



All Employee Meeting/Celebration of Excellence
August 12, 2024



What is a Quality Enhancement Plan?



5-year research plan developed for SACSCOC that:

- Improves student outcomes
- Aligns with GTCC's planning process
- Has broad institutional support
- Commits resources for implementation
- Includes assessment plan

What is our QEP?



**HERE TO
SUCCEED**

QUALITY ENHANCEMENT PLAN

**Improving Student Success
in the first 12 credit hours!**

Why is our QEP “Here to Succeed”?

- Stems from 4 years of research on early student success and Guided Pathways 2.0
- Targets student engagement in first 12 credit hours
- Aligns with GTCC’s Key Performance Indicator: Two-Year Success measure from the Voluntary Framework of Accountability



Course Success Rates 2019-2023

	2019-20	2020-21	2021-22	2022-23
GTCC Overall Course Success Rate	67.3%	68.2%	69.8%	72.1%
NCCCS Overall Course Success Rate	74.0%	74.0%	74.0%	76.0%
Black or African American	58.0%	57.1%	60.4%	63.2%
Hispanic	68.3%	66.8%	69.5%	73.8%
White	74.9%	76.8%	77.0%	78.6%
Other Races/Unknown	62.6%	63.3%	66.6%	71.8%



Improving Student Success
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Navigate Early Alerts

Navigate Early Alerts Fall 2020 and Spring 2021				
Term	Total Alerts	Attendance Concern	Academic Concern	Other Concern
Fall 2020	2535	49%	50%	1%
Spring 2021	3474	52%	46%	2%



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Framework of Accountability

Two-Year Success Measure

	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort
New to GTCC	64.30%	65.90%	62.50%	65.40%
Credential Seeking	88.0%	89.70%	88.30%	89.90%
First Time in College	62.50%	64.00%	59.70%	64.10%

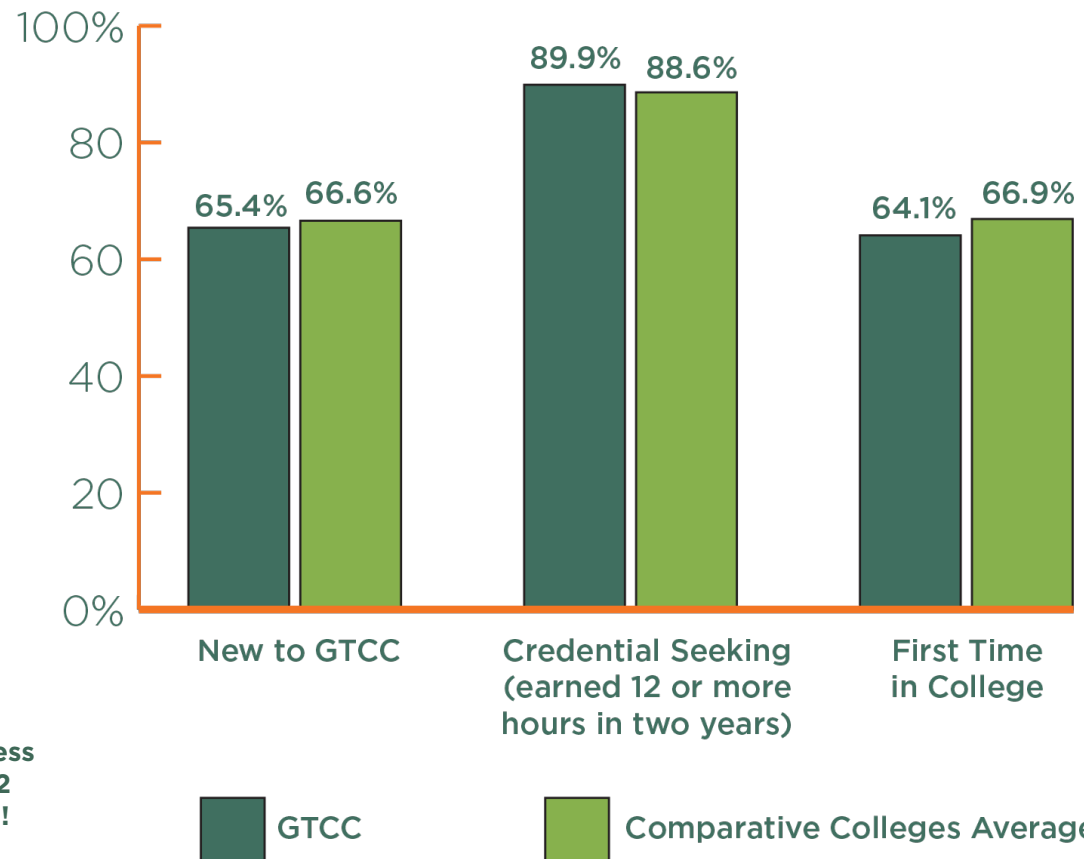


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Framework of Accountability

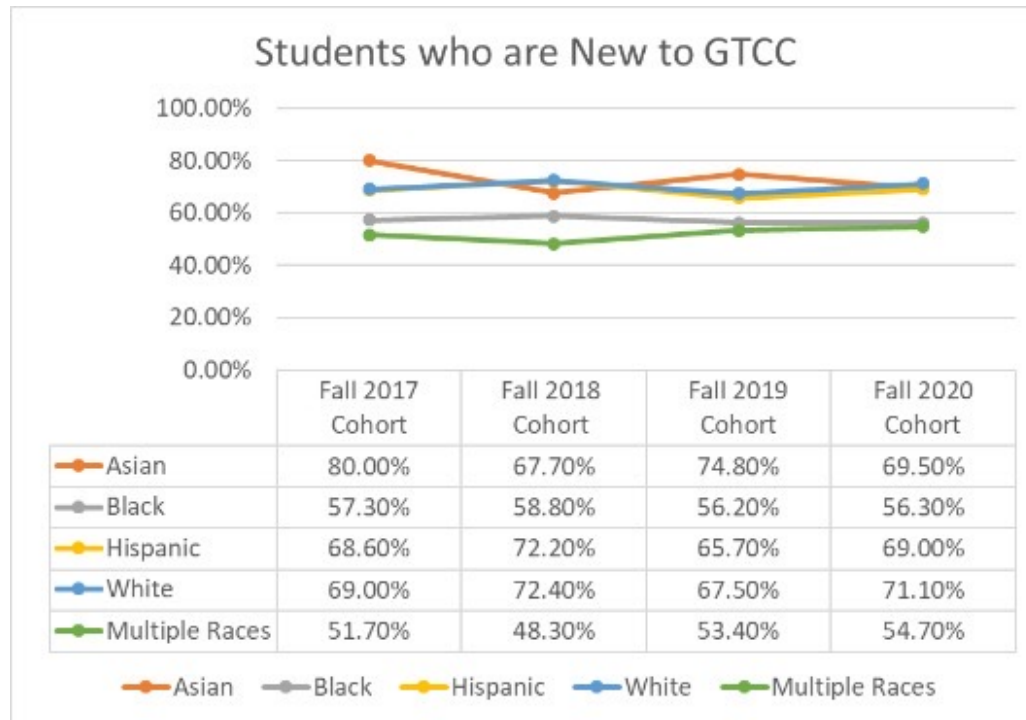
GTCC VFA Two Year Success Measure with National Comparisons

Two Year Progress Overall

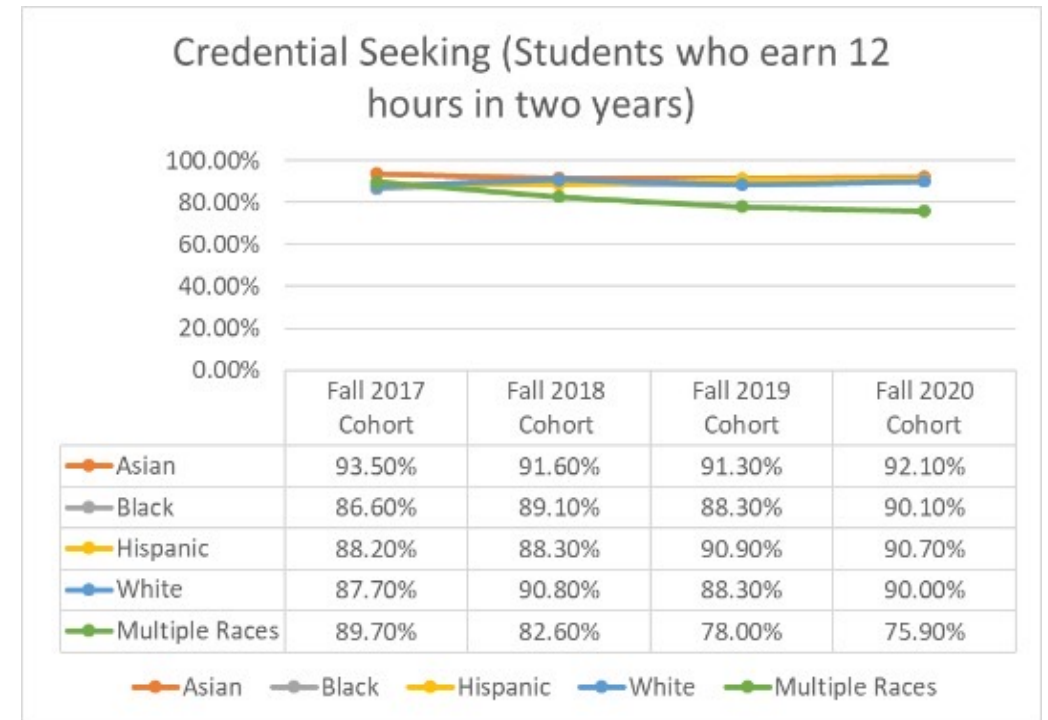


Framework of Accountability

VFA New to GTCC Two Year Success Measure



VFA Credential Seeking Two Year Success Measure



Predictors of Credential Seeking Status

Positive Predictors	Negative Predictors
Full-time status (attempting 12 or more credits)	Earning zero credit hours in the first term
Grade point average	First time in college status
Completion of English and math in the first year	Female gender



Improving Student Success
in the first 12 credit hours!

Loss Momentum Framework



Understanding the Student Experience: LOSS AND MOMENTUM FRAMEWORK

ENABLING SYSTEM
INFRASTRUCTURE

- POLICY** (Institutional, State and Federal)
- ACCREDITATION** (Transfer, Articulation, Credentialing)
- VENDORS** (Testing, Publishing, Data/Transactional Systems)

LOSS POINTS

- Do not apply to PS
- Delayed entry to PS
- Poor college counseling leads to under enrollment, poor matching and failure to obtain financial aid for which they qualify
- Poor academic preparation
- In community colleges, 60% referred to developmental education, only 30% ever take subsequent college level courses
- Fail to enroll/pass Gatekeeper courses (i.e., entry-level math and English)
- 75% of low-income students need to combine work and school; work more than 20 hours/week; schedule changes
- Part-time enrollment means slow progress, loss of momentum
- Life happens/complex lives means many disruptions; stop out or drop out
- Limited advising leads to credit (and debt) accumulation not matched to degree attainment
- Leave with credits needed for degree but for college level math
- Transfer without credential
- Credential doesn't garner family-supporting wage job or isn't "stackable" to career that does

STUDENT PROGRESSION



ENABLING INSTITUTIONAL
INFRASTRUCTURE

- MOMENTUM STRATEGIES
- Consistent college & career ready standards
 - Foster college-going norms supported by peers and trusted adults
 - Increase understanding of college requirements, application and financial aid processes/Improve information, matching and financial aid products
 - Dual enrollment/Early College High Schools (on-ground, online options), AP credit
 - Take college placement exam in high school
 - Enrollment directly from high school
 - Diagnostic assessment & placement tools
 - Mandatory "intrusive" advising, attendance, life skills courses, declared courses of study linked career pathways
 - Improved academic catch-up (prevention, acceleration, supplemental instruction, concurrent enrollment, contextualization, and competency-based digital prep)
 - Aggressive financial aid application support
 - Course redesign to go further, faster, cheaper
 - Innovative programs to incent optimal (e.g., high intensity, continuous) attendance
 - Leverage technology to make real-time feedback, intensive advising, accelerated, flexible, and student-centered learning more available
 - Intentional, accelerated, competency-based programs of study leading to credentials in high-demand fields like STEM and health care
 - Provide emergency aid to deal with unexpected life events
 - Mandatory "intrusive" advising
 - Transfer-with-credentials incentives
 - Remove barriers to graduation (e.g., fees, forms)
 - Learn and Earn programs that combine credential attainment and work experience in field of study toward career pathway

- STUDENT DATA SYSTEM** (From Day 1 to Completion)
- STUDENT ENGAGEMENT**
- LEADERSHIP FOCUSED ON COMPLETION** (Faculty, Administration, Trustees)

What do we know about our students?

- Students surveys reveal, within the first 3 weeks of class:
 - 50% turned in at least 1 assignment late
 - 36% did not turn in at least 1 assignment
 - 43% came to class without completing readings or assignments at least once
 - 26% skipped class at least once
 - 29% have not worked with other students on a project or assignment during class
 - 28% have not discussed an assignment or exam with an instructor
 - 19% have not asked for help from an instructor
- 77% of all students completing course evaluations report having the Canvas Gradebook updated weekly
- 63% report receiving feedback weekly from instructors

Student Success Outcomes



- Improve student attendance and engagement
- Increase success rates in the student's first 12 credit hours resulting in decreased equity gaps in student subpopulations
- Improve student persistence
- Increase percentage of students in good academic standing
- Decrease financial burden on students

QEP Development Committee

QEP Development Committee Members

Jeremy Bennett, Chair, Associate VP of Instruction

Kara Baldwin, Director of Grant-Sponsored Programs

Kristen Corbell, Director of Institutional Research

Rich Depolt, Faculty/Department Chair, Accounting, Business, and Supply Chain Management

Kristen Dotson, Director, Institutional Support and Special Projects

LaTia Hairston, Faculty/Program Director, Cosmetology

William “Keith” Karriker, Registrar

Lisa Koretoff, Director, Financial Aid

Justin Lyons, Director, Marketing and Communications

Amanda Melniczek, Faculty/Co-Chair, Center for Teaching and Learning

Kirby Moore, Associate VP, Onboarding and Admissions

Ann Proudfit, VP of Student Services

Brad Spielman, Director, Center for Academic Engagement

Ronnie Smith, IT Systems Manager

Nick Yale, Faculty/Interim Director, Aviation Programs

4 QEP Strategies



- Implement college-wide attendance policy
- Increase student engagement in the classroom
- Provide professional development for all faculty and staff
- Create financial aid system to support student completion

Implement Attendance Policy

- Fall 2024: Pilot attendance policy with admin withdrawal in 3 programs
- Faculty training on self-service attendance entry
- Set up attendance tracking reports for students and faculty
- Alert system for non-attendance (messages sent to students, faculty, staff)
- Spring 2026: Implement college-wide attendance policy with admin withdrawal
- Explore automated Last Date of Attendance

Increase Student Engagement

- Faculty training: Enhance student engagement strategies
- Include class participation in grading
- Conduct faculty survey on student engagement
- Update new student orientation:
 - Address attendance, participation, academic standing
 - Add hands-on activities for credit load and program completion
- Implement college-wide Canvas Gradebook use

Professional Development for All Faculty and Staff



- Faculty training:
 - Attendance taking & participation-focused grading practices
 - Implementing student engagement strategies
- All-staff training: Enhancing knowledge of student academic progress

Create financial aid system to support student completion

- Implement bi-semester federal aid distribution
- Develop system for students to view aid amounts and distribution dates
- Educate campus-wide on satisfactory academic progress requirements



How Can You Help?

Stay informed, engaged, and ask questions

gtcc.edu/QEP is your resource



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✓ What is a QEP?

A Quality Enhancement Plan (QEP) is a five-year project to enhance student outcomes and/or student success.

✓ GTCC's QEP

"Here to Succeed," is a five-year initiative aimed at improving student success in the first 12 credit hours through increased student engagement and attendance in class.

✓ QEP Tactics

These tactics collectively aim to enhance early academic success and close achievement gaps among GTCC's diverse student population:

- *Develop & apply student engagement strategies*
- *Introduce attendance policy & tracking*
- *Provide professional development for faculty & staff on student engagement strategies.*
- *Implement alternative financial aid disbursements*

Important Dates to Remember



October 28-31, 2024
“On-Site Review”

Questions?

