STATE BOARD OF COMMUNITY COLLEGES
Budget and Bond Update
2016 Community College Budget Priority: Increase Student Enrollment & Completion By Investing In Student Supports

One of our budget strategies is to improve student completion rates by investing in student supports. To fund these initiatives, we are requesting that we retain funds that would otherwise be cut due to enrollment declines ($26.2 million). Strategies would be "local initiatives, locally driven" – colleges would be able to use these monies to fund locally-determined student supports that promote student completion. Following is information provided by each college on ways in which the funds would be used to support student success.

COLLEGE	STRATEGY/PROBLEM ADDITIONAL FUNDING WOULD ADDRESS	DESCRIPTION OF HOW FUNDS WOULD BE USED
A-B Technical Community College	**Strategy 1:** A-B Tech CC would fully implement a Student Lifecycle Management strategy (IPASS - Integrated Planning and Advising for Student Success) by enhancing its early alert capabilities, deploying a student curriculum mapping tool and developing a timely reporting and analytics framework for proactively identifying at risk students	- Acquire software and contract a consultant to enhance and fully integrate the early alert solution. - Acquire and deploy a student curriculum mapping tool to guide students through their curricula and to proactively monitor their progress. - Integrate Career Counseling and Placement into the Student Lifecycle Management system. - Acquire software to deploy a data warehouse, data reports and analytics to track progress and identify at-risk students.
	Strategy 2: A-B Tech wants to ensure early success of students taking entry level credit math and English courses in the first year. Students successfully completing these courses in year one are more likely to complete their intended goals.	Run one credit support sections of math and English for at-risk students entering credit level courses under multiple measures.

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		• Lower ENG 111 caps to allow instructors more time for student support. • Increase skills lab capacity to provide additional tutoring opportunities for students in English and math.
Alamance Community College		
Beaufort County Community College	**Strategy:** Increase the percentage of students who enroll in the College successfully complete their program of study.	Expand temporary advising center to a permanent fully functional advising center to help students with career assessment, program selection and completion. This would include an early warning system to assist advisors in identifying at risk students.
Bladen Community College	**Strategy 1:** Increase the number of students who complete gateway English classes through the implementation of a writing laboratory.	Course materials, hardware, software, and personnel to support students in the writing laboratory.
	Strategy 2: Implement an early alert system that will provide information to faculty advisors and counselors regarding student progress in classes to improve student success.	Purchase an early alert system that will fully integrate with our current computer system.
Blue Ridge Community College	**Strategy:** Increase the number of students who are able to overcome inevitable struggles in their courses, particularly in gateway courses in English and math.	Implement an early alert system that would allow students to be contacted as early as possible when they begin to struggle due to academic or non-academic factors. This early alert would allow BRCC to put the students in contact with internal or external sources of help before the student drops out.

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Brunswick Community College	**Strategy 1:** Engage faculty and staff in a comprehensive student success and completion initiative.	Employ a full-time Academic Support dean to expand an existing division within Academic and Student Affairs.
	Strategy 2: Strengthen academic advising by increasing student access to advising through a dedicated year-round Advising Center.	Employ two full-time advisors trained in professional technical/transfer curriculum programs to help students identify and locate resources, complete student-related transactions (drop/add, graduation application, etc.), career/curriculum planning, as well as monitoring students' progress towards graduation.
	Strategy 3: Increase semester-to-semester persistence rates of students and program completion.	Provide student support using software, e.g., Starfish, Aviso, etc., that interacts with current Information Technology systems to identify at-risk developmental and college-ready students needing academic interventions.
Caldwell Community College & Technical Institute	**Strategy:** Caldwell Community College and Technical Institute wants to increase retention rates and promote goal completion.	Caldwell Community College and Technical Institute would use these funds to expand academic support initiatives including academic planning and coaching, advising, tutoring, supplemental instruction, and veteran's services. In addition, funds would be utilized to purchase technology enhancements to support student success (i.e. Early alert software and online orientation software).
Cape Fear Community College	**Strategy:** Increase the percentage of new students that attempt and complete 12 credit hours in their first year of enrollment (First Year Progression). Of newly enrolling students in the fall 2012 cohort who attempted at least 12	Significantly expand orientation and academic advising systems and hours of operations. These enhanced services to students will include mandatory orientation and first-year advising, completed degree

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	credit hours, only 69.7% successfully completed at least 12 credit hours; the NCCCS goal is 74.6%. This strategy can also affect CFCC's Fall-to-Fall Retention rate by increasing the numbers of students that re-enroll for a second fall semester (Between 2007 and 2011 only 67.6% of newly enrolling degree seeking students reenrolled for a second fall semester, on average).	plans, purchase of additional equipment and academic planning/resource software that will systemize student tracking/advising processes across the College.
Carteret Community College		
Catawba Valley Community College	**Strategy 1:** Increase the enrollment, retention, and completion of credentials for Hispanic, Hmong, African-American, and other students of diversity.	Hire an Outreach Coordinator and minority ambassadors that represent the targeted communities to intentionally recruit, advise, enroll, and help complete credentials for targeted groups. Offices within the Hispanic, Hmong, African-American, and other diverse communities would be established to develop positive relationships that increase enrollment, retention, and completion of credentials.
	Strategy 2: Catawba Valley Community College wants to increase recruitment and retention efforts for all of our students. CVCC launched a college-wide retention and recruitment plan to address student completion. Our research indicates that mentoring, tutoring, and service learning have positively impacted retention. The college wants the ability to provide support services for diverse student population.	Catawba Valley Community College would use these funds to expand our student completion strategies. Mentoring, tutoring, and service learning have proven to be effective initiatives leading to student completion. The sustainability of these student completion efforts for long-term success is dependent on increased resources.

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Central Carolina Community College	**Strategy 1:** Central Carolina Community College seeks to increase retention and completion rates of all student groups by reducing inequities to college success for students with significant barriers to achievement.	Central Carolina Community College will use these funds to expand its capacity to provide success coaches and advisors focused on students with the highest need in academic programs with low completion and retention rates.
	Strategy 2: Central Carolina Community College seeks to streamline the academic advising and registration experience to be more consistent, accurate, timely, and student-centered.	Central Carolina Community College will use these funds to enhance the student advising experience with technology upgrades to its web-based advising and early alert system using predictive analytics, along with enhanced advising/registration technologies that provide real-time updates to students about their registration/advising status.
Central Piedmont Community College		
Cleveland Community College	**Strategy 1:** Cleveland Community College wants to increase the percentage of students that enroll and successfully complete programs in high-demand occupations.	Cleveland CC would use these funds to hire a Success Coach who will work with students in programs that lead to manufacturing jobs in Cleveland County.
	Strategy 2: Cleveland Community College wants to improve retention in all courses through the implementation of a mandatory orientation program.	Cleveland CC would use these funds to produce a high-quality online orientation, to staff face-to-face orientation, and to evaluate both online and face-to-face orientations.
Coastal Carolina Community College	**Strategy:** Coastal Carolina Community College wants to enhance student completion by increasing the percentage of students who utilize academic support services for success.	Coastal Carolina Community College would use these funds to redesign and renovate the Learning Resources Center to further accommodate the centralization and expansion of academic support services.

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College of The Albemarle	**Strategy 1:** College of The Albemarle wants to increase successful course completion rates in gateway math and English courses by 5%.	COA would use these funds for dedicated advisors for new students; Supplemental Instruction Leaders and training; Writing center assistance (face to face); Math tutoring (face to face); faculty development focused on student learning strategies for content areas.
	Strategy 2: College of The Albemarle wants to create an Advising Model and Early Alert System to offer increased student outreach and targeted support (academic, social, interpersonal, intrapersonal) at key stages of the students' first two semesters. This initiative will increase retention semester to semester, completion of courses and increased graduation rates.	COA would use these funds to hire and train professional advisors to support students as well as work with faculty to enhance their efforts in advising, student support and student assistance. Funds will also be used for professional development for faculty advisors and Student Success and Enrollment staff in career coaching, skill and interest-based program selection, and job placement.
Craven Community College	**Strategy 1:** Craven Community College wants to increase persistence, retention, and completion rates among its student population (developmental and college-level).	Craven Community College would use these funds to develop a credentialed tutoring program; peer mentoring program; and supplemental instruction option.
	Strategy 2: Craven Community College wants to offer students greater support to ensure appropriate, desired, and efficient educational pathways.	Craven Community College would use these funds to implement Starfish software (to assist tracking and advisement)
Davidson County Community College	**Strategy 1:** In Fall 2014, the college enrolled 4,120 students and while 69.2% of those students were retained through Spring 2015, only 39.5% of those students returned in Fall 2015. Davidson County Community College wants to increase	Davidson County Community College would use the funds to improve student success by: 1. Embedding instructional support in the classroom (supplemental instruction).

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	the percentage of students who are retained from spring to fall semester by 15% each year.	2. Providing group tutoring sessions tailored to the needs of the students built into their course schedule. 3. Increase summer options for students to stay engaged (e.g. course offerings, internships, apprenticeships, male mentoring opportunities, programs and college events).
	Strategy 2: Students are expected to complete their degree within 150% of time (3 years for a 2 year degree). However, for students starting in 2012, only 45.9 of them were on track at the 67% point to complete the degree within the expected time frame. In addition only 18% of our first-time, full-time degree seeking students earn a degree within 150% of time. Davidson County Community College wants to increase the percentage of students progressing toward degree completion by the 67% of time and thus completing their degree within the 150% timeframe.	Davidson County Community College would use the funds to: 1. Hire completion coaches to connect with students to get them back on track and to stay on track to degree completion. 2. Embed instructional support (supplemental instruction) in the classroom to ensure students are getting the academic support they need to stay engage and finish their degree. 3. Develop academic options for students to accelerate toward degree completion (e.g. compressed schedule, winter break courses).
Durham Technical Community College	**Strategy 1:** Durham Tech wants to increase the percentage of new students who enroll and successfully complete a credit-level English and math course in their first year AND ensure first-year students reach an academic momentum point that helps predict future credential completion (NCCCS Performance Measures C, D, and E).	Durham Tech would use these funds to expand our Academic and Early Alert services and implement an Academic Progression Plan. Funds would be used to add academic alert tutorial services and early alert counseling services to students enrolled in credit-level English and math courses (services currently

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		offered only to Developmental Education and First-Year Experience students).
	Strategy 2: Durham Technical Community College wants to ensure that students have clear pathways to success, use career services to excel, and engage in work-based learning in all career and technical programs (College Goals #2, 5, and 6).	Durham Technical Community College would use these funds to develop a Center for Career Services. This Center would pull together various existing services and add others currently not offered to our students but expressed as a critical need by various constituencies, e.g., Career Counseling, Work-Based Learning, Internships, Work Study, and Job Placement services.
Edgecombe Community College	**Strategy:** Edgecombe Community College seeks to establish a student success center on each campus, designed to increase retention rates and completion rates.	Edgecombe Community College will utilize awarded funds to provide services in two student success centers (one on each campus). Funds will be used to provide tutoring and supplemental instruction for students needing assistance in their coursework, provide intrusive advising to improve students' course selection, provide faculty training in academic advising, and purchase the STARFISH system to assist faculty and staff in working with students. The goal of the STARFISH system is to enable faculty and advisors to more accurately identify students who are underperforming and to provide them with the support services they need to complete their course of study.

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Fayetteville Technical Community College	**Strategy 1:** Fayetteville Tech wants to increase the passing rate percentage and completion rates of students who are identified as having academic difficulty. Target areas would include: • Students who have been identified by faculty as needing help • First time-First generation students • Minority Males • Students who have failed Financial Aid Satisfactory Academic Progress (SAP) • Students not SAPed but their cumulative GPA is below 2.3	Fayetteville Tech wants to develop identification, counseling/advising, tracking mechanism that will target student populations who historically do not perform well and/or are experiencing academic difficulty. Once the identification/referral/tracking mechanism is in place, advising/counseling/learning lab resources would be expanded to enhance the effort.
	Strategy 2: FTCC wants to increase student/faculty/staff touchpoints to encourage strong advising/counseling relationships that will promote student success.	FTCC wants to develop an automated system that will assign advisors/counselors, to include communication and tracking modules that may be monitored by faculty/staff/administration for quality assurance purposes.
Forsyth Technical Community College	**Strategy 1:** Forsyth Tech will improve the success of students in gateway math and English courses by expanding DMA labs and tutoring.	Funds will provide for staffing for labs to support students who need DMA courses as prerequisites or co-requisites with gateway math courses. The college will also fund additional tutoring, including on-line tutoring support.
	Strategy 2: Forsyth Tech will expand college-to-career services.	Funds will provide for additional staffing to expand work-based learning opportunities in AAS, diploma, and certificate programs (credit and non-credit). Career counseling services will be expanded and employer liaisons employed.

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Gaston College	**Strategy 1:** Gaston College wants to improve retention rates and completion rates by providing students with individualized advising through face-to-face interactions and through the use of technology that keep students on-track from initial enrollment through completion of their chosen career pathways.	Gaston College would use these funds to institutionalize the Transfer Advising Center pilot project. The center would provide a centralized and permanent location where students can receive intrusive advising and timely graduation checks in a face-to-face environment. In addition, the college would secure the technology needed to make intrusive advising college-wide. The application would facilitate individualized course recommendations; it would allow students to compare implications of switching programs, to identify difficult as well as suitable course combinations, and to review progress towards completion of career pathways/ degrees, diplomas or certificates.
	Strategy 2: Gaston College wants to improve student retention and graduation of all students by continuing to expand student support services such as Early Alert and supplemental instruction.	Gaston College would use these funds to expand intrusive support services such as Early Alert and supplemental instruction.
Guilford Technical Community College	**Strategy 1:** Student retention and completion have been and remain important strategic priorities at GTCC. Very often, it is not unusual for "at risk" student populations to struggle academically two or three semesters before establishing themselves as successful students. New federal "Financial Aid Integrity Guidelines" that were implemented in 2010 have adversely affected many students' ability to persist and remain enrolled. This is due to more stringent financial aid eligibility	In order to address this and a variety of other student retention issues GTCC would use these funds to implement a Comprehensive Student Retention Unit. This unit will aggressively work with faculty and staff to identify at risk new, returning, and stop out students needing high touch intervention in order to persist in college toward completion.

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	limits called "Standards of Academic Progress" (SAP). When students lose their financial aid eligibility due to SAP they are no longer able to pay for classes/books, leave, and do not return to the college. Research tells us that this population of students are very needy and require a high touch support network in order to effectively navigate and succeed in college. This is just one example of potential barriers community college students must overcome while on the path to success and completion.	
	Strategy 2: A review of data from GTCC, indicates that the most significant reason students do not persist is due to non-cognitive variables (e.g., poverty impacts). To address retention in a significant and meaningful way, the college must support students both academically and using other strategies that help individuals and families break the cycle of poverty and make fully informed decisions about their education.	Funds would be utilized to support a comprehensive student support arm entitled, "Titan Link". Titan Link would strive to address the non-cognitive challenges our student population faces through both referrals and direct services that support financial literacy and remove/ameliorate other barriers to success.
Halifax Community College	**Strategy 1:** Halifax Community College wants to improve the passage rates in the following performance measures including licensure and certification, developmental success in college level Math & English, GED passing rate, first year progression, curriculum student completion and the overall graduation & completion rates for all of our students.	Halifax Community College would use the funds to provide innovative support for a broader range of students (i.e. like the PRIDE Male Mentoring Program) to increase student success as noted by the feedback report from the Aspen Institute College Excellence Program. We will hire an Allied Health Success (Nursing) Coach, Academic Success Coach (Transfer Programs) and Academic Success Coach

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		(Career & Technical Programs. The three Academic Success Coaches will also have the credentials to teach at least one course in their discipline and will be 12 month employees to ensure students will receive have someone to provide advice and counsel on student success. Any additional funds would be used to provide targeted outreach to high schools and parents in the service region, including programs that allow students to apply to Halifax Community College online, apply for acceptance in the Career and College Program and evaluate their math and English skills before enrolling at Halifax Community College (Feedback from the Aspen Institute College Excellence Program Report to HCC).
Haywood Community College	**Strategy 1:** Haywood Community College wants to increase the percentage of students who attempt and successfully complete 12 hours of coursework their first year. (Tied to Performance Measure E)	HCC will use the funds to realign the current Academic Advising model to a collaborative model between Student Services and Academic Departments. This model will be a modified Intrusive Advising/Advising Center Model. Funds will also be used to market availability of advising and direct support services to students and provide additional support for students in gateway courses.

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	Strategy 2: HCC wants to increase the percentage of credential seeking students who persist from fall semester to the following fall semester. (Tied to Performance Measure F)	Explore and purchase technology/software for early alert and retention efforts.
Isothermal Community College	**Strategy 1:** Isothermal will work with public school personnel to create and communicate 5 year pathways. These pathways will clearly define degree options for students to begin in high school and complete within one year of high school graduation.	Isothermal would use funds to support personnel to advise students and to work with high school counselors to help students transition from high school to college.
	Strategy 2: Provide support services to student in gateway college level math courses through multiple measures. These services would include one-on-one tutoring, course co-requisites for students with a 2.6-3.0 High school GPA, and open math labs.	Isothermal would use the funds to pay personnel for tutoring and co-requisite course delivery (MAT 001).
James Sprunt Community College	**Strategy 1:** JSCC wants to increase the retention and graduation rates of its economically disadvantaged student population.	JSCC will use the funds to grow the Single Stop model beyond the initial 2 year grant providing avenues for students to receive valuable financial, tax, and legal support thus enhancing student success.
	Strategy 2: JSCC wants to increase student's career awareness and employability following completion of academic program of study.	JSCC will use the funds to continue to build the Career Coach portal to provide students with specific information regarding career assessment, hot career fields, resume' building strategies, interview skills, and job openings in the local, regional, and state level.
Johnston Community College	**Strategy:** Johnston Community College will open a Student Success Center to increase the success of all students from the first student experience all the way to employment. This	Johnston Community College will use these funds to develop a model Student Success Center. This strategy will include adding personnel and the

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	center will serve Curriculum, Continuing Education and Basic Skills students. This is an initiative that will involve the Student Services Division and Instructional Division uniting for the success of all students.	purchase of equipment to include computers and furniture.
Lenoir Community College		
Martin Community College		
Mayland Community College		
McDowell Technical Community College		
Mitchell Community College	**Strategy 1:** Implement a comprehensive early alert system	MCC would use funds to increase retention of at risk students, improve student engagement, and improve student advising and academic pathway planning. This will accomplished through the purchase of a software program, such as STARFISH, which will interface between Web Advisor, Web Attendance, Datatel, etc. The software will assist faculty and staff to better track student success and intervene early when warning signs are identified.
	Strategy 2: Mitchell Community College Implement a College Transfer Advising Center	MCC would use funds to improve student advising, student engagement, student retention, and student completion. This will be accomplished through the allocation of funds to reallocate some faculty for advising and to hire professional advisors.

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Montgomery Community College	**Strategy 1:** Montgomery Community College wants to increase the percentage of students moving from high school equivalency completion to enrollment in curriculum programs to completion of a certificate, diploma, or degree.	Montgomery Community College would use the funds to provide a Success Coach to work with students as they move from completion of their high school equivalency certificate to enrollment in a curriculum program, following the student's progress in the program and providing strategies and assistance to see them through to the successful completion of a certificate, diploma, or degree.
	Strategy 2: Montgomery Community College wants to strengthen and enhance its tutoring program by establishing a tutoring lab.	Montgomery Community College would use the funds to establish a tutoring lab managed by the Counseling staff, allowing for a more coordinated and focused approach to providing tutoring to students enrolled in credit courses.
Nash Community College	**Strategy 1:** Nash CC wants to build a stronger bridge program between students outside the K-12 system into programs that lead to associate's degrees and occupational certificates, a demonstrated need of local industry, and will also provide Nash County students the specialized educational credentials needed to be successful and remain in Nash County.	NCC will utilize funds to expand its existing pathway program by providing greater one-on-one tutoring, mentoring, advising and tangible resources (i.e.; equipment & technology) to students as they cross the bridge to success in the educational field they have chosen that best fits their employment direction. This too will reduce the number of students dropping out of college for financial reasons.
	Strategy 2: Nash CC wants to increase the number of higher level course offerings in mathematics and computer science to returning students successfully completing their first year.	Degree seeking students completing their first year enter into their second year needing to take higher level math and computer science courses. Nash CC

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		will utilize funds to expand high level course offerings, better equip laboratories and provide tutoring not only to second year math and computer science students, but also provide tutoring for life to NCC graduates that transfer to a 4 year college or university. In addition funding will provide professional development opportunities that will support ongoing student success.
Pamlico Community College	**Strategy 1:** Pamlico CC wants to provide comprehensive tutoring, career & transfer services to all program students with the goal of increasing retention, completion and placement.	Pamlico CC would use these funds to institutionalize and scale up the Student Success Center by hiring a Student Success Coordinator/Tutor and a Career & Transfer Coach/Advisor. These positions would allow the College to serve students in three ways: 1) provide in-class supplemental instruction and out-of-class tutoring in critical subject areas (e.g. Developmental Education, gateway English and Math courses, computer science, science); 2) teach Academic Success courses and assist students with career discernment, skills development, job placement and transfer opportunities; 3) advise students in the summer when faculty advisors are not available. Funding permitting, the College would purchase predictive analytics software to enhance and expand our early alert capabilities. These funds would help implement the next phase of student

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		success initiatives, in that they would augment the college's existing Quality Enhancement Plan and Completion by Design plan.
Piedmont Community College	**Strategy 1:** Piedmont Community College wants to increase the graduation, retention and persistence rates of its new and returning students by developing and implementing initiatives that directly align with three Objectives of the College's Strategic Plan 2015-2020: Objective 2.3: Program Resources; Objective 2.4: Delivery of Services and Instruction; and Objective 2.5: Student Success Learning Institute Initiative	Piedmont Community College would use these funds to develop and implement the following initiatives. • Establish a Center for Student Success and Retention, which would include: 　• an Office of First Year Experience that will provide new students with a variety of services such as tutorials, peer mentoring, supplemental instruction, learning communities, personalized advising, academic skill development workshops, personal academic consultations, and Summer Bridge Program for students entering with deficiencies in math and reading; and 　• Center for Excellence in Teaching and Learning that will offer faculty a series of workshops on teaching effectiveness, best practices in teaching pedagogy as well as a repository of resources about designing, teaching, and evaluating courses. 　• Develop and host Summer Orientation, Advising, and Registration Services (SOARS) for first year students. At SOARS, students

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		will take the math placement test, attend academic advising with faculty, complete the registration process for fall term courses, learn about valuable campus resources, and interact with other students.
Pitt Community College	**Strategy 1:** The experience which a first year student at Pitt Community College has will be improved by helping to ensure students are properly advised financially, academically and in regards to their career objectives. The key to all of these is successful advising and guidance of the first year student.	Pitt Community College would use these funds to revise its advising model / the "Front Door" experience; hiring ten (10) First Year Student Success Navigators, creating a centralized advising center and revising the structure of student success courses.
	Strategy 2: Pitt Community College wants to increase the number of graduates and local area residents enrolling, successfully, in its programs.	Pitt Community College would like to purchase and implement software to track and manage potential students from the point of recruitment to graduation and job placement.
Randolph Community College	**Strategy 1:** Randolph Community College Increase retention, persistence, and completion comprehensively for curriculum, career and college promise, and adult basic education students.	Fully implement the success coach philosophy to proactively identify at-risk curriculum, career and college promise, and adult basic education students by hiring sufficient coaches to serve students and purchasing/maintaining Aviso coaching software that assists in managing coaches' caseloads, communication among stakeholders, and maximizes an early alert system.
	Strategy 2: Randolph Community College Increase retention in subjects that historically have low retention resulting in lower program completion.	Fully implement tutoring labs that target critical subject areas such as Mathematics, English, Nursing, and others as they are identified. Funding would

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		include hiring tutors, supplies, and potentially equipment.
Richmond Community College	**Strategy 1:** Richmond CC would improve the year to year retention rate and the 6 year cohort graduation rates by 25% through improved career planning, academic advising, program and course alignment, and expanded student internships.	1. Fully equip the Career/Transfer Center with appropriate technology and furniture. 2. Expand peer and professional tutoring services. 3. Expand summer semester course offerings to allow for quicker program completions. 4. Employ full-time Academic Success Coaches to improve advising and retention.
Roanoke-Chowan Community College	**Strategy 1:** Students who enroll in college level classes while still enrolled in high school are not prepared for the rigors of college work many times. Roanoke-Chowan Community College wants high school students taking classes for college credit to be successful as they begin their college experience. The goal is to increase the success rates of students passing classes and moving forward into future college classes.	With funding R-CCC would hire a success coach to work with high school students enrolling in college classes to better prepare them for college classes and to serve as a support net so that they don't fail in their initial college experience. The success coach will work at the high schools in the county where college credit classes are taught.
	Strategy 2: Students who are in their first year on the R-CCC campus as freshman at times have difficulty succeeding academically. We want to increase the retention rates of students for freshman so that they are able to enter their sophomore year with academic skills and confidence to succeed in their second year of college.	With adequate funding R-CCC would hire a retention specialist who will work on the main campus. A great deal of the focus of the retention specialist is with retaining students in the first year after aiding to create successes in the freshman year so that students can enroll in the sophomore year and successfully finish their programs. The retention specialist also will help coordinate activities on campus in our Academic Resource Center also.

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Robeson Community College	**Strategy:** Robeson Community College plans to implement student support and success strategies following "best practice" student success models that will be designed to increase the percentage of enrolled students earning a credential, certificate, diploma, and/or associate degree.	Robeson CC will employ academic success coaches to support students enrolled in curriculum programs at the institution. Based on program enrollment, academic success coaches will be strategically assigned and placed in each academic division (University Transfer, Business Technologies, Health Sciences, Industrial Technologies, and Public Services).

Expense 2:
Robeson CC will implement an Early Alert System using current software technology and trained personnel to target students who are at risk of failing to achieve educational objectives. Personnel will work with identified students to develop support and success strategies toward persistence and completion of college goals. |
| **Rockingham Community College** | **Strategy:** Rockingham Community College has a goal to increase its retention and completion rates. | Rockingham Community College will use these funds to fund its SACSCOC Quality Enhancement Plan (QEP) entitled SOAR (Student Success through Orientation, Advising and Relationships) that is focused on higher retention and completion rates. The college's QEP was implemented in 2014 with the following three strategies: (1) required new student orientation; (2) the assignment of incoming students to the new Student Advising Center; and (3) required enrollment |

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		of new students into the appropriate ACA course in their first year. Funding will allow the college to fully implement SOAR, which has a clear, direct impact on students by providing them essential tools to transition to college and to form the basis for completion.
Rowan-Cabarrus Community College		
Sampson Community College	**Strategy 1:** Sampson Community College will improve student completion rates for new students enrolling in gateway credit courses in English and math during the first year of their enrollment.	Expand tutorial staffing for Academic Support Center, enhance academic advising, and implement an academic early alert system (Aviso, Starfish, etc.).
	Strategy 2: Sampson Community College will improve course completion rates and student satisfaction in courses delivered through distance education (hybrid, web, and web-assisted courses.)	Funds will be used to expand faculty development opportunities in the effective use of distance education technologies, to expand on-line support for students enrolled in DL classes, and to improve on-line course effectiveness by hiring an educational technologist to work cooperatively with faculty in course development.
Sandhills Community College		
South Piedmont Community College	**Strategy 1:** SPCC wants to increase the percentage of students who are aware of, and utilize, support services such as the Academic Advising Center and the Academic Support Center (tutoring center).	SPCC will use the funds to increase the availability of services in the already existing Academic Advising and Academic Support / tutoring Centers. Funds will also be used to market availability of services.

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	Strategy 2: SPCC students need greater access to newer technology campus-wide to become strong graduates who will be highly sought after in the regional job market.	SPCC will use the funds to: replace outdated computers in classrooms and the Academic Support (tutoring) Centers; purchase new and additional laptops for the library's student loaner program; upgrade classroom projector systems to interactive / Smart TVs, and upgrade technology in the Academic Advising Center and ITV rooms.
Southeastern Community College	**Strategy 1:** Southeastern wants to increase the success rates of students enrolled in gateway courses, as well as courses that have low success rates based on grade distributions.	Southeastern would use funds to hire embedded tutors/teaching assistants for indicated courses. The tutors would attend the class meetings and assist students. Tutors would also provide weekly supplemental instruction sessions for students enrolled in the courses. Embedded tutoring would increase the number of students that participate in tutoring and would impact all students in courses that Southeastern has identified.
	Strategy 2: Southeastern wants to increase the success rate of students in individual courses and to improve overall completion rates.	Southeastern would use funds to purchase a retention/coaching software (i.e., Starfish, Aviso). This software and training would allow us to use predictive analytics to identify students with needs, and it would allow instructors to quickly refer students for counseling and/or intervention. The system consolidates academic information and allows advisors and instructors to use data more effectively. It would also allow instructors to give students

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		feedback concerning progress and to refer students to other resources on campus. Finally, it would allow us to track student data and determine trends that need to be addressed institutionally.
Southwestern Community College	**Strategy 1:** Southwestern Community College seeks to increase the percentage of students who successfully complete gatekeeper math, science, and English courses.	Southwestern Community College would use these funds to establish a supplemental instruction program to help students master content and develop learning and study strategies to increase completion of credit-level gatekeeper math and science courses.
	Strategy 2: Southwestern Community College seeks to increase the percentage of students who successfully complete STEM courses and programs of study.	Southwestern Community College would use these funds to expand the resources of and access to our Academic Support Programs (Learning Assistance Centers, Library, and Tutoring programs) for natural and health sciences, applied technologies, engineering technologies, and mathematics programs. This would be accomplished through: the addition of technology to connect distance and off-campus students to tutoring and learning support; the expansion of laptops and tablets for student use; and the addition of STEM equipment and manipulatives for use in tutoring and learning support sessions.
Stanly Community College	**Strategy 1:** Stanly Community College wants to increase the percentage of students persisting from Fall Year 1 to Fall Year 2 semesters.	Stanly Community College would use these funds to develop and implement a retention/completion plan to intervene with students most likely to stop out.

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	Strategy 2: Stanly Community College wants to improve student academic success with a more robust tutoring process.	Stanly Community College would use these funds to enhance the quality of existing tutors available focusing on high risk gateway courses like English, science, and math.
Surry Community College	**Strategy:** Surry Community College wants to increase the retention rates of students between fall and spring semesters and from fall to fall.	Surry Community College will increase student retention through purchase and use of *Pilot*, a software package from Ellucian, which enables faculty to provide early alert notices for students with poor academic performance. Information available through the software system will allow Success Advisors and Faculty Advisors to target their efforts toward those students who are struggling academically, exhibiting problems with attendance, preparedness, etc.
Tri-County Community College	**Strategy:** Tri-County Community College wants to increase the retention and success rates of first time, first semester students. In a related issue, the College also wants to increase the participation and success rate in required orientation/success ACA courses (College Student Success and College Transfer Success).	Tri-County Community College would use these funds to establish and staff an academic advising center. Full time academic advisors would be hired and tasked with redesigning and delivering College Student and College Transfer Success courses. These advisors would also target populations such as non-traditional and first-generation students for proactive advising and would work collaboratively with faculty major-specific advisors.
Vance Granville Community College	**Strategy 1:** VGCC wants to increase student enrollment by enhancing its student outreach efforts and application follow-up procedures to ensure that students who apply to the	VGCC would use these funds to establish an Enrollment Management & Outreach Department with a primary focus on innovations, recruiting, and

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	college receive dedicated assistance and on-going communications throughout the entire matriculation process.	data management strategies that will seek to inform students of program offerings and guide them through the matriculation process.
	Strategy 2: VGCC wants to increase student retention and completion by providing academic and student development guidance and coaching designed to support student learning and persistence.	VGCC would use these funds to further support Academic & Career Coaches at all campus locations with a primary focus on tracking academic progress, assisting students with the development of academic success, improvement and recovery plans, and coaching students on strategies to balance academic and work/family issues.
Wake Tech	**Strategy 1:** Wake Tech Community College wants to increase the persistence rate of first-semester students. Research data suggest that student success is strongly influenced by the experiences in the critical first year.	Wake Tech Community College would use these funds to expand a first year experience program to all first time in college students and provide comprehensive supports, such as academic advising, collaborations with faculty trained in techniques from On Course (a nationally regarded First Year Experience curriculum) financial benefits counseling and financial literacy counseling. The overall goal is to challenge and provide support to position students to succeed in and complete college.
	Strategy 2: Wake Tech provides more than 30,000 seats/year in online courses and demand continues to grow. Online makes higher education more accessible to traditional AND non-traditional students. However, success rates for online students are 5% lower overall and 8-10% lower in critical gateway courses. Pell-eligible students succeed at a 5% lower	Wake Tech has piloted eLearning Intro, an orientation required of most new online students. ELI has 3 modules—expectation management, basic computer skills, and learning management system boot camp. More than 11,000 students took ELI in its first year. ELI evaluation shows that as the program matures the

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	rate than all students. WTCC seeks to improve online success rates.	number of students needing customized remediation and extended tutorial hours is increasing. These funds would target extending effective remediation and tutorial services to further improve online success rates.
Wayne Community College	**Strategy 1:** Wayne Community College wants to increase the ability to serve students in the Academic Skills Center (ASC). The ASC includes academic tutoring for all academic disciplines, a writing center, supplemental math lab, simulation and gaming tutorial lab, foreign language tutorial lab, and accounting tutorial lab. All of these strategies contribute to student retention and success.	Wayne Community College funds would be used to retain and improve the current academic tutorial services by providing additional operating hours and additional staffing. In addition, more discipline specific labs can be provided.
	Strategy 2: Wayne Community College wants to increase the ability to serve students with disabilities, especially with disability accommodation testing. Since 2010, WCC has experienced a 3,213% increase (16 tests in spring 2010 to 530 tests in fall 2015) in the number of disability accommodation tests and assessments provided by services other than faculty. Disability accommodation tests often require dedicated proctored quiet space, special equipment, readers, and/or scribes.	Wayne Community College funds would be used to hire additional staffing and purchase equipment to improve these accommodations.
Western Piedmont Community College	**Strategy 1:** WPCC wants to ensure students under the multiple measures initiative will be successful in their first college level English or math course.	WPCC would use these funds to expand the existing services in the Academic Success Center through additional tutors, e-tutoring software, and other instructional supplies.

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	Strategy 2: WPCC wants to invest in technology and training on an early alert system to retain students and break down barriers to post-secondary education.	WPCC would use these funds to purchase an early alert system and provide training on utilizing the software to its fullest potential.
Wilkes Community College	**Strategy 1:** Wilkes Community College wants to increase the percentage of students who successfully complete courses by providing students access to online tutoring.	Wilkes Community College would use these funds to contract with Upswing Online Tutoring to provide academic support and tutoring to students. Currently, WCC has an Academic Support Center on the main campus but needs to expand tutoring options to Ashe campus, Alleghany center, CCP students, online students and students in courses where it is difficult to find qualified professional tutors.
	Strategy 2: Wilkes Community College wants to increase the percentage of students who successfully complete developmental and college level English and Math.	Wilkes Community College would use these funds to hire Supplemental Instructors, allowing for embedded support within the classroom and additional face-to-face tutoring and academic support for these high risk courses.
Wilson Community College	**Strategy 1**: Wilson Community College wants to increase the percentage of students who enroll and successfully complete credit-level English and math courses.	Wilson Community College will use funds to develop a tutoring lab to provide out-of-class tutoring to students enrolled in credit-level English and math courses.
	Strategy 2: Wilson Community College wants to increase the percentage of students who successfully complete credit-level courses in their first year.	Wilson Community College will use funds to purchase technology necessary to implement an early alert system to identify and refer students needing academic support services.