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## Robeson Community College Quality Enhancement Plan

### Executive Summary

During 2018-19, as part of the SACSCOC process for reaffirmation of accreditation, leadership at Robeson Community College (RCC) developed a Quality Enhancement Plan (QEP) that grew out of the College's needs for increasing student success. The name of the QEP is **SPARC—Success. Progression. Achieve. Retention. Completion.**

The College developed the QEP topic through a parallel planning process that included faculty and staff input as well as institutional data. Early in the process, faculty and staff insight regarding core values and the meaning of student success revealed that pass rates and completion were considered markers of student success, and that an early alert system was viewed as a feasible instrument to bolster student retention and completion rates.

While faculty and staff input was being solicited, the QEP Steering Committee began a review of Student Achievement data. The numbers revealed that RCC had been losing students from fall to fall since 2015—with an approximate average of 900 students lost per year. Two of the programs that stood out among those with the most “lost” students were the Associate in Arts (A10100) and Associate in General Education (A10300), specifically pre-health science programs.

RCC faculty and staff involved in the QEP development process realized early that certain student support roles would need to be put in place. A particular student support role that was added to RCC in Fall 2019 to augment the newly introduced early alert system is that of the success coach.

Evaluation of institutional data led to the College's QEP outcomes, which were revised for increased relevance and focus following the Report of the Reaffirmation Committee in October 2019. The revised outcomes are listed below along with their corresponding measures:

**Outcome 1: Increase the course success rate of QEP cohort students (formative—per term)**

Measure 1: The course success rate of QEP cohort students will increase by **4%** from baseline to end of each term to end of QEP.

**Outcome 2: Increase the persistence rate of QEP cohort students (formative—term to term)**

Measure 2: The persistence rate of QEP cohort students will increase by **4%** from baseline to subsequent spring to end of QEP.

**Outcome 3: Increase the retention rate of QEP cohort students (summative—annually)**

Measure 3: The retention rate of QEP cohort students will increase by **4%** from baseline to subsequent fall to end of QEP.

**Outcome 4: Increase the engagement of QEP cohort students (formative—during each term)**

Measure 4: 50% of QEP cohort students who average a score of 10 or higher on the SPARC Check rubric will make satisfactory academic progress that semester.

Measure 5: 85% of SPARC Check student survey responses will be 3 or greater on a 4-point Likert-type scale, indicating that the effectiveness of the success coaching session.

For more information, please contact Daniela Newland, QEP Coordinator, at [dnewland@robeson.edu](mailto:dnewland@robeson.edu) or Jamee Freeman, Director of Institutional Planning and Research/SACSCOC Liaison, at [tba@robeson.edu](mailto:tba@robeson.edu).