseline rate of 52%.

### Outcome 2:

By the conclusion of the QEP, Black students in LCC's Fall 2026 QEP cohort will be retained

(fall-to-fall) at a rate of 42%. This target fall-to-fall retention rate aims to ensure Black student outcomes improve from the baseline rate of 36% while also becoming more equitable in comparison to other student groups.

Both outcomes are ambitious and achievable, and are supported by a framework of enhancements that (1) leverages a Student Onboarding Survey (SOS) and associated workflow to respond to potential obstacles to student success, (2) provides momentum metric-based advising throughout students' first year to encourage progression, (3) is set within an environment of ongoing professional development that aims to create a campus culture of care and inclusivity. Conceptualizing the QEP as

a framework rather than a singular strategy or intervention best describes the continuum of support LCC aims to implement. LCC's proposed QEP onboarding framework will create a personalized approach to case management, ensuring equitable experiences for LCC's diverse students and allowing faculty and staff to respond to individual needs, resulting in a more inclusive student experience.



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## Appendix A: October 2020 QEP Topic Idea Survey

## Q1 What is your idea for a QEP topic?

Answered: 16 Skipped: 0

#	RESPONSES	DATE
1	Advising for the entire college to include the admissions process.	10/30/2020 8:37 AM
2	Diversity, Equity and Inclusion as it relates to our hiring practices, course content and recruiting efforts.	10/27/2020 1:25 PM
3	Diversity and Inclusion	10/27/2020 12:35 PM
4	soft skills and non-cognitive skills training	10/22/2020 9:43 AM
5	Enhance work-based learning initiatives	10/22/2020 9:07 AM
6	Job training/Internships for increasing amount of online learning	10/21/2020 3:54 PM
7	Student engagement in online courses	10/20/2020 3:57 PM
8	Going the Distance	10/14/2020 12:29 PM
9	The demographics of a student will impact success? There are known factors that will inhibit a students success (such as working full time and in college full time).	10/2/2020 2:47 PM
10	Enhancing the Admissions process.	10/2/2020 1:53 PM
11	Solve the puzzle (analyze data)	10/2/2020 10:55 AM
12	Have instructors implement and post a defined Student Learning Outcome for each class and lab which will specifically articulate what learners will know or be able to do as a result of the presented learning activity.	10/2/2020 8:24 AM
13	Utilizing campus resources such as the Campus Tutoring Center or the LRC to provide walk-in tech support for students during the first 2-3 weeks of each semester.	10/1/2020 8:47 PM
14	We need to reach all freshmen-- service or web adviser. Share about college resources such as tutoring, fin aid, counseling, registration processes, graduation requirements, for AAS students employment opportunities and data My seated students this semester struggled with uploading files to moodle—I showed them twice. Teach them about Computing resources— how to check email, access Moodle, 10% assignments, how to use/Download Microsoft word, convert to pdf, upload documents in moodle Share about Professional email etiquette, Ferpa, impact of attendance policy How to help them with transferring to 4 year institutional— applying for college etc.	10/1/2020 3:52 PM
15	Improving the Onboarding and Student Services Experience	10/1/2020 2:50 PM
16	Lancer Assistance Program (LAP)	10/1/2020 2:29 PM



## Appendix B: Email Announcing 2024 QEP Topic

**From:** Deborah Grimes  
**Sent:** Saturday, January 9, 2021 10:49 AM  
**To:** LCCAI  
**Subject:** RE: QEP Topic Selection Survey Results  
Everyone,

We are excited to report the QEP Topic Results are in!

We received 173 responses for selection of our new 2023 QEP.

It's official. Our new QEP will be: Topic 2

### **Diversity, Equity, and Inclusion in Onboarding**

- Career counseling
  - Campus resources
  - Employability skills (soft skills)
  - Job training/Internships (WBL)
- (Student Services, Samara, Dusk, Kim, Sherry, Nikki, Faith)

As discussed Monday in our SACSCOC Kick-off meeting, now that we have broad-based involvement in the selection of our QEP, next steps will include:

- **Appoint** a QEP Development Committee and Chair
- Continue **Researching** the topic
- Hold a **Naming Contest**
- Hold a **Logo Contest**
- **QEP Proposal submitted to LCC**
- **Finalize** development and writing of the QEP Proposal
- **Present Proposal** during the On-site Reaffirmation Visit
- Upon **Acceptance** of the QEP by SACSCOC, Develop a QEP Implementation Committee
- **Implement QEP 2023**

Thanks,  
Your SACSCOC Executive Council Dr.  
John Paul Black  
Dr. Steven Felzer, Chair Dr.  
Deborah Grimes  
Dr. Timothy Maddox  
Dr. Justin Tilghman Jonathan  
Tyndall  
Dr. Dustin Walston Jo  
Wilson



## Appendix C: Professional Development Day Agenda Detailing QEP Update

## Schedule for Professional Development Day Wednesday, August 10, 2022

	Activities	Location
8:00-8:30 a.m.	Breakfast <i>Provided by Lovick's Cafe</i>	William I. Herring, Sr. Culinary Arts Center
8:30-9:30 a.m.	QEP Presentation/SACSCOC Update	Briley Auditorium
9:30-10:00 a.m.	Break	William I. Herring, Sr. Culinary Arts Center
10:00-12:00 p.m.	<p>Concert on the Court</p> <p><i>"Night Years is a premier corporate, wedding, and event band specializing in keeping guests out of their seats and making parties unforgettable."</i></p> <p><i>Their 9-piece, all-star lineup features two dynamic lead vocalists on the frontline and a backline of international musicians &amp; entertainers. That, combined with a multi-decade range of music, state of the art light show, and studio quality live sound is a guaranteed recipe for the ultimate dance party!"</i></p> <ul style="list-style-type: none"> <li>• Snack on snow cones, popcorn, and sodas!</li> <li>• Challenge your coworkers to a game of cornhole!</li> <li>• Pick up your free LCC t-shirt (Printed by the LCC Screen Printing Class)</li> </ul>	Student Center/Gym
12:00-1:00 p.m.	Lunch - Hamburger/Hot Dog Cookout <i>Provided by King's Restaurant</i>	Courtyard/Gym

Remainder of the day for staff is under the direction of your division dean or director.

**Dress Guidelines for Professional Development Day – casual attire**  
(shorts and t-shirts approved)





## Appendix D: Sample Advisory Committee Minutes Detailing QEP Update



### Minutes of: A&S Transfer Advisory Committee Meeting

Date: October 13, 2022

Time: 5:30 pm

Place: Waller Building, Room 137

Members Present: Dr. Timothy Maddox-Fisher, Dr. Jarrett Whelan, Mrs. Jane Croom, Mrs. Amelia Bain, Mrs. Joy Wynne, Mr. Calvin Sutton

Members Absent: Mrs. Stephanie Barnett, Mrs. Hillary Lucas, Mrs. Candace Tydall, Ms. Curnisha Jones, Ms. Pamela Gonzalez

Others Present: Ms. Rachel Hewett, Committee Representative for Mrs. Hillary Lucas, North Lenoir High School

#### Record:

1. Dr. Maddox-Fisher brought the meeting to order. Members of the committee introduced themselves.
2. Dr. Maddox-Fisher introduce Dr. Whelan as the new Arts & Sciences Division Chair.
3. Approval of minutes from 2021 meeting:
  - a. Motion: Mr. Sutton
  - b. Second: Mrs. Wynne
4. Arts & Sciences Updates
  - a. Upcoming Holiday Courses were announced with a start date of November 23<sup>rd</sup>. The flyer was shared, and new requirements were discussed. LCC enrolled students require a minimum GPA of 2.5 to qualify.
  - b. New advising guidelines were shared.
    - i. Advising Guide Handout for Faculty
    - ii. Advising Guidelines for 8 – week courses with example scenarios
    - iii. 8 – week course load based on GPA
    - iv. First-year Experience
  - c. 8 – Week Model pilot will begin Spring 2023. Not to be implemented in the High School. High school students could potentially take online 8 – week courses.
5. The new QEP comprehensive first-year experience name, “All Aboard! Destination Success,” and logo were shared with Committee members.



## Appendix E: Focus Group Notes

What specific challenges, if any, did you face when you first arrived at the college? What about now that you are further into the experience? Have you done anything to deal with those challenges? If so, what? What has been the result?

- Adjusting
  - Learning what you can and can't do
  - Learning what college instructors expect
  - Having to mature really fast
  - Trying to make friends
    - "I get nervous meeting new people. It was challenging to find a group that I fit in with"
    - "My classes helped me connect with other students like me or in the same program"
    - "Being part of a team helped me adjust"
  - Less support
  - "we are dealing with so much change at once. I mean one day we go to sleep and we are kids and the next day we are adults having to make all of these decisions and we don't even know how we got here"
  - Managing time
- Lack of Diversity
  - "There are a lot of white people here and I am not used to dealing with so many. It's been an adjustment.
  - "The students seem diverse, but we don't really have opportunities to learn about other cultures and engage with new students."
- Find a routine
  - Study hall was helpful, but there were too many unnecessary rules
    - "Mandatory hour is OD. Sometimes you don't need an hour"
    - "It is easier for me to concentrate if I can listen to music while I work. It was just frustrating not being able to in study hall"
- 8-week classes
  - Overwhelming amount of assignments in one class
    - "the assignments weren't long, but there were so many. It's been challenging to keep a full schedule and work"
    - "I have needed to reduce my load and delay graduation because I have to work. I couldn't handle the number of classes"

Reflecting on your experience at LCC, what do you wish you had known earlier? How could LCC have better served you?

- "I wish I would have started school sooner"
- "Nothing really. Mr. Delmus guided me here for Welding. He took me through the process"
- "I didn't know I wouldn't be able to play sports if I didn't have a 2.0 out of high school. I didn't really try hard in high school."
- More opportunities to engage with other people in social and structural settings
  - Diverse activities
  - "I am more than an athlete and a student. Athletics is what I do, but not who I am"
  - "Care about me beyond being a student. It's not just about my grades. I am a human."
    - "Mrs. Gaither was the first instructor to treat me like a human person and care beyond my academics".



- "We talk to each other, but it would be nice to have more opportunities to do that across campus. The festivals are really fun and we should have more of them"

**In what ways, if any, do you think your race, ethnicity, or cultural background is important in influencing/defining your experiences in school?**

- "I am aware I am black, but I don't feel that has been a "thing" here at LCC. Everyone is nice and I have not had any issues"
- "My race is important, but I don't feel like it determines how I am treated here"
- "There should be something in writing related to a culture of acceptance, but I don't know what it would say exactly. But LCC should have a stance"
- "I would like to have more diversity in activities. I mean the DJ for fall festival was okay, but can I hear some music I listen to?"

**When you consider the time before you started college, were there times when you saw yourself as particularly successful? When was that? Before high school? During high school? What was it that made you feel successful at that time?**

- High school Graduation
  - "my mom was proud of me and then I got accepted to LCC and she was prouder"
- "I received a scholarship to LCC and I was really proud of myself"
- "When I got an offer to play sports at LCC. I was really excited"
- "When I make good grades, I feel successful"
- "I celebrate small wins for myself"
- "Senior year! I had status and people looked up to me"

**When you have problems with your course work, where do you go? Whom do you seek out? Do you seek out any instructors? Other staff? Other students in your classes? How about outside of college? Have you ever taken advantage of any of LCC's support services? If so, what was your experience? If not, why not?**

- Classmates
- Instructors
  - "in welding our instructors help us a lot."
  - "Some instructors are responsive and helpful"
  - "Mr. Kolb always helps us"
- Parents
- Family members
- LCC Staff
- Nobody
  - "I don't want to feel like I am bothering anyone"
  - "Instructors sometime embarrass you when you ask questions"
  - "Instructors are not welcoming or inviting. They say they have office hours, but they act like they don't want you there"
  - Bad previous experiences
    - Fear of embarrassment/judgment
- Tutoring
  - "I have tried tutoring, but it is inconsistent"
  - "The tutors need to go through a screening to make sure they know how to help"
  - "tutoring hasn't been helpful"
  - "I haven't tried tutoring because they didn't have one for my class so I just got with other students in the class"
- Library
  - "Mr. Rich came to my class and did a presentation on library resources and how to use them. That was really helpful. I think all students need this"
  - "It is the quietest place on campus. I go there all the time"





**In what ways can we best support you during your time in college? Are there resources or services we could provide? Are there student organizations you would like to be a part of (whether they exist or not)? How can the college improve to meet your needs so that you can be successful?**

- “Be patient with me. It is hard for me to express myself on the spot quickly. I have thoughts, but it takes me a little time to process”
- “Don’t simply value us for the grades we make. I am a valuable person. Tell me you are proud of me for being here”
- Mental Health
  - “it would be nice to have check ins like this focus group more often. I feel like so much that has been in my mind I have been able to get out. It’s been so heavy”
  - Safe spaces to just decompress and talk
- “Care about us and get to know us. Let us get to know you. Tell us about you”
- “Be interested in what we care about”
- “Give us opportunities to express ourselves in different ways”
- Relationship
  - “Get to know me”
  - “Care about me”
    - Be consistent
    - Check on me beyond the classroom
    - Remember me
- Student Activity Fair
  - “we can learn what clubs or organizations are available to us”
- Culture Fair/Culture Club
- Men’s volleyball
- Housing for Athletes
- Food Pantry
  - Snacks to grab for just the day
- Athlete supports should be available for all students

**What is your motivation for attending college (LCC)?**

- Transfer to a university
  - Not ready right after high school
- To play sports
- Proximity to home
- Low Cost/scholarship offer
- Limited distractions
- Smaller environment
- Specific Program



## Appendix F: Student Onboarding Survey (SOS)

### Student Onboarding Survey (SOS)

**All students experience challenges, but data has shown that successful students are those who know where they need help and take advantage of the resources offered. Your honest responses to these questions will help us provide you with early support. This survey will take 3-5 minutes to complete. Responses will only be shared with appropriate Lenoir Community College (LCC) staff who may contact you to provide support. Responses are optional.**

1. Did you receive academic accommodations in high school?

☐ Yes ☐ No ☐ Unsure

2. Are you interested in continuing those services?

☐ Yes ☐ No ☐ Unsure

3. Are you active-duty military, veteran, or dependent?

☐ Yes ☐ No

4. How confident are you about your career goals?

☐ Very confident ☐ Somewhat confident ☐ Not so confident ☐ Not at all confident

5. How confident are you about your program choice?

☐ Very confident ☐ Somewhat confident ☐ Not so confident ☐ Not at all confident

6. How many hours per week do you plan to work while enrolled in classes?

☐ 0 - 9 ☐ 10 - 29 ☐ 30 - 39 ☐ 40 +

7. Do you plan to transfer to a four-year college or university?

☐ Yes ☐ No ☐ Unsure

8. If you plan to transfer to a four-year college or university, please list 1-3 schools you are interested in.

1.
2.
3.

9. If your plan is to graduate with an associate degree and enter an intended career?

10. How confident are you in your ability to use a computer?

☐ Very confident ☐ Somewhat confident ☐ Not so confident

11. How confident are you that you will have access to the technology to complete assignments?

☐ Very confident ☐ Somewhat confident ☐ Not so confident

12. Select the technologies to which you have consistent access:

- ☐ Computer (desktop or laptop)
- ☐ High Speed Internet (not on phone)
- ☐ Internet through phone
- ☐ I do not have access to these technologies
- ☐ Prefer not to answer
- ☐ Other (please specify)

13. How are you planning to pay for college? (select all that apply)

- ☐ Self-funded (job, savings, etc.) or parents
- ☐ Financial Aid/FAFSA (grants, loans, or work study)
- ☐ GI Bill Benefits (Chpt. 33-Post 911, Chp.31-Voc. Rehab, Chp 35-Deg Reserve Benefits-Army)
- ☐ Other (i.e. Employer funding, scholarships, etc.)
- ☐ Unsure

14. Are you concerned about paying for basic needs? (select all that apply)

- ☐ Electric ☐ Food ☐ Gas ☐ Housing ☐ Other
- ☐ I am not concerned
- ☐ Other (please specify)



15. How many dependents (children or adults) do you financially support?

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5+   ☐ None

16. Will you have access to transportation to make it to and from class on time?

☐ Yes   ☐ No   ☐ Sometimes

17. Employment status:

- ☐ **Employed:** Currently working as many hours as you would like and in a position that matches your abilities and credentials
- ☐ **Underemployed:** Currently working but not as many hours as you would like or in a position that does not match your skills and credentials
- ☐ **Unemployed:** Not currently working but actively looking for work
- ☐ **Unemployed - Not in Labor Force:** Not currently working and not actively looking for work

18. Were you laid off from your job?

☐ Yes   ☐ No

19. Are you receiving public assistance?

☐ Yes   ☐ No

20. Do you need assistance with career development?

☐ Yes   ☐ No

21. Do you need assistance with job search, resume writing, interview procedures, and/or dressing for success?

☐ Yes   ☐ No

22. Which of the following services would you like information about at LCC? (select all that apply)

- ☐ Career Exploration
- ☐ Lancer Food Pantry
- ☐ Mental Wellness Counseling
- ☐ Paying for college
- ☐ Resume Help/Job Skills Training
- ☐ Transportation Services
- ☐ Tutoring Services
- ☐ Other (please specify)

23. Will you be the first member of your family to attend college?

☐ Yes   ☐ No   ☐ Unsure

24. Historically, what subjects (e.g., mathematics, history, writing) do you struggle with the most?

25. Is there anything else you would like for us to know to help you succeed?





## Appendix G: Advisors' How-To Guide for Momentum Metric Based Advising

### Advising Guide

#### Holistic Advising & Personalized Case Management

Holistic advising for college students is an approach that encompasses a comprehensive and integrated support system to address students' academic, personal, and professional development needs. This type of advising practice considers students' overall well-being and aspirations. As a holistic advisor, you must take into account students' individual strengths, interests, and values while helping them make informed decisions about their educational journey. Advising sessions should include guidance about course selection, career exploration, and navigating personal challenges. The purpose of holistic advising is to empower students to thrive academically and personally.

Personalized case management is a means of holistic advising that incorporates evaluation of the individual student's circumstances and goals. Building rapport with students is essential in personalized case management to determine specific student needs, to ask students about their strengths, goals, and challenges, and to help students explore programs that align with their goals. Advisors should collaborate with students to overcome potential barriers to success and approach the advising process with a helping attitude that is student-centered.

#### The Student Onboarding Survey

Once a student is admitted to the college, the Student Onboarding Survey (SOS) is delivered to students digitally via the Watermark Early Alert system. The goal of this survey is to identify areas of need that a student might have in order to mitigate potential barriers to success. Academic program choice, food and housing insecurities, digital literacy, access to technology, and transportation needs are some of the areas of assessment on the SOS. Students are strongly encouraged to take the SOS, but none of the individual questions on the survey are required.

Once completed, survey results are sent to the Student Onboarding Counselor who is tasked with identifying areas of need for individual students and connecting students with appropriate campus support services. Advisors will have access to their advisees' SOS responses and should use those responses to drive conversations during an advising session. The advisor can also use the information presented in the SOS to get to know their advisee in a more holistic manner, guide decisions about education planning, and follow-up on missed support service connections by making notes or alerts in the Watermark Early Alert system.



## Momentum Metrics

Faculty advisors will access their advisees' survey data to be proactive about connecting with students and work toward helping them accomplish first-year goals, known as Early Momentum Metrics (EMMs). Generally, students need intensive guidance and academic support as they transition to college and throughout their first year. This continued support can create a clear path to completion (Belfield et al., 2019). Comprehensive onboarding through the first year benefits all students, specifically students who have been underserved by the education system in the past. These students might not have had the guidance to explore their interests and develop a plan for themselves (Lahr & Jenkins, 2021). In order to formatively assess whether implementing an extended onboarding program will improve student success in the distant future, we have to look at predictive metrics, such as Early Momentum Metrics (EMMs), which are measurable over a short time frame (Belfield et al., 2019).

We plan to track five momentum metrics:

- Completion of
  - Part-Time Students:  $\geq 12$  credits during first year (i.e., Fall, Spring, Summer)
  - Full-Time Students:  $\geq 24$  credits during first year (i.e., Fall, Spring, Summer)
- Successful completion (A, B, or C) of a gateway mathematics course during first year (i.e., Fall, Spring, Summer)
- Successful completion (A, B, or C) of a gateway English course during first year (i.e., Fall, Spring, Summer)
- Completion of ACA 111 (College Student Success) or ACA 122 (College Transfer Success)
- $\geq 2$  advising meetings per semester

The first of the momentum metrics (MM) is the rate at which students complete a substantial number of college-level credits in their first year (Belfield et al., 2019). At LCC, we want full-time students to complete 24 total credit hours in their first academic year (fall-to-fall). Lahr and Jenkins (2021) explained that the effects of gaining more credits in the first year and generating early momentum are incredibly impactful for students of color and low-income students. Second, gateway momentum metrics are rates at which students take and pass college-level English and math courses in their first year. The second MM we need students to accomplish in their first academic year is successful completion of credit bearing gateway English course and a credit bearing gateway math course. In order to reach these MMs, students will need to meet with their advisors at least twice per semester, which is the third MM we will track. These MMs are critical to increasing student persistence and ensuring more equitable outcomes for all community college students (Lahr & Jenkins, 2021). An advising checklist that includes the MMs is provided in the appendix.



## Creating an Education Plan

In order to be able to plan, track, and document whether students reach their first-year EMMs, advisors will create an education plan using Self-service. Education planning will allow students to explore options and interests and develop an education plan with an advisor who is trained to support students in making timely progress toward completing a credential (Belfield et al., 2019). Education plans will be created and managed in Self-Service. Each time a plan is created or updated, advisors will be able to archive that plan so that students can see their progress toward completion of their program. A how-to guide for creating the education plan in Self-Service is included in the appendix.

## Documentation

Following each advising session, advisors will use Watermark to document their sessions with students. This can be done by entering a note about the meeting. Notes need to reflect the details of the meeting without disclosing sensitive student information. Documentation can also be done by sending a follow-up email to the student recapping the session and then saving the email as a Note in Watermark. A third means of documentation, when necessary, might be in the form of an alert if a student needs to be referred to any student support service.

## References

- Belfield, C., Jenkins, D., & Fink, J. (2019, July). *Early momentum metrics: Leading indicators for community college improvement*. CCRC Research Brief. Retrieved August 25, 2022, from <https://ccrc.tc.columbia.edu/publications/early-momentum-metrics-leading-indicators.html>
- Lahr, H., & Jenkins, D. (2021, June 10). Ask-connect-inspire-plan: How to reimagine onboarding into a program of study. Retrieved August 25, 2022, from <https://ccrc.tc.columbia.edu/easyblog/acip-reimagining-onboarding.html>.





## Advising Checklist

### General Guidelines

- *These guidelines apply to all students regardless of instructional modality, enrollment status, or instructional location.*
- *All sessions must take place in person, by phone, or via virtual conferencing platform.*
- *Repeat the following sequence until student successfully completes their program and is eligible for graduation.*
- *Remember to document everything in Watermark.*

### Initial Advising Session

- 🍏 Review SOS responses prior to the initial advising session.
- 🍏 Get to know your student (5-10 minutes).
- 🍏 Follow up on any SOS concerns.
- 🍏 Create an education plan from current semester through the next three semesters (ex. fall 2023, spring 2024, summer 2024).
  - Be mindful of hitting key momentum metric benchmarks:
    - ACA-122/ACA-111 in first year (*first semester*)
    - Successful completion of gateway math and English courses by the end of 3<sup>rd</sup> consecutive semester.
    - Successful completion of min. 24 credit hours by the end of the 3<sup>rd</sup> consecutive semester. (*min. 12 credit hours for part-time students*)
  - Review and incorporate University BDP for transfer student education planning.
- 🍏 Register student for first semester of classes.
  - *Students should be registered for **ACA-122/111** and an **English or math course** in their first semester.*
- 🍏 Schedule check-in meeting (sometime in the first 4-6 weeks of classes).
- 🍏 Document meeting in Watermark.

### First Check-in Session (Fall)

- 🍏 Do a general wellness check – mental health, academic performance, etc.
- 🍏 Address any areas of concern – low grades, attendance issues, personal stress, etc.



- 🍏 Schedule advising & registration meeting.
- 🍏 Document meeting in Watermark.

### Mid-Semester Advising & Registration Session (Fall)

- 🍏 Do a general wellness check – mental health, academic performance, etc.
- 🍏 Address any areas of concern – low grades, attendance issues, personal stress, etc.
- 🍏 Continue working on education plan by adjusting as needed and adding another full academic year of courses to the plan.
  - Be mindful of hitting key momentum metric benchmarks:
    - ACA-122/ACA-111 in first year (*first semester*)
    - Successful completion of gateway math and English courses by the end of 3<sup>rd</sup> consecutive semester.
    - Successful completion of min. 24 credit hours by the end of the 3<sup>rd</sup> consecutive semester. (*min. 12 credit hours for part-time students*)
  - Review and incorporate University BDP for transfer student education planning.
- 🍏 Register student for classes.
- 🍏 Schedule check-in meeting (sometime in the first 4-6 weeks of following semester classes).
- 🍏 Document meeting in Watermark.

### Second Check-in Session (Spring)

- 🍏 Do a general wellness check – mental health, academic performance, etc.
- 🍏 Address any areas of concern – low grades, attendance issues, personal stress, etc.
- 🍏 Schedule advising & registration meeting.
- 🍏 Document meeting in Watermark.

### Mid-Semester Advising & Registration Session (Spring)

- 🍏 Do a general wellness check – mental health, academic performance, etc.
- 🍏 Address any areas of concern – low grades, attendance issues, personal stress, etc.
- 🍏 Continue working on education plan by adjusting as needed and adding another full academic year of courses to the plan.



- Be mindful of hitting key momentum metric benchmarks:
    - ACA-122/ACA-111 in first year (*first semester*)
    - Successful completion of gateway math and English courses by the end of 3<sup>rd</sup> consecutive semester.
    - Successful completion of min. 24 credit hours by the end of the 3<sup>rd</sup> consecutive semester. (*min. 12 credit hours for part-time students*)
  - Review and incorporate University BDP for transfer student education planning.
- 🍏 Register student for classes.
  - 🍏 Schedule check-in meeting (sometime in the first 4-6 weeks of following semester classes).
  - 🍏 Document meeting in Watermark.

### Creating an Education Plan Using Self Service

Log into Self-Service, and navigate to the students' course plan.

Click on **the + sign** to add future semesters.

Notifications 0

Course Plan Timeline Progress Course Catalog Notes Plan Archive Test Scores Unofficial Transcript Grades Petitions & Waivers Gra

< > Summer 2023 Cu +

Print

Planned: 0 Credits Enrolled: 7 Credits Waitlisted: 0 Credits

List Calendar

Approve Deny Protect Unprotect

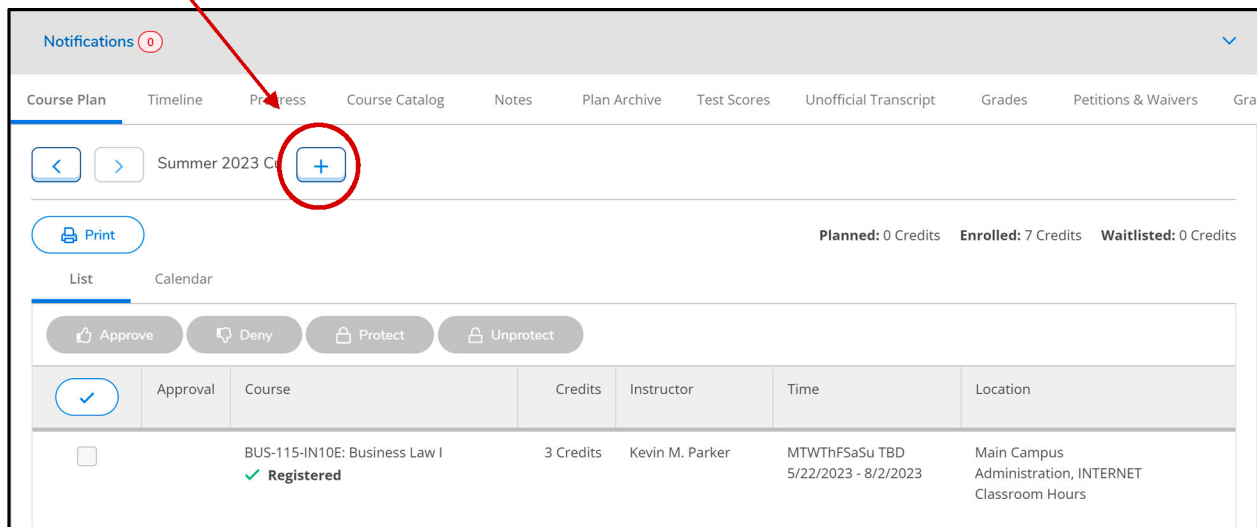
Approval	Course	Credits	Instructor	Time	Location
✓	BUS-115-IN10E: Business Law I ✓ Registered	3 Credits	Kevin M. Parker	MTWThFSaSu TBD 5/22/2023 - 8/2/2023	Main Campus Administration, INTERNET Classroom Hours



## Creating an Education Plan Using Self Service

Log into Self-Service, and navigate to the students' course plan.

Click on the **+** sign to add future semesters.



Notifications 0

Course Plan Timeline Progress Course Catalog Notes Plan Archive Test Scores Unofficial Transcript Grades Petitions & Waivers Gra

< > Summer 2023 Cu +

Print

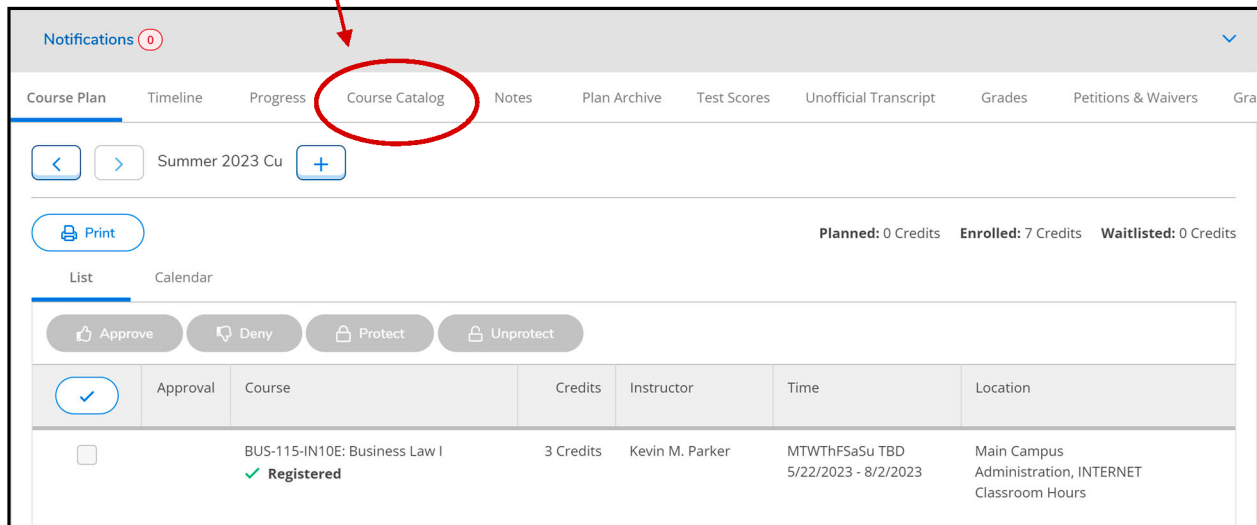
Planned: 0 Credits Enrolled: 7 Credits Waitlisted: 0 Credits

List Calendar

Approve Deny Protect Unprotect

✓	Approval	Course	Credits	Instructor	Time	Location
<input type="checkbox"/>		BUS-115-IN10E: Business Law I ✓ Registered	3 Credits	Kevin M. Parker	MTWThFSaSu TBD 5/22/2023 - 8/2/2023	Main Campus Administration, INTERNET Classroom Hours

Next, click on the **Course Catalog** tab.



Notifications 0

Course Plan Timeline Progress Course Catalog Notes Plan Archive Test Scores Unofficial Transcript Grades Petitions & Waivers Gra

< > Summer 2023 Cu +

Print

Planned: 0 Credits Enrolled: 7 Credits Waitlisted: 0 Credits

List Calendar

Approve Deny Protect Unprotect

✓	Approval	Course	Credits	Instructor	Time	Location
<input type="checkbox"/>		BUS-115-IN10E: Business Law I ✓ Registered	3 Credits	Kevin M. Parker	MTWThFSaSu TBD 5/22/2023 - 8/2/2023	Main Campus Administration, INTERNET Classroom Hours





Search for, or select a subject area.

Search for a course subject:

- [Academic Related](#)
- [Accounting](#)
- [Aerospace and Flight Training](#)
- [Aerostructure Mfg & Repair](#)
- [Agriculture](#)
- [Alternative Energy Technology](#)

Filter out your options as needed, and choose the course you would like to add to the student's education plan.

- If you are registering a student for specific sections, then choose the specific course that fits the student's schedule.
- If you are just planning future semesters, just **add the general course**, not a specific section.

[Back To Course Catalog](#)

Filter Results [Hide](#)

Filters Applied: [Art](#) ×

**Availability**

☐ Open and Waitlisted Sections

☐ Open Sections Only

**Subjects**

☒ Art (36)

**Locations**

☐ Main Campus (13)

☐ Greene County Units (1)

**Terms**

☐ Spring 2023 Cu (7)

☐ Fall 2023 Cu (6)

☐ Spring 22 (5)

☐ Summer 2023 Cu (3)

☐ Fall 2022 Cu (2)

[Show All Terms](#)

**Days of Week**

**ART-111 Art Appreciation (3 Credits)** [Add Course to Plan](#)

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. Please note: Participation in this course may require proctored testing at the discretion of the instructor. LCC offers this service free of charge to currently enrolled students. The student may incur a fee if the student chooses proctoring from another service or site. For more information, please contact the instructor

**Requisites:**  
None

[View Available Sections for ART-111](#)

**ART-113 Art Methods and Materials (3 Credits)** [Add Course to Plan](#)

This course provides an overview of media and techniques. Emphasis is placed on exploration and manipulation of materials. Upon completion, students should be able to demonstrate familiarity with a variety of methods, materials, and processes.

**Requisites:**  
None

**ART-114 Art History Survey I (3 Credits)** [Add Course to Plan](#)

This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective



Select the term you are planning for, and **add to course plan**.

### Course Details

**ART-111 Art Appreciation**  
 This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. Please note: Participation in this course may require proctored testing at the discretion of the instructor. LCC offers this service free of charge to currently enrolled students. The student may incur a fee if the student chooses proctoring from another service or site. For more information, please contact the instructor

---

**Credits** 3

**Locations Offered** TBD

**Requisites** None

**Term** Fall 2023 Cu

Close
Add Course to Plan

The general course should show on the student's course plan.

#### LIST VIEW

<
>
Fall 2023 Cu
Remove Planned Courses

Print
Planned: 3 Credits
Enrolled: 0 Credits
Waitlisted: 0 Credits

List
Calendar

Approve
Deny
Protect
Unprotect

	Approval	Course	Credits	Instructor	Time	Location
<input type="checkbox"/>		ART-111: Art Appreciation	3 Credits	No Section Selected	No Section Selected	No Section Selected

#### TIMELINE VIEW

Course Plan
Timeline
Progress
Course Catalog
Notes

Add a Term
Remove Planned Courses

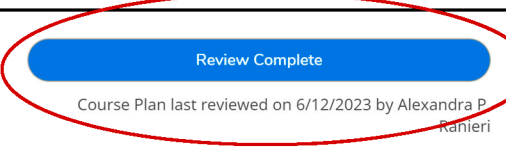
Fall 2023 Cu

ART-111: Art Appreciation
Credits: 3 Credits

3 Planned Credits



Click **Review Complete**.



Program(s):  
Continuing Education  
Associate in Arts

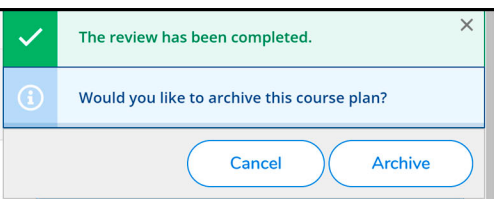
Educational Goal: Degree, Diploma, or Cert

Advisor(s):  
Alexandra P. Ranieri

Course Plan last reviewed on 6/12/2023 by Alexandra P. Ranieri

Remove Planned Courses

Select **Archive**, and you should see the green check change to “archive has been completed”.



Program(s):  
Continuing Education  
Associate in Arts

Educational Goal: Degree, Diploma, or Cert

Advisor(s):  
Alexandra P. Ranieri

Course Plan last reviewed on 6/12/2023 by Alexandra P. Ranieri

Under the **Plan Archive** tab, you will be able to see all versions of the student’s education plan and who archived each version. This plan can also be downloaded as a PDF and given to the student for reference if needed.

Notifications 0

Archived PDF	Archive Date	Archived By
<a href="#">Download</a>	6/12/2023 7:27:01 AM	Alexandra P. Ranieri
<a href="#">Download</a>	5/24/2023 12:14:19 PM	Alexandra P. Ranieri



## Appendix H: Sample QEP-Related Professional Development Opportunities

<b>Title</b>	<b>Provider</b>	<b>Description</b>
<b>Culturally Relevant Teaching Practices for Instructors Part 1</b>	<b>AVID</b>	Part 1 of Culturally Relevant Teaching Practices focuses on what Culturally Relevant Teaching is and how equitable instruction instructor assumptions, expectations, and relational capacity impact student academic success.
<b>Disrupting Deficit Narratives</b>	<b>AVID</b>	As a precursor to student engagement, motivation matters. The literature is overrun with deficit thinking about diverse students, their families, cultures, socioeconomic background, abilities, and communities. In these varying timed sessions, the following objectives are addressed: 1) Reflect on how the educator mindset affects perceptions and shapes institutional culture, 2) Assess campus climate and understand conditions needed to foster a positive learning environment for diverse students; and 3) Explore AVID culturally responsive strategies, which can be used in the curriculum and co-curriculum to support all students.
<b>Intercultural Communication</b>	<b>AVID</b>	Intercultural Communication focuses on creating positive, supportive environments by building relational capacity and community with students and within the educational environment. Participants will explore the characteristics of intercultural communication, what it is and why it is important.
<b>Student Motivation</b>	<b>AVID</b>	Part 1 session focuses on Ginsberg and Wlodkowski's Framework for Student Motivation, which includes: 1) establishing inclusion; 2) developing attitude; 3) enhancing meaning; and 4) engendering competence. Part 1 also offers tools for educators regarding how to facilitate equitable discussions in a multicultural environment.
<b>Teacher Prep Culturally Relevant Teaching</b>	<b>AVID</b>	Teachers who consistently practice culturally responsive teaching strategies have a positive influence on the success of all students in their classroom. Participants will be encouraged to reflect on their classroom management and teaching styles and will apply their knowledge by creating culturally responsive classrooms.
<b>Building Bridges between Faculty and Student Success/ Affairs Teams in Holistic Student Support Efforts</b>	<b>Belk Center for Teaching and Learning</b>	Cultivating a culture of academic excellence requires that we simultaneously cultivate a culture of caring and mattering as leaders and educators for equity. In this session, you will engage in key evidence-based practices and data-informed decision making to foster equity in holistic student supports.





<b>Mental Health for Educators Series: Inclusively Teaching Autistic College Students</b>	<b>Belk Center for Teaching and Learning</b>	This session will address how to account for autistic college students' learning differences and characteristics, capitalize on their interests and skills, and employ classroom strategies that will benefit not only them, but also neurotypical students in tandem.
<b>Mental Health for Educators Series: Suicide Prevention</b>	<b>Belk Center for Teaching and Learning</b>	The 90-minute QPR Gatekeeper Training for Suicide Prevention program teaches people how to recognize suicide warning signs, ask about suicide, and persuade people to accept professional help.
<b>Using Technology in the Classroom</b>	<b>Belk Center for Teaching and Learning</b>	This workshop will provide an overview of teaching and learning strategies that integrate technology to enhance the learning experience and learning outcomes. We will review instructional technology tools to support engagement, collaboration, and connection, as well as teamwork and collaboration strategies through an equity-minded lens to support student engagement. Finally, we will discuss access considerations and brainstorm solutions to technology barriers.
<b>Welcoming Language in Documents</b>	<b>Belk Center for Teaching and Learning</b>	This workshop will differentiate between equality, diversity, equity, and justice as context to designing inclusive learning environments. It will provide an overview of strategies for applying USC Rossier/Center for Urban Education's six equity-minded principles to institutional documentation.
<b>Before the First Day Matters Series: Cultivating Regular and Substantive Interactions in Distance Education</b>	<b>Belk Center for Teaching and Learning</b>	This training will provide an overview of the Department of Education's new Distance Education Regulations in relation to Regular and Substantive Interactions (RSI). This collaborative session will allow faculty and leaders an opportunity to discuss how we can reach all learners through distance education.
<b>Becoming Trauma Informed</b>	<b>North Carolina Student Support Center</b>	Trauma is widespread. It is an important topic for professionals in higher education because a student's history of trauma influences their learning capacity. The negative effects of trauma can interfere with a student's persistence and completion. Trauma also results in fear, mistrust, and inflexibility. Faculty and staff who are aware of trauma and their effects can better recognize them among their students and create a safer environment.



<b>Wrap Around Services – Addressing Basic Needs that Become Nonacademic Barriers for Students</b>	<b>North Carolina Student Support Center</b>	Student retention and graduation are significantly impacted by unmet basic needs (e.g., hunger, homelessness, transportation, childcare, emergency expenses, health issues, and mental health) that force students to leave college. In 2020, WCC data showed that nonacademic barriers related to basic needs accounted for nearly half of the reasons cited by students for dropping a course. In this session, WCC staff will discuss the journey that led to the implementation of a Resource Connections Center for the promotion, collaboration, and management of wrap around services.
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## Appendix I: QEP Implementation Survey to be Sent to Students

1. I completed the Student Onboarding Survey (SOS).
    - a. Yes
    - b. No
    - c. Unknown
  2. An advisor helped me develop an education plan.
    - a. Yes
    - b. No
    - c. Unknown
  3. My advisor worked with me to select classes for my first semester.
    - a. Yes
    - b. No
    - c. Unknown
  4. I have met with my advisor in-person, over phone, or virtually at least once this semester.
    - a. Yes     *If yes, continue to 5.*
    - b. No     *If no, skip to 7.*
    - c. Unknown     *If no, skip to 7.*
  5. After meeting with my advisor, I have a greater sense of academic direction.
    - a. Yes
    - b. No
    - c. Unknown
  6. After meeting with my advisor, I have a greater sense of academic motivation.
    - a. Yes
    - b. No
    - c. Unknown
  7. I have been connected with the resources or services I need to succeed.
    - a. Yes     *If yes, What resources or services did you connect with?*
    - b. No
    - c. Unknown
  8. I have been able to make positive connections with at least one member of LCC's faculty or staff this semester.
- Open Ended Questions:
9. I feel supported by LCC faculty and staff.
    - a. Please provide an example of how LCC faculty and staff made you feel supported or not support.
  10. I feel connected to the LCC community.
    - b. Please provide an example of how LCC made you connected or not connected to the LCC community.
  11. I feel welcomed by the LCC faculty and staff.
    - c. Please provide an example of how LCC faculty and staff made you feel welcomed or not welcomed.



## Appendix J: QEP Implementation Survey Sent to be Sent to Faculty and Staff

1. Please select the your LCC division.
  - Instruction – Faculty Advisor
  - Instruction – Success Coach
  - Student Services

### **If Instruction – Faculty Advisor ...**

#### Student Onboarding Survey (SOS)

2. I use my advisees' SOS responses to facilitate early conversations and relationship building.
  - Agree
  - Neither agree nor disagree
  - Disagree

If you responded with Disagree, please provide additional information.

3. My advisees' SOS responses inform the advising they receive.
  - Agree
  - Neither agree nor disagree
  - Disagree

If you responded with Disagree, please provide additional information.

4. I am pleased with Student Services' response to Watermark alerts.
  - Agree
  - Neither agree nor disagree
  - Disagree

If you responded with Disagree, please provide additional information.

5. If you have feedback regarding the SOS component of LCC's QEP, please provide that feedback here.

#### Momentum Metric Based Advising

6. I feel adequately trained to implement momentum metric based advising.
  - Agree
  - Neither agree nor disagree
  - Disagree

If you responded with Disagree, please provide additional information.

7. I feel adequately trained to record advising notes in Watermark.
  - Agree
  - Neither agree nor disagree
  - Disagree

If you responded with Disagree, please provide additional information.

8. I am in more frequent contact with my advisees as a result of the QEP.
  - Agree
  - Neither agree nor disagree
  - Disagree

If you responded with Disagree, please provide additional information.

9. The processes and workflows introduced by the QEP are sustainable.
  - Agree
  - Neither agree nor disagree
  - Disagree

If you responded with Disagree, please provide additional information.

10. If you have feedback regarding the advising component of LCC's QEP, please provide that feedback here.





Professional Development

11. The professional development offered as part of the QEP has improved my awareness of cultural issues and equity considerations.
- Agree
  - Neither agree nor disagree
  - Disagree
12. The professional development offered as part of the QEP has improved my ability to work with students from diverse backgrounds or experiences.
- Agree
  - Neither agree nor disagree
  - Disagree
13. If you have feedback regarding the professional development component of LCC's QEP or suggestions for future QEP-related professional development, please provide that feedback here.

General

14. The College has adequately marketed the QEP to the campus community.
- Agree
  - Neither agree nor disagree
  - Disagree
15. If you have feedback for improving the implementation of LCC's QEP or student retention and success, please provide that feedback here.
16. Other comments or feedback.

**If Student Services, ...**Student Onboarding Survey (SOS)

17. I feel adequately trained to respond to SOS alerts.
- Agree
  - Neither agree nor disagree
  - Disagree
- If you responded with Disagree, please provide additional information.
18. I feel adequately trained to record notes in Watermark.
- Agree
  - Neither agree nor disagree
  - Disagree
- If you responded with Disagree, please provide additional information.
19. I am in more frequent contact with new students as a result of the QEP.
- Agree
  - Neither agree nor disagree
  - Disagree
- If you responded with Disagree, please provide additional information.
20. The processes and workflows introduced by the QEP are sustainable.
- Agree
  - Neither agree nor disagree
  - Disagree
- If you responded with Disagree, please provide additional information.

Momentum Metric Based Advising

21. If you have feedback regarding the advising component of LCC's QEP, please provide that feedback here.

