

**Quality Enhancement Plan Update
Cape Fear Community College
February 12, 2021**

I. Initial Goals and Intended Outcomes

The Quality Enhancement Plan (QEP) Committee at Cape Fear Community College (CFCC) identified the “first year student experience” as the area to which they would like to focus the College’s efforts in improving student success. In particular, the Committee wanted to focus on the first time in college (FTIC) student’s experience regarding the use of campus resources, the level of engagement – both in the classroom and on campus, the level of success – both perceived and actual, and the student’s level of engagement in the academic and degree planning process. Below is a preliminary assessment based on the analysis of available data gathered from 2017 to present, fall 2020.

Goal 1: Increase FTIC students’ engagement during their first year of enrollment.

Objective 1.1: FTIC students will utilize campus resources at a higher rate.

Objective 1.2: FTIC students will report higher levels of engagement as a result of increased utilization of campus resources during their first year of enrollment.

Assessments: (1) student usage data from the Academic Advising Center (AAC), Career Services (CS), and Tutoring Services, (2) CCSSEE Benchmark Report, (3) Graduating Student Opinion Survey, (4) CFCC Course Evaluations, and the New Student Orientation Survey (AKA Sea Devil Orientation).

Analysis:

When FTIC cohorts are compared over time (2017-18 to 2019-20) there is a drop in the overall use and the percentage of student using AAC/CS or tutoring, as well as several online resources. While the precipitous drop in 2019-20 can easily be attributed to the pandemic, there was a statistical drop from 2017-18 to 2018-19, 79% and 72%, respectively. This drop was not seen in other QEP metrics. Having said that, FTIC students generally used these services at a higher rate than their non-FTIC counterparts.

When FTIC students on the Graduating Student Opinion Survey were asked “... worked with other students on an academic project, in or outside of class ...” there was not a statistical difference between the first year of the QEP (83% Very Satisfied or Satisfied -- combined) to the third year (82%). “Communication with my instructors” saw a drop from 90% in 2017-18 to 82% in 2019-20. (NB: in 2018-19 it was only 91%) The “opportunity to evaluate my instructors” stayed relatively constant, 86% to 88% at the two ends of the data cycle, while in 2018-19 it was 92%. The “overall quality of the Learning Lab” was not perceived more positively during the course of the QEP implementation starting at 68% in 2017-18, dropping to 59% in 2018-19, and eventually 50% in 2019-20. “Assistance with computers and applications (including supplemental instruction)” saw a similar trend going from 68% Very Satisfied/Satisfied to 55% to 50% during the course of three years. These trends are generally seen in the remaining two questions, satisfaction with “... collections (books, magazines, DVDs, etc.)” and “... electronic resources (NC LIVE, ProQuest, LibGuides, etc.)” In short, based on this survey, each FTIC cohort generally had the same opinion of their instructors engaging practices, the resources for engagement were found to be increasing less satisfying.

**Quality Enhancement Plan Update
Cape Fear Community College
February 12, 2021**

When analyzing course evaluation data, it must be stated that since the evaluations are given anonymously, one cannot ascertain the views of solely FTIC students. Comparing like semesters, there seems to be no statistical change over the course of four semesters. It is interesting to note that while the engagement questions (active learning, communication, and feedback) and the course quality (rigorous assignment and overall instruction) was rated higher (averaging about 90%) than the self-report effort for the course (averaging 79%).

Data for the New Student Orientation Survey was not complete at the time of this analysis and will be included in the next QEP update.

Goal 2: Improve FTIC students' first year academic success.

Objective 2.1: FTIC students will improve the study and personal management skills necessary for academic success during their first year of enrollment.

Objective 2.2: Faculty will enhance instructional strategies to support FTIC students' first year success.

Assessments: (1) CFCC Teaching Academy Artifacts, (2) FTIC Student Success Rates, and (3) Graduating Student Opinion Survey.

Analysis:

Data for the CFCC Teaching Academy Artifacts was not complete at the time of this analysis and will be included in the next QEP update.

As with course evaluation data, student success data was analyzed by similar semesters. Generally, FTIC students fared better in the semester prior to the baseline of 2017-18. Success rates in semesters after the baseline were better or were statistically equal. While FTIC students had a significantly higher rate of success than their non-FTIC counterparts in summer semesters, FTIC cohort students did not enjoy the same advantage in fall and spring semesters.

As in Goal 1, the Graduating Opinion survey showed a drop in the “Strongly Agree/Agree” responses for the related questions to Goal 2. They went from 90% to 76% from 2017-18 to 2019-20 for “... felt academically challenged ...” and 61% to 50% for “tutorial assistance ...” With both of these questions, there was a slight uptick in the middle year (2018-19), but it was not statistically significant.

Goal 3: Improve FTIC students' academic and degree completion planning.

Objective 3.1: FTIC students will develop a degree completion plan within the first 30 hours of attendance.

Objective 3.2: FTIC students will report higher levels of satisfaction with advising and their academic planning.

Assessments: (1) ACA Report – Degree Completion Report, (2) Voc. Tech. Faculty Degree Plan Completion Report, and (3) Graduating Student Opinion Survey.

**Quality Enhancement Plan Update
Cape Fear Community College
February 12, 2021**

Analysis:

The ACA Degree Plan data were analyzed by like semesters as well as entire academic years. This was done because the data not follow typical data patterns, which warranted a different look. When comparing like semesters, fall semesters showed a 29% drop in completed degree plans after the first year (Fall 2018), while the second year of implementation (Fall 2019) showed a 30% increase. Conversely, the comparison between spring semesters showed a gradual increase after the first year (Spring 2019), which is what we would expect in a normal implementation cycle. Additionally, as we would expect, there was a precipitous drop in the number of completed degree plans for Spring 2020 (25%) no doubt due to the pandemic.

Data from the Vocational Technology Faculty Degree Plan was not complete at the time of this analysis and will be included in the next QEP update.

The data from the Graduate Student Opinion Survey for Goal 3 were similar to the data from Goals 1 and 2. The questions (... applied sufficient effort ..." and "... received support to be successful ...") saw slight uptick in "Strongly Agree/Agree" responses after the first year, followed by a drop. The increases, decreases, or overall changes for the first question was statistically insignificant, while the responses from "... received support to be successful ..." saw a 5% drop over the two years of implementation.

II. Changes Made to the QEP and Rationale

The data seems to suggest the following: (1) FTIC students are not becoming more successful than they were in the past, but less. Students who are not FTIC are figuring things out much more effectively. (2) FTIC students' perceptions on a whole host of things, resources to services, is less positive than non-FTIC students, although often not significantly. (3) It seems very clear that these data are not getting to the people that matter – those closest to the FTIC students being served. Otherwise, we would see greater impact on student success. Therefore, the QEP Implementation Team has identified the following strategies for implementation during the 2021-2022 academic year: (1) a success coach will be assigned to FTIC students; (2) these data and report will be shared directly with faculty and staff directly involved with orientation, career counseling, and tutoring; and (3) meet with the aforementioned groups as needed or requested.

There also have been changes made to the College's QEP due to unanticipated challenges. The ongoing impact of COVID-19 continues to be the most challenging. Due to the pandemic, the College has been unable to utilize a key assessment in the last years of the QEP, the CCSSEE Benchmark Report. CFCC's QEP Team will only be able to utilize on-site assessments to measure engagement for the remainder of the study. Another change to the QEP is the model used for the student orientation. Instead of the full-day orientation days, orientation will be done in partial-day modules, where the QEP data collection survey instrument being utilizing at the first day's module.

**Quality Enhancement Plan Update
Cape Fear Community College
February 12, 2021**

III. QEP's Impact on Student Success and Learning Environment

The challenges in implementing the QEP and the success data results make it difficult to see correlational connection to the various parts of the enhancement plan. As previously mentioned, the QEP as originally designed is not showing the kinds of improvement that the College would like to have seen, thus far.

**Quality Enhancement Plan Update
Cape Fear Community College
February 12, 2021**

Appendices

Course Evaluations

% = Combined Agree and Strongly Agree
= Total Number of Applicable Responses

Response Options for First 6 Questions

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
- Not Applicable

Response Options for Last Question

- Significant Effort
- Some Effort
- Very Little Effort

		My instructor encourages active learning by having students engage in activities such as ...	My instructor provides timely and helpful feedback on assignments.	My instructor challenges students with complex and/or rigorous assignments and activities.	My instructor communicates with students clearly and effectively.	My instructor provides additional clarification and assistance to students as needed.	Overall, I am satisfied with the quality of instruction in this class.	How much effort did you put into being successful in the class?
Fall 2017	%	91%	89%	88%	91%	92%	90%	77%
	#	7,181	7,238	7,214	7,236	7,220	7,231	7,219
Fall 2018	%	90%	89%	88%	92%	93%	89%	79%
	#	5,560	5,612	5,604	5,603	5,602	5,612	5,605
Fall 2019	%	89%	89%	89%	91%	92%	90%	78%
	#	6,397	6,456	6,444	6,445	6,434	6,445	6,425
Fall 2020	%	87%	89%	89%	91%	92%	90%	80%
	#	4,140	4,212	4,213	4,217	4,200	4,212	4,207

Spring 2018	%	91%	90%	88%	91%	93%	90%	78%
	#	5,801	5,851	5,825	5,853	5,850	5,856	5,870
Spring 2019	%	91%	90%	89%	92%	93%	91%	77%
	#	4,770	4,807	4,776	4,815	4,800	4,793	4,803
Spring 2020	%	86%	90%	82%	86%	91%	91%	75%
	#	220	225	223	220	220	222	218
Spring 2021	%							
	#							

Goal 1 – Increase FTIC student engagement

**Quality Enhancement Plan Update
Cape Fear Community College
February 12, 2021**

Summer 2018	%	93%	92%	92%	94%	94%	93%	82%
	#	957	959	953	959	954	959	964
Summer 2019	%	91%	90%	90%	91%	93%	91%	82%
	#	1,289	1,298	1,297	1,289	1,300	1,301	1,298
Summer 2020	%	90%	91%	90%	91%	94%	93%	84%
	#	1,328	1,367	1,359	1,367	1,357	1,363	1,360

Goal 1 - Increase FTIC student engagement

**Quality Enhancement Plan Update
Cape Fear Community College
February 12, 2021**

2017-18 School Year				
		Total Sessions	Unduplicated Count	Percent of Cohort
Academic Advising Center				
& Career Services	First Time in College	2,191	715	79%
	Non- FTIC	10,354	4,963	49%
Tutoring Services				
	First Time in College	1,607	211	23%
	Non- FTIC	12,746	1,474	15%

2018-19 School Year				
		Total Sessions	Unduplicated Count	Percent of Cohort
Academic Advising Center				
& Career Services	First Time in College	1,333	656	72%
	Non- FTIC	13,709	6,040	63%
Tutoring Services				
	First Time in College	1,449	161	18%
	Non- FTIC	11,623	1,366	14%

2019-20 School Year				
		Total Sessions	Unduplicated Count	Percent of Cohort
Academic Advising Center				
& Career Services	First Time in College	151	117	13%
	Non- FTIC	21,344	7,898	77%
Tutoring Services				
	First Time in College	1,393	182	20%
	Non- FTIC	9,663	1,286	13%

Goal 1 - Increase FTIC student engagement

**Quality Enhancement Plan Update
Cape Fear Community College
February 12, 2021**

	Applied sufficient effort to be successful in my academic program	Worked with other students on an academic project, in or outside of class	Felt academically challenged
2017-18	95%	83%	90%
2018-19	96%	84%	88%
2019-20	94%	82%	76%

Strongly Agree or Agree

2017-18 n = approx. 80
 2018-19 n -approx. 2,700
 2019-20 n = approx. 30

	Communication with my instructors	Opportunity to evaluate my instructors	Received the support needed to be successful and reach my academic goals	Overall quality of the Learning Lab	Tutorial assistance	Assistance with computers and applications (including Supplemental Instruction)	Overall quality of the Library	Collections (Books, magazines, DVDs, etc.)	Electronic Resources (NC LIVE, ProQuest, LibGuides, etc.)
2017-18	90%	86%	84%	68%	61%	68%	72%	67%	66%
2018-19	91%	92%	86%	59%	53%	55%	83%	73%	75%
2019-20	82%	88%	79%	50%	50%	50%	53%	47%	50%

Very Satisfied or Satisfied

[Goal 1 \(1.1, 1.2\)](#), [Goal 2 \(2.1\)](#), and [Goal 3 \(3.1., 3.2\)](#) - FTIC Survey (Graduate Student Opinion Survey) - 80% of respondents will indicate "Agree" or "Strongly Agree."

**Quality Enhancement Plan Update
Cape Fear Community College
February 12, 2021**

2015 CCSSE	In your experiences at this college during the current school year, about how often have you done each of the following?	During the current school year, how much have you emphasized the following mental activities?	During the current school year, about how much reading and writing have you done at this college?	The extent to which your examinations during the current school year have challenged you to do your best work at this college?	How much does this college emphasize each of the following?	About how many hours do you spend in a typical 7-day week doing each of the following?	How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?	How often do you use the following services at this college?	How satisfied are you with the following services at this college?	How important are the following services to you at this college?
scale	4 pt	4 pt	4 pt	7 pt	4 pt	5 pt	4 pt	3 pt	3 pt	3 pt
CFCC Mean	2.33	2.88	2.63	5.03	2.68	1.62	2.69	1.54	2.18	2.26
Cohort Mean	2.28	2.81	2.60	4.96	2.69	1.64	2.71	1.56	2.14	2.21
NCCCS mean	2.32	2.85	2.61	5.02	2.76	1.65	2.77	1.59	2.19	2.23
Above Cohort	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes
2018 CCSSE										
scale	4 pt	4 pt	4 pt	7 pt	4 pt	5 pt	4 pt	3 pt	3 pt	3 pt
CFCC Mean	2.29	2.87	1.56	4.88	2.53	1.52	2.61	0.69	1.34	2.17
Cohort Mean	2.24	2.83	1.62	4.90	2.61	1.62	2.64	0.74	1.26	2.19
Large Colleges	2.22	2.83	1.62	4.87	2.58	1.62	2.59	0.72	1.24	2.17
Above Cohort	Yes	Yes	No	No	No	No	No	No	Yes	Yes
From 2015 to 2018										
Increase Amount	-0.04	-0.01	-1.07	-0.15	-0.15	-0.1	-0.08	-0.85	-0.84	-0.09
Increase Percent	-2%	0%	-41%	-3%	-6%	-6%	-3%	-55%	-39%	-4%

Goal 1 – Increase FTIC student engagement

**Quality Enhancement Plan Update
Cape Fear Community College
February 12, 2021**

Success Rates* (Full and Part time)

	Summer 2015		Summer 2016		Summer 2017		Summer 2018		Summer 2019	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
First Time in College	128	83%	82	87%	72	76%	73	85%	98	84%
Not FTIC	7,423	74%	7,258	75%	6,932	75%	7,801	75%	7,404	78%
Overall	7,551	74%	7,340	75%	7,004	75%	7,874	75%	7,502	78%

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
First Time in College	5,095	74%	4,894	70%	4,307	70%	4,164	67%	4,129	74%
Not FTIC	26,413	70%	25,360	76%	24,681	71%	23,208	72%	23,460	75%
Overall	31,508	71%	30,254	97%	28,988	71%	27,372	72%	27,589	75%

	Spring 2016		Spring 2017		Spring 2018		Spring 2019		Spring 2020	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
First Time in College	4,117	69%	3,823	64%	3,387	65%	3,220	64%	3,374	71%
Not FTIC	24,238	71%	23,317	70%	22,752	70%	21,036	75%	22,385	74%
Overall	28,355	71%	27,140	69%	26,139	70%	24,256	73%	25,759	74%

*Success is defined as a course grade of A, B, C, or pass

Goal 2 – Improve FTIC student success

**Quality Enhancement Plan Update
Cape Fear Community College
February 12, 2021**

Semester	Fall 2017	Fall 2018	Percent Increase (from 2017FA)	Fall 2019	Percent Increase (from 2018FA)	Fall 2020	Percent Increase (from 2019FA)
Number of Completed Degree Plans	662	467	-29%	605	30%		

Semester	Spring 2018	Spring 2019	Percent Increase (from 2018SP)	Spring 2020	Percent Increase (from 2019)	Spring 2021	Percent Increase (from 2020SP)
Number of Completed Degree Plans	463	503	9%	379	-25%		

Academic Year	2017-2018	2018-2019	Percent Increase (from 2017-18)	2019-20	Percent Increase (from 2018-19)	2020-2021	Percent Increase (from 2019-20)
Number of Completed Degree Plans	1125	970	-14%	984	1%		

Goal 3 – Improve FTIC student academic and degree planning