

**Blue Ridge Community College
Quality Enhancement Plan**

Connect to Succeed
Academic Success through Intensive Engagement

September 17 – 19, 2024

Revised January, 2025



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EXECUTIVE SUMMARY

Connect to Succeed: Academic Success through Intensive Engagement is an initiative designed to improve student outcomes and reduce failing grades in five high-risk gateway courses at the College. These courses have historically experienced high rates of DFW (grades of D, F, or Withdrawals), which can significantly hinder student retention and degree completion. By combining proactive interventions with enhanced engagement, *Connect to Succeed* seeks to foster a supportive and inclusive academic environment that empowers students to achieve their educational goals.

The initiative focuses on two primary strategies: the introduction of Engagement Coaches (ECs) and the implementation of Supplemental Instruction (SI). These strategies work in tandem to create a robust support system that promotes academic success, personal growth, and a stronger connection between students and the institution.

Engagement Coaches (ECs) play a pivotal role in fostering academic motivation and connecting students to critical resources. ECs work directly with students to promote goal setting, encourage campus involvement, and address challenges that may hinder academic performance. Additionally, ECs partner closely with faculty to identify students exhibiting signs of academic distress and implement timely interventions to prevent failure or withdrawal.

ECs are equipped with tools including EAB Navigate, the College's student performance monitoring software, and Canvas, the College's Learning Management System, to track grades, attendance, and participation. This data-driven approach enables ECs to intervene effectively, tailoring their support to meet individual student needs. Whether issuing reminders about assignments, promoting participation in SI sessions, or connecting students to non-academic resources, ECs serve as a vital bridge between students and the College.

The second key strategy of ***Connect to Succeed*** is the introduction of Supplemental Instruction (SI), which offers structured, faculty-led support sessions aimed at improving academic skills and course content mastery. SI is rooted in active learning principles, where students collaborate in small groups to reinforce course material, practice problem-solving, and build peer connections. Faculty work closely with ECs and program leaders to design SI sessions that align with course objectives and meet the specific needs of students.

SI sessions are offered both in-person and online to accommodate students' diverse schedules and responsibilities. To encourage participation, the program includes a comprehensive incentive plan.

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Research underscores the effectiveness of incentivizing engagement in the learning process, demonstrating that students who actively participate in SI not only improve their grades but also experience significantly lower DFW rates.

A cornerstone of *Connect to Succeed* is faculty development, which ensures instructors are equipped to integrate SI effectively into their courses and adopt evidence-based teaching practices. Faculty training covers key areas such as SI facilitation strategies, active learning techniques, and assessment methods. By fostering a collaborative and inclusive learning environment, faculty play a crucial role in supporting student success and retention. The BRCC Teaching and Learning Center partners with the program to provide ongoing professional development opportunities throughout the initiative's five-year lifespan. These efforts aim to enhance instructional quality and create a seamless integration of SI into the broader academic framework.

The ultimate goal of *Connect to Succeed* is to create a culture of academic engagement and care that empowers students to succeed in their educational journey. By reducing DFW rates, increasing retention, and strengthening the connection between students and the College, the initiative addresses critical barriers to student success. Through data-driven strategies and a commitment to continuous improvement, *Connect to Succeed* represents a transformative approach to higher education, ensuring that every student has the tools and support they need to thrive.

Two Co-Directors will facilitate day to day implementation of the QEP assisted by the QEP Executive Committee and oversight by the BRCC Office of Academic Affairs. The overall goal of the program is to create a *culture of care* in the College, which not only supports student success but improves a student's connectedness to The College.

Summary: Changes Made to Strengthen Connect to Succeed QEP

SACSCOC Rubric C: Focus of the Plan. The institution identifies a significant issue that focuses on improving specific student learning outcomes and/or student success.

- SACSCOC findings: “The topic selected was a result of combining two proposals which resulted in the focus of the plan being broad in scope, intending to deploy a multitude of student success initiatives that make the focus of the plan unclear.”
- BRCC Steps made for Improvement:
 - Originally this QEP Connect to Succeed focused on the use of a multi-tier system of support (MTSS). After a thorough review of the goals and objectives of the QEP, the Leadership Team narrowed the focus of Connect to Succeed by identifying two areas of concern that are interrelated; student engagement and academic success. The focus of this QEP has been narrowed to increase student engagement and academic success through the use of two strategies: engagement coaches, and supplemental instruction. Previously found within Tier 2 of the MTSS, these two strategies are now the central focus of this QEP.

SACSCOC Rubric D: Institutional Capability for the Initiation, Implementation, and Completion of the Plan.

- SACSCOC findings: “The institution identifies resources committed to implementing the QEP; however, it could not be determined if human resources committed were sufficient for implementation.”
- BRCC Steps made for Improvement:
 - The updated Connect to Succeed QEP budget narrative and leadership plan includes job descriptions for everyone responsible for implementing the QEP. A detailed timeline outlines the use of personnel and resources over the entirety of this QEP. Personnel costs are presented in the budget narrative and include both salary and fringe benefits costs.
 - Job descriptions specifically defining the roles and responsibilities of Engagement Coaches, SI Faculty, and QEP Co-Directors are provided in this narrative to clearly outline the use of BRCC College personnel. The narrative includes information about both direct and in-direct (in-kind) costs.
 - The budget narrative clearly outlines sufficient funding within the QEP budget, or within existing College budget cost centers, for the successful implementation of the Connect to Succeed plan

SACSCOC Rubric E: Assessment of the Plan. The institution has developed an appropriate plan to assess achievement.

- SACSCOC findings: “Develop a written assessment plan that includes a published timeline, personnel responsible for assessment or procedures for completing the tasks, personnel responsible for analyzing and using assessment information, and ties the

assessment measures directly to each of the student learning outcomes and goals of the plan.”

- **BRCC Steps made for Improvement:**
 - Five Student Success Outcomes are now clearly identified in the assessment of impact of this QEP. The College has narrowed the focus of this QEP and established baseline data for each student success outcome. Five specific student success outcomes that align with the goals and objectives of the Connect to Succeed plan are:
 1. Outcome 1: Decrease the percentage of students earning DFW in targeted gateway courses.
 2. Outcome 2: Improve retention of students who enroll in targeted gateway courses.
 3. Outcome 3: Increase student engagement with student faculty interaction, active and collaborative learning and support for learners.
 4. Outcome 4: Decrease the percentage of students earning DFW on Assessment 1 in targeted gateway courses
 5. Outcome 5: Improve student success outcomes by decreasing the number of moderate and high alert cases.

- The assessment plan reduces the dependence on course grades as a form of assessment and incorporates both direct and indirect; formative and summative measures of student learning/success. Past CCSSE data and CCSSE data from Spring 2025 and 2028 will be used as a measurement of student engagement, while the Connect to Succeed Engagement Survey will be used at the end of every semester to monitor progress toward reaching engagement goals. The Connect to Succeed Engagement Survey and faculty survey will also be used as summative assessments to measure the effectiveness of engagement coaches and supplemental instruction, and Student Exit Surveys will be given throughout the semester to formatively assess engagement coaches and SI. All data will be analyzed by the QEP Executive Committee, QEP Co-Directors, The Office of Institutional Research and Effectiveness (OIRE), and the BRCC Research and Assessment Committee (RAC).

INTRODUCTION OF TOPIC

Research has long tied student engagement to academic success, retention, and completion (Christenson et al., 2008; Finn, 2006; Reschly & Christenson, 2006b). Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or

being taught. This extends to the level of motivation they have to learn and progress in their education (Appleton, et al. 2008). Student engagement not only improves the chances of students being successful, but creates a sense of belonging which increases a student's belief that college is where they should be. Strayhorn (2012) defined sense of belonging as "a basic human need and motivation, sufficient to influence behavior". Strayhorn presents the importance of a student's sense of belonging in terms of the college experience:

Sense of belonging refers to student's perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued, and importance to the group (e.g. campus community) or others on campus (e.g. faculty, peers). It is a cognitive evaluation that typically leads to an effective response or behavior in students. (p. 15).

Glazier (2021) recently cited research positing

The best way to ensure that students are successful in college is to help them build relationships with professors, with mentors, and with peers. Professors are especially critical here. The more positive interactions students have with faculty members, the more likely they are to graduate. When students feel like their professors care about their success and are there to help, they will be more committed and engaged.

Blue Ridge Community College's (BRCC) Quality Enhancement Plan (QEP) emerged from campus-wide discussions related to the Institution's Mission, Vision, Values and Strategic Directions. BRCC goals prioritize student success by meeting the student where they are, addressing the priority of timely completion, considering student challenges when evaluating data to improve services and student success, and creating means to remove obstacles hindering student access. BRCC will achieve these goals by exploring, identifying, and implementing innovative educational strategies, providing a consistent educational experience across modalities and locations, and prioritizing opportunities for faculty and staff professional development.

With broad-based support from the Institution's major constituents, the topic of Academic Success through Intensive Engagement was selected, and then further developed by the QEP Topic Development Leadership Team (TDLT).

BRCC's QEP, *Academic Success through Intensive Engagement*, is designed to increase student engagement through the use of High Impact Practices (HIP) focused on improving academic skills. The Center for Community College Student Engagement (CCCSE) credits the use of HIPs for improvement in three student learning outcomes:

- Completion of at Least One Developmental Education Course with a Grade of C or Better.
- Completion of at Least One Gatekeeper Course with a Grade of C or Better.
- Persistence (Fall to Spring and Fall to Fall).

Table 1: CCCSE High Impact Practices

- Orientation
- Accelerated or fast-track developmental education
- First-year experience
- Student success course
- Learning Communities
- Academic goal setting and planning
- Experiential learning
- Tutoring
- Supplemental Instruction
- Assessment and placement
- Registration before classes begin
- Class attendance
- Alerts and intervention

HIPs found by CCCSE to be effective at improving student learning are found in Table 1. BRCC has identified two HIPs as the focus of our QEP. These two HIPs include Supplemental Instruction and the use of alerts and interventions. A combination of active learning through supplemental instruction and alerts and interventions can create a supportive environment for college students. These two strategies not only contribute to academic success but also promote engagement by providing a positive and enriching learning experience.

HIP One, Supplemental Instruction, will be provided in five gateway courses that experience high rates of DFW grades and/or repeat students. The Gardner Institute (2015) identified “gateway courses” as foundational, credit-bearing, lower division courses, for which large numbers of students are at risk of

failure. Researchers have found that retention in these courses is strongly correlated with successful degree completion (Cabrera, Burkum & La Nasa, 2005; Herzog, 2005; Lewis & Terry, 2016; Shulock & Moore, 2009; Offenstein & Shulock, 2011). The goal is to engage students enrolled in the five targeted gateway courses in the learning process through SI, which allows for the use of intensive engagement strategies such as active and collaborative learning to improve course retention and grades.

HIP Two, the use of alerts and interventions, will be achieved as gateway course faculty and Engagement Coaches (EC) work as teams within the five selected courses focused on proactively connecting with students exhibiting signs of academic distress or disconnection from the College. ECs will provide communication to students about important assignments, due dates, and SI schedules. ECs will monitor student attendance and grades, and work with faculty to decide when and what alerts and interventions are needed to prevent a student from failing or withdrawing from their courses. When necessary, ECs will connect students with specific college resources and personnel to help address non-course related challenges (finances, mental health, home or life challenges). Additionally, faculty and ECs will provide alerts and interventions such as SI that are designed to improve academic performance and build engagement within the class and the College community.

SI sessions will be offered weekly by course faculty. SI has been adopted by hundreds of higher education institutions and validated by the U.S. Department of Education as an effective intervention strategy which improves student success and persistence (Arendale, 2001; Skoglund, Wall, & Kiene, 2018). Outcomes demonstrate SI can contribute to significant change in students' performance by raising grades and reducing failure in at-risk courses (Ogden, et al., 2003; Zaritsky & Toce, 2006). An incentive program (Appendix A) will be used to promote student participation in SI sessions.

“Supplemental Instruction varies in several ways from traditional academic support models.

Instead of targeting struggling students, SI targets difficult or “high-risk” courses with a failure rate of 30 percent or higher providing free assistance to all students enrolled in these classes. In

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addition, by encouraging all students to attend, the model removes the stigma that students feel when they are assigned to academic support programs. It permits all students, even those already doing well, to improve their grades and performance. Finally, in SI sessions, students work in small groups that are structured to facilitate the review and discussion of important concepts and ideas from the course meetings” (Zaritsky & Toce, 2006).

Final course grades and formative assessment measures will be tracked to determine whether the HIPs of SI and alerts and interventions used by faculty and ECs reduce the percentage of DFW grades within targeted courses. In order to determine whether these HIPs impact student’s engagement with the Institution, the CCSSE and BRCC Connect to Succeed Student Surveys will be evaluated (Appendix B).

Academic Success through Intensive Engagement has been given the tagline *Connect to Succeed* to highlight this QEP’s goals of connecting and engaging students to increase academic success. The QEP will be administered through the oversight of the Office of Academic Affairs. The day-to-day administration of the plan will be overseen by the QEP Co-Directors. To ensure the continuing involvement of College stakeholders, the QEP Executive Committee, will monitor the progress and evaluation of the QEP. Regular and rigorous assessment will be conducted to evaluate the effectiveness of the QEP.

This QEP was identified through an ongoing, comprehensive planning and evaluation process, has broad-based support from institutional constituents, focuses on improving specific student success outcomes, has committed resources to initiate, implement, and maintain the project, and includes a plan to assess student success. Each of the above will be discussed in the following narrative.

Institutional Planning

Blue Ridge Community College has a Quality Enhancement Plan (QEP) topic that was identified through its ongoing, comprehensive planning and evaluation process. *“Connect to Succeed: Academic Success through Intensive Engagement”* directly actualizes important elements of the College Mission Documents (Mission, Vision, Values, and Strategic Directions) (Appendix C), addressing the expressed

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needs of the area the College serves. The College's Mission Statement asserts that BRCC's programs and services are offered in an environment of academic excellence. This QEP's focus will support the continuous development of that environment. The College's Vision and Values statements emphasize intellectual development and an environment in which every encounter is a learning experience where the College provides individuals in our college community the opportunity to maximize their potential. Finally, BRCC's Strategic Directions prioritize student success by meeting the student where they are. Our QEP is designed to achieve all of these goals, improving the academic success of our students.

Topic Selection

Fall 2021

BRCC's College President directed the College to begin its yearlong quest to identify the next QEP topic. Addressing the College, Dr. John Downey shared his vision of the process of selecting the QEP topic as a year-long process divided into two parts. The first part entailed working with the College's Office of Institutional Research and Effectiveness (OIRE) to identify data sources for the QEP based on recommendations made by the College community. The second part of the process was to identify a topic for the QEP.

The College's Planning Committee (Table 2) was tasked to work with the OIRE to identify sources of institutional data and from that data recommend a topic for the QEP. The President of the College charged the BRCC Planning Committee with creating a process to select the next QEP topic and present a final recommendation to the President by the end of Spring semester 2022.

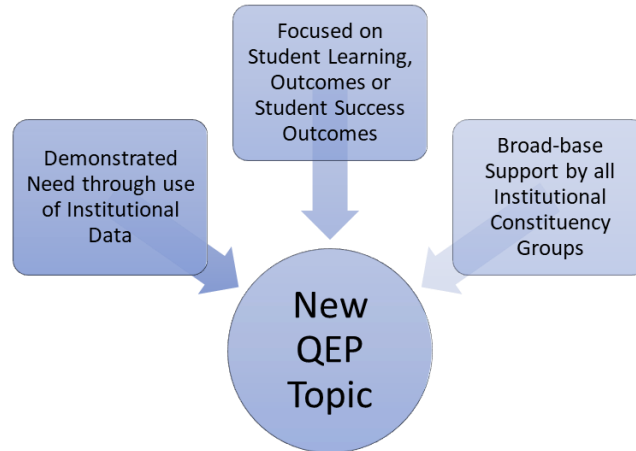
Table 2: BRCC Planning Committee

- Michael Thompson – Faculty, English
- Ellyn Alt - Staff, Assistant to Vice President of Academic Affairs
- Amy Kiger - Staff, BRCC Educational Foundation
- Tim Nicely – Staff, Human Resources
- Don Taylor – Faculty, Communication
- Jeff Lanigan – Faculty, History
- Pam Monger- Faculty, Science

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- Chris Shaw – Faculty, English
- Kevin Caldwell – Faculty, History
- Miriam Basinger- Staff, LMS Educational Technology Specialist
- Angie Glenn – Staff, BRCC Educational Foundation
- Cynthia Page – Vice President Finance
- Bob Young - Vice President of Instruction and Student Services

Members of the Planning Committee agreed that the QEP topic should be identified based on institutional data and noted the importance of reviewing existing data to demonstrate that there is a need for the chosen QEP topic. The Committee held that the topic should focus on student learning outcomes, student services, or student success; should provide a measurable indication of improvement, or if the project does not yield the expected outcome, data to explain why.



The BRCC Planning Committee began a systematic process for selecting the QEP topic in Fall 2021. The Planning Committee, within the College’s Institutional Governance Model, represents all constituency groups across the College and is responsible for strategic planning at the College. Updates were periodically given to the Student Leadership Association (SLA) and to all three internal College constituency groups: The Staff Senate, the Administrative Faculty Association, and the Faculty Senate.

The College’s Planning Committee invited the faculty and staff of BRCC to submit topic proposals for the next QEP. In the first round of proposal submissions faculty and staff were asked to submit the following items:

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- Topic overview which described the proposed QEP topic
- Brief narrative that addressed how the topic would improve student learning or student success
- Needs analysis with a review of institutional data to support the need of the topic
- Description of how the topic aligns with the College's mission
- Brief narrative describing the intended outcomes of the proposed project

The BRCC Planning Committee evaluated five topic proposals submitted by members of the College community:

1. Gateway Success through Enhanced Tutoring
2. Tilt: Transparency in learning and teaching
3. Diversity, Equity and Inclusion (DEI) Expansion – building on the OneVA Plan with a curricular focus
4. Support of institutional goals and integration of elements in the curriculum to improve student learning
5. Underrepresented students' struggle with feelings of connectedness

Spring 2022

QEP concepts were presented to the BRCC Planning Committee in January 2022. The Planning Committee was tasked with the responsibility of reviewing the ideas and evaluating how closely they comply with SACSCOC expectation of a QEP. The Committee reviewed institutional data to identify what data is available to support the project and how implementation of the project would impact student learning and/or student success.

The first concept presented was the development of a robust tutoring program. Through communication with faculty from other colleges, the proposals' author noted that many colleges have very efficient, comprehensive tutoring programs that include training for tutors and methods to measure effectiveness of the tutoring program. It was suggested that to deepen the impact of tutoring in gateway

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courses, partnerships with four-year institutions could be introduced. The proposal supported the goal of using data to support the assessment part of the project to measure the success rates of students.

The second concept focused on the nationwide project called TILT, “Transparency in Learning and Teaching.” The TILT project focuses on adjustments that increase transparency of how and what we ask of our students by identifying and addressing systemic inequities. TILT encourages the reshaping of the way faculty present material to students. Findings from a recent study by the American Association of Colleges and Universities (AAC&U) demonstrate that transparency around academic work enhances student success, especially first generation, low income, and underrepresented college students. The research demonstrates that students who received transparent instruction about criteria for their academic work reported gains in three areas that are important predictors of student success and academic confidence. The concept is also effective for students with disabilities because of the clarification of expectations.

The third concept introduced the idea of engaging students to “critically examine issues of diversity, equity, and inclusion within the curriculum.” The proposed project would offer a different lens or perspective for students to connect with subject matter. The proposal included professional development to recognize how to generate and align assignments within courses. Faculty would embed elements within their curriculum and measure success by observing student engagement and performance.

The fourth concept focused on improving the College’s use of data to support institutional goals. The presenter started by confirming that the College uses data to identify enrollment trends and many other variables, but there are areas where we could be doing a better job. In response to the question of how this proposal would fit the requirement of a QEP project to improve student success/learning, the presenter stated that the more effectively we can analyze data, the better we can implement mechanisms to help our students succeed. He also indicated that better data evaluation would support the Institutional Mission and Strategic Directions.

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The fifth concept focused on the current trend reflecting an increase in the number of Hispanic and Latino students enrolling in community colleges and higher education. However, just as these enrollments are increasing so are the number of students from this population leaving college. The proposal indicated that students who are underrepresented struggle with their feeling of connectedness, which may lead to lower success outcomes. The proposal included potential opportunities to connect this population of students or suggested surveying them about their pre and post college experience to explore a sense of connectedness.

Based on data supplied by the Office of Institutional Effectiveness, three concept proposals were selected by the Planning Committee for further consideration in the selection of the QEP. The proposers were invited to present their full proposals to the Committee in April 2022. The presentations were open to the College community.

- Proposal One: “**Gateway Success through Enhanced Tutoring.**” The presentation focused on success in gateway courses through an enhanced tutoring process that included tutor development/training and monitoring and follow up to ensure that students are receiving appropriate help.
- Proposal Two: **QEP3: A DEI Orientation in Curriculum.**” The presentation defined the topic, identified existing work in DEI planning and strategies to support the proposal, and provided examples of the processes and activities that would be included in the project. The presentation concluded with examples of assignments applicable to different disciplines.
- Proposal Three: “**TILting the Advantage. Transparency for Equitable Opportunity**” This presentation illustrated the difference between equality and equity, defined the potential strengths of this topic, and provided an overview of what “transparency in learning and teaching” means. The presentation identified potential measures for the project and engagement of institutional constituencies toward student success.

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Following the presentations to the Planning Committee, the proposals were shared with the College community and input was requested.

The May Planning Committee meeting focused on the selection of the QEP topic. Early discussion focused on tutoring as an urgent institutional need and concerns about matching SACSCOC requirements for a QEP project. Questions regarding the definition of measurable success and concerns of having to possibly delay implementation of improvements currently in design were discussed in detail. Discussion shifted to recognizing that the SACSCOC definition of a good QEP project is an initiative that improves student learning or student success. Discussion questioned whether tutoring should be a measurable part of the project, but not the only element of the QEP.

The Committee determined that specifically developing and/or providing student services and tutoring is important, but student success could be measured by how students are engaged to utilize those resources. Following discussion, the Planning Committee agreed to a QEP topic focused more broadly on student support rather than tutoring alone. “*Academic Success through Intensive Engagement*” was selected by the Planning Committee as the topic and focus of the next QEP project. This topic was unanimously endorsed during the May 6, 2022 Planning Committee meeting and approved by the College President.

Project Development, Outcomes, & Literature Review

Proposal Development

After topic approval by the BRCC Planning Committee, the College created the QEP Topic Development Leadership Team (TDLT) to further develop the concept of the QEP with the goal of tailoring it to fit the specific needs of BRCC students. In their research and discussions, the TDLT focused on increasing student engagement through the use of High Impact Practices (HIP) centered on improving academic skills. The Center for Community College Student Engagement (CCCSE) credits the use of HIPs for improvement in three course completion outcomes:

1. Completion of at Least One Developmental Education Course with a Grade of C or Better.
2. Completion of at Least One Gatekeeper Course with a Grade of C or Better.
3. Persistence (Fall to Spring and Fall to Fall).

In September 2022, the TDLT focused on reviewing research on the use of two High Impact Practices (HIPs): Supplemental Instruction (SI) and alerts and interventions. After noting that student surveys reported that students found the most help from advisors and faculty, the Committee considered whether teams of advisors and faculty members could work together to provide academic support, especially in those general education courses that students take early in their academic career and which form the foundation for academic success later. Names for the advising support staff were discussed, and the name Engagement Coach (EC) was created. The Committee envisioned faculty and ECs working together to coordinate and communicate the resources available to students and to provide SI in “gateway” courses that experience DFW rates of greater than 30 percent. Gateway courses are often the first classes students take and represent a large proportion of the first 15 credits a student earns. Success in gateway courses has been studied to generate momentum in students and leads to improved outcomes for degree completion and successful transfer to baccalaureate programs (CCSSE, 2012).

Assessing the DFW rate in gateway courses became a focus of the TDLT Committee. Upon review of the data (Appendix D), the Committee selected the following courses (Table 3) as the target

gateway courses for this QEP. Freeman (2011) stated in his research that it is not uncommon to have a DFW rate of greater than 30% in “weed out” or gateway STEM courses.

Table 3: Gateway Course with DFW Rates of Greater than 30%

- **2018 – 2023 DFW Rate**
 - BIO 101 General Biology – 36.03%
 - BIO 141 Human Anatomy and Physiology – 47.06%
 - CHEM 111 General Chemistry – 39.26%
 - MTH 154 Quantitative Reasoning – 33.98%
 - MTH 161 Precalculus 1 – 42.07%

Note: BRCC began offering MTH154 & MTH 161 in Summer 2018.

Upon selection of the targeted courses, the TDLT met with faculty teaching those courses seeking input about their role in the QEP. The discussion focused on the need for faculty support and the use of Engagement Coaches (EC) and Supplemental Instruction (SI) to support student success. SI was a central discussion point, and faculty teaching in the selected disciplines were eager and open to providing SI to students and assessing its impact on student learning. Faculty approved the use of ECs to keep the students organized and motivated; however, faculty did voice concern over their own need to stay connected with their students and chose to be the providers of SI. Faculty agreed that working with ECs would provide more time to focus on their teaching and SI. Some interviewed faculty currently offer SI as part of their courses, and of those, most offered SI during office hours; however, no faculty were formally tracking students to assess whether SI had a positive impact on DFW grades.

Broad Based Support for the QEP

Blue Ridge Community College has a Quality Enhancement Plan that has broad-based support of institutional constituencies. As mentioned earlier, the initial discussion and approval of the plan went through the college Planning Committee (Table 2), which is composed of the College’s administration and members elected from the three constituency groups of the college: Faculty Senate, Staff Senate, and the Administrative Faculty Association.

After topic approval, the QEP Topic Development Leadership Team (TDLT) was created to further build the concept of the QEP. This team (Table 4) was composed of members from all three college constituency groups.

Table 4: QEP Leadership Team

QEP Co-Directors:

- Dr. Rebecca Evans
- Faison Nuckolls

Members:

- Deb Fitzgerald – Faculty, Economics and Statistics
- Sara Botkin – Faculty, Math
- Dorothy Connelly – Faculty, IST
- Dr. Brad Good – Faculty, Veterinary Technology
- Margaret Marangione – Faculty, English
- Wendy Smith – Student Success Coordinator
- Nicole Stephens – Student Accessibility Coordinator
- Janet Ping – Director of Institutional Research and Effectiveness
- Beth Styers – Associate Dean, Academic Resources
- Velma Bryant – Dean of Student Services
- Dr. Dave Urso – Vice President Academic Affairs

The TDLT acquired input through interviews and surveys from faculty members teaching classes which were the focus of this QEP. Topics surveyed included faculty’s perspective on the use of Engagement Coaches (EC) embedded in the five gateway courses which experience DFW rates of greater than 30 percent to monitor student progress, raise flags, ensure strong communication of deadlines and schedules, and develop relationships with students. Surveys also captured faculty input as to whether SI could help students be more successful in their courses, and how to best administer Supplemental Instruction (SI).

The committee also ran an open discussion roundtable with these faculty members seeking feedback and recommendations to make the plan as successful as possible. The questions in the roundtable focused on a more global scale asking faculty:

- “What teaching activities/modalities are used to help students understand concepts?”
- “What obstacles do you see getting in the way of a student’s success?”

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- “What do you see as your biggest obstacles that might be addressed by EC?”
- “How can we incentivize participation for students to attend SI?”

The final discussion topic of the roundtable asked for a brainstormed list of materials and professional development that the instructors felt would assist them in providing the best outcomes for students. The responses from faculty provided the TDLT a clear direction to follow as they finalized their plans for the new QEP “*Academic Success through Intensive Engagement.*” These meetings also helped establish faculty’s support for the project and their willingness to not only provide input but also SI.

After discussions with faculty, the TDLT asked the students, the group who would be most impacted by the QEP, how the QEP could be most successful. Two Town Hall meetings were held with students in November 2022, and two additional Town Hall meetings were held in November of 2023. The sessions were facilitated by the College’s President, Dr. John Downey. Relevant feedback from the sessions can be found in Table 5 below. Overall, students reported weak academic skills, poor organizational and time management skills, and lack of time as reasons they struggle in college. Students also reported the idea of ECs connecting them early to college resources and prompting them about deadlines, information about SI sessions, and sharing access to resources and support may help them succeed academically.

Table 5: BRCC Student Town Hall Feedback

- Ask teachers to hound me – I’m not very organized
- Faculty should use Canvas to help students remain organized
- Have an assistant to help explain time management, Canvas, and help with the transition from high school to college for first year students.
- Prefer texting over email or phone calls
- No real knowledge of the support services offered at BRCC
- It can be embarrassing to ask questions
- Negative connotation to the word tutoring
- Float in/out model was noted as very helpful
- Students liked the idea of sending out alert messages with important reminders or dates, example FAFSA deadlines, withdrawal dates, etc.
- Students don’t have time to go to tutoring because of work and it’s hard to fit into their schedules
- Courses and course deadlines need to be clear and well defined

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- Time management was the biggest problem - use of Canvas calendar in all courses was suggested
- Suggested using incentive of extra credit for SI participation
- Suggested recognizing students who increased their course grades through participation in Supplemental Instruction

The establishment of this QEP has been done with every constituency group's assistance and with complete support from all elements of our campus. By collaborating with all members, we have created a program that will focus on student success through intensive engagement supported by the entire College community.

Student Success Outcomes

BRCC's Quality Enhancement Plan (QEP) focuses on improving specific student success outcomes. The program-specific Student Success Outcomes (SSOs) fit directly with the college's Mission, Vision, and Values.

Five student success outcomes will demonstrate an increase in course success, improved retention, increased student engagement, and student academic success.

- Outcome 1: Decrease the percentage of students earning DFW in targeted gateway courses.
- Outcome 2: Improve retention of students who take targeted gateway courses.
- Outcome 3: Increase student engagement with student faculty interaction, active and collaborative learning and support for learners.
- Outcome 4: Decrease the percentage of students earning DFW on Assessment 1 in targeted gateway courses
- Outcome 5: Improve student success outcomes by decreasing the number of moderate and high alert cases.

Through data analysis, the College identified two areas of concern that are interrelated for its QEP *Connect to Succeed*; student engagement and academic success. Data analysis included the following:

- Student graduation surveys

- The Survey of Entering Student Engagement (SENSE)
- The Community College Survey of Student Engagement (CCSSE) survey
- DFW rates
- Number of course repeaters
- IPEDS data

The corresponding qualitative and quantitative data presented below demonstrates how that data has driven the selection topic of this QEP. The data clearly presents a picture of why the topic of *Academic Success through Intensive Engagement* is important to the College and its students.

BRCC Student Graduation Survey

While quantitative data provide black and white assessment, qualitative data provides a 360-degree view into the student experience. Using both quantitative and qualitative data, BRCC is offered the opportunity to not only measure student performance through the use of assessment metrics and surveys but also to listen to the experiences of students. This information can be used to improve the support needed by students to succeed. Each year BRCC surveys graduating students about their experience at BRCC. The Student Graduation Survey asks two simple, telling, questions:

1. What challenges, if any, caused or would have caused you to almost drop out of BRCC?
2. What BRCC resources/services helped you to succeed?

Data from the most recent five years of graduation surveys were examined and common themes tallied. The number of students receiving Associate Degrees completing the Graduate survey in 2019-2020, 2020-2021, 2021-2022, 2022-2023, 2023-2024 academic year were 258, 282, 299, 342 and 287 respectively. Survey results indicate finances, health challenges, and COVID presented consistent challenges over the past five years (Table 6). However, students found the greatest challenge was balancing their personal and work lives with school. Students provided insight into how working and

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personal responsibilities often resulted in not spending enough time on coursework, missing assignments and deadlines, and the inability to connect with faculty, staff, and peers. **Connect to Succeed** will work to address these challenges as faculty and Engagement Coaches provide nudging and time management strategies for students to stay on track, and keep up with deadlines and assignments.

Table 6: Challenges that caused or may cause students to almost drop out of BRCC

Challenges	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Financial	9%	9%	6%	8%	14%
Online Courses	17%	13%	13%	11%	4%
Life Balance/Schedule	45%	17%	18%	27%	14%
Health Challenges	2%	8%	5%	7%	7%
Family Issues	1%	4%	5%	7%	8%
Issues directly experienced at BRCC (real or possible)	15%	17%	10%	11%	15%
COVID-19	4%	17%	16%	12%	7%

When asked what resources and/or services helped students be successful, the themes consistently ranking highest over the past five years were advising, interaction with faculty, and the BRCC Library which provides tutoring and academic support services (Table 7). These resources were reported as the most helpful to students in their college experience, confirming the scholarly research cited in this QEP.

Table 7: Resources/Services which helped students succeed at BRCC

BRCC Resources/Services	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Advising	22%	17%	21%	23%	23%
Career Services	2%	0%	3%	0%	1%
Tutoring	20%	15%	10%	6%	8%
Computer Labs	12%	11%	2%	4%	1%
Disability Services	1%	1%	1%	1%	2%

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Faculty	36%	27%	34%	32%	28%
Financial Aid	6%	7%	8%	8%	8%
Library	26%	18%	15%	14%	22%
Online Course Availability	6%	10%	12%	9%	9%
Staff	3%	4%	8%	11%	10%

The QEP team noted that students who used these resources were more successful, yet as the SENSE and CCSSE data will demonstrate below, the number of students interacting with faculty and using student support services was disturbingly small. The QEP itself was born from a desire to encourage students to use the resources available to them to create the academic success they desired.

Survey of Entering Student Engagement (SENSE)

The Survey of Entering Student Engagement (SENSE) measures student engagement in six key areas. The six benchmarks reflect areas that research has found to be important to an entering student's college experience influencing educational outcomes. SENSE benchmarks include

- Early Connections
- High Expectations and Aspirations
- Clear Academic Plan and Pathways
- Effective Track to College Readiness
- Engaged Learning
- Academic and Social Support Network.

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Key results from the SENSE between 2010 and 2022 substantiate the need to connect students with all aspects of the College. The benchmark of early connections measured on the SENSE focuses on a student's early interaction to someone at the College. Research has presented these connections as a reason students persist. Although BRCC students report early connections to be a factor in their persistence, SENSE data (Table 8) reflects a need to improve efforts to create early connection opportunities. Through *Connect to Succeed* these connections will be built through early interactions with Engagement Coaches, and week one Supplemental Instruction with faculty.

Table 8: SENSE Benchmarks of Early Connections 2010-2022

Year	BRCC	SENSE Cohort	SENSE Cohort Top Performing Colleges
2010	48.6	50.0	67.7
2012	47.4	50.0	66.1
2014	45.1	50.0	67.9
2022	57.1	50.0	67.1

Community College Survey of Student Engagement (CCSSE)

From the BRCC CCSSE data, BRCC underperformed in all five CCSSE benchmarks, seen below in Table 9. The lowest three scores were in Active and Collaborative Learning (45.5%), Student Faculty Interaction (44.8%) and Support for Learners (47.8%).

Table 9: 2023 CCSSE Standardized Benchmark Scores

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Benchmark	BRCC	Small Colleges	CCSSE Top 10% Cohort
Active and Collaborative Learning	45.5	51.8	61.6
Student Effort	49.1	50.4	60.3
Academic Challenge	48.7	50.5	57.5
Student Faculty Interaction	44.8	52.9	61.9
Support for Learners	47.8	51.2	61.1

The engagement between students and faculty was noted as the lowest aspect of student engagement in the 2023 CCSSE. When students were asked *during the current year about how often have you discussed grades or assignments with an instructor*, 61.4% of students reported that they sometimes or never engage with their faculty for this purpose (Table 10).

Table 10: 2023 CCSSE responses to question: *During the current year about how often have you discussed grades or assignments with an instructor.*

Frequency	BRCC	CCSSE 2023 Cohort
Never	14.7	10.6
Sometimes	46.7	38.4
Often	19.0	26.9
Very Often	19.5	45.6

The 2023 CCSSE data also highlights the lack of BRCC student engagement with or use of college resources designed to help students succeed academically. This lack of engagement is the specific focus of the *Connect to Succeed* QEP. When asked how often students use peer or online tutoring 79.2% of BRCC students reported never having used this resource in the current academic year (Table 11).

Table 11: 2023 CCSSE responses to question: *During the current year how often have you used to following services?*

Frequency	Peer or Online Tutoring	Skill Labs
Never	79.2%	75.7%
1 time	8.6%	2.4%
2-4 times	8.0%	13.7%
5 or more times	4.2%	8.2%

When asked whether students had used skills labs, such as the Math lab or the Writing specific tutor, in the current academic year 75.7% of BRCC students reported never using these resources.

Repeat Enrollment

Student retention drives many of the initiatives and strategies explored at BRCC. BRCC’s QEP will improve retention by using academic support tools, planning, and advising, as well as faculty, EC, and student engagement as interventions designed to improve performance. Although many variables influence student retention, students’ progress toward academic goals, high levels of faculty-student interaction, and academic advising have been studied to be effective in addressing student performance and attrition (Blanc, DeBuhr, & Martin, 1983). While Fall to Spring and Fall to Fall data remains consistent from year to year, BRCC has much room for improvement. By assisting students in experiencing academic success, their desire to continue through their programs of study will also increase.

Students required to repeat courses result in an increased time to completion, increased cost of college, and/or increased attrition rates. When required to retake courses students may decide the additional time, money, and effort are reasons to leave college, thus the need for intensive engagement to assist students in passing the class. The five gateway courses selected for this QEP experience a high rate of students having to repeat coursework, sometimes multiple times (Table 12).

Table 12: 2018 – 2023 Select QEP Course Repeat Enrollment

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Course	Number Student Enrolled	Number Student Repeated	Percentage of Repeat Students
BIO 101	1,345	93	6.91%
BIO 141	1,466	212	14.46%
CHM 111	625	54	8.64%
MTH 154	1,286	106	8.24%
MTH 161	985	77	7.82%

Of the five selected QEP courses, repeat enrollment rates range from 6.91% of students having to repeat BIO 101 to 14.46% of students having to repeat BIO 141. In fact, the number of students who have taken the selected QEP courses more than twice (Table 13) highlight the need for improved student engagement especially through the benchmarks of student faculty interaction, active and collaborative learning, and support for learners.

Table 13: 2018 – 2023 Select QEP Course Multiple Repeat Enrollment

Course	Students taking the Course 2 Times	Students taking the Course 3 Times	Students taking the Course 4 Times
BIO 101	85	7	0
BIO 141	193	9	1
CHM 111	53	1	0
MTH 154	103	3	0
MTH 161	68	3	1

Based on graduated student survey results, the students stated that utilizing faculty as well as other college resources helped them succeed at BRCC, but BRCC SENSE and CCSSE results show that the College scores low in the following:

- Early College connection

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- Student faculty interaction
- Active and collaborative learning
- Support for learners

The HIP of alerts and interventions used by engagement coaches will not only be used to connect students to the college early, but will also be used to educate the students regarding the many college resources available to support their learning. The HIP of SI used by faculty will not only be used to improve student faculty interaction, but it will also be used to provide active and collaborative learning. As the literature demonstrates, these intensive engagement practices not only improve students' connectedness to the College, but also improve their academic success, which is why the QEP *Academic Success through Intensive Engagement* was chosen.

Review of the Literature

In 2012 publication *A Matter of Degrees Practices to Pathways*, The Center for Community College Student Engagement (CCCSE) highlighted 13 high impact practices studied to significantly increase student engagement, successful completion of gateway courses, and retention. CCCSE presents a connection between high-impact practices and improved student outcomes. BRCC's Quality Enhancement Plan is designed to improve student engagement, success, and retention within five gateway courses through the use of two high impact practices. Gateway courses are defined as college credit-bearing and/or developmental education courses with high student enrollments and high DFW rates (Koch & Rodier, 2014). The HIPs that BRCC has chosen to use to improve student success within selected gateway courses are alerts and interventions and supplemental instruction.

To obtain more background information on how intensive engagement and intrusive advising, as well as the use of the high impact practices of Alerts and Interventions and Supplemental Instruction may improve student success outcomes, a review of research focused on these topics was conducted.

Additional research was conducted on the importance of gateway courses to student persistence and how incentives may encourage student participation in SI.

Gateway Courses

A Matter of Degrees, Practice to Pathways (CCCSE, 2012) emphasizes the importance of gateway courses as key to student success and underscores their influence on student achievement. Gateway courses are often the first step in a student’s academic journey, serving as a critical transition into college-level work. Successfully completing gateway courses is linked to overall completion rates. Students who do well in these courses are more likely to persist and ultimately earn degrees or certificates (CCSSE, 2012).

The Gardner Institute (2015) has identified “gateway courses” as: foundational, credit-bearing, lower division courses, for which large numbers of students are at risk of failure. Researchers have found that retention in these courses is strongly correlated with successful degree completion (Cabrera, Burkum & La Nasa, 2005; Herzog, 2005; Lewis & Terry, 2016; Shulock & Moore, 2009; Offenstein & Shulock, 2011). Koch and Pisitilli (2015) add that “courses with high rates of unsuccessful outcomes (DFW rates) ‘kill’ a student’s grade point average (GPA), motivation, and academic progress.”

It is important to support students through gateway courses. CCCSE research promotes providing additional support such as tutoring and mentoring within gateway courses to help students who may struggle academically. Engaging teaching methods in these courses can foster motivation and interest in the subject, encouraging students to pursue further courses (CCSSE, 2012). BRCC has chosen to focus on five gateway courses (Biology 101, Biology 141, Chemistry 111, Math 154, and Math 161) which meet the above criteria for its new QEP *Connect to Succeed*.

Intensive Engagement

Tinto presented student's social and academic integration into the college environment as vital to a student's decision to remain in college. Integration (or failure to integrate) into the college environment affects student outcomes (Tinto, 1975). Faculty-student interaction, peer interaction, involvement in extracurricular activities and groups assist student integration and strengthen student commitment to goals and the institution. Commitment to goals and the institution, in turn, leads to persistence (Evans, 2016).

In *A Matter of Degrees Practices to Pathways*, The Center for Community College Student Engagement (CCCSE) highlighted 13 high impact practices studied to significantly increase student engagement, retention, and success in college. Supplemental instruction, and alerts and interventions are among these effective academic support tools. CCCSE presents a connection between high-impact practices and improved student outcomes. Completion of at least one gatekeeper course with a grade of C or better is one such student outcome. Participation in each high impact practice is related to an increased likelihood of success in at least one of the outcomes for at least one group of students and participation in multiple structured group learning experiences is related to the likelihood of course completion (CCSSE, 2012).

Tinto presented student's social and academic integration into the college environment as vital to a student's decision to remain in college. Integration (or failure to integrate) into the college environment affects student outcomes (Tinto, 1975). Faculty-student interaction, peer interaction, involvement in extracurricular activities and groups assist student engagement, integration, and strengthen student commitment to goals and the institution.

High levels of engagement have also been studied to translate into increased persistence and completion rates (Hanover, 2014). In 2014 the National Center for Education Statistics (NCES) reported that the CCSSE benchmarks of collaborative learning and student support measures were associated with higher graduation rates.

Intrusive Advising

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Intensive engagement may include intrusive advising, which is defined as a proactive, hands-on approach to encourage students to seek help when needed (Varney, 2007). This form of advising includes staff reaching out to students to connect, build relationships, and provide continuous counsel on academic progress (Schwebel et al., 2012).

An effective intrusive advising model typically begins with face-to-face interactions at orientation and later includes avenues of personal connection and support, such as monitoring student grades, mid-semester outreach, and training focused on institutional student resources for student support (Varney, 2007). Birkeland et al. (2019) noted that a personal relationship between the student and advisor, whether faculty or staff, is valuable because students are more likely to reach out to classmates or family with questions if an advisor has not already established a mentor relationship (Burton, 2023).

Intrusive advising includes use of early warnings to identify at-risk students, which allows advisors time to try to intervene and provide guidance to struggling students (Fowler & Boylan, 2010). Researchers have posited intrusive advising as the most appropriate form of advising for community college students as it involves outreach and a proactive approach to engaging a diverse student population (Earl 1988; Glennen & Baxley, 1985; Schwebel et al., 2012; Varney, 2012; Vowell & Karst, 1987; Rios, 2019). The engagement coaches in BRCC's QEP will use intrusive advising in targeted gateway courses, as well as the use of grades, attendance, and participation to locate at-risk students and quickly connect them to campus resources and assistance to improve their chance of course success.

As an example of intensive advising and engagement Zane State College located in Ohio, instituted an intensive advising program for students struggling academically. Students identified as being at risk of failing or dropping out were contacted by advisors through a variety of means including Email, phone calls, Facebook, and other social-media platforms. If these communications venues failed, advisors visited the student in person in their courses (Hanover 2014). *Connect to Succeed* will support

Engagement Coaches use of intensive engagement and intrusive advising strategies to improve student success.

Alerts and Interventions

Feygin et al., 2022 conducted a systematic review of the literature on advising policies, practices, and programs related to college success outcomes. Two of their key findings were: 1) Student success is bolstered when college advisors provide robust nonacademic support for students' holistic wellness, and 2) the most effective advising interventions include proactive communications with sustained follow-up. The importance of proactive communications and sustained follow-up is also prominent in research on early alert strategies, broadly defined as the systematic identification and communication of academic concerns or warning signs exhibited by students. This model of advising includes proactive outreach and support.

Early alerts enable faculty and staff to use student attendance, participation, and grades to proactively connect students in danger of failing or dropping out with campus resources designed to provide academic support. By employing early alert strategies, faculty and advisors are able to identify students who are experiencing challenges with early assessments and provide targeted support to improve academic persistence (Dial & McKeown, 2020). Studies found that timely student-centered academic outreach had positive effects on academic performance, persistence, and student satisfaction indicators. Alerts and interventions will enable gateway course faculty and engagement coaches to proactively connect at-risk students to the resources and staff needed to improve students' success.

Supplemental Instruction

Supplemental Instruction (SI) is recognized and respected as an effective academic support program worldwide (Martin & Arendale, 1994; Jacobs et al., 2006). SI was started in the early 1970s as a University of Missouri-Kansas City (UMKC) retention program and has grown exponentially in popularity. Due to the extensive use of SI in higher education and the number of studies completed on this

strategy there has been extensive research on its use and best practices. SI plays an important and measurable role in the interventions of the BRCC QEP *Connect to Succeed*.

SI is a process which typically targets high-risk entry-level courses which experience DFW rates of thirty percent or higher (Martin & Arendale, 1994). SI provides free instruction to all students regardless of academic performance while reducing the stigma associated with tutoring (Blanc et al., 1983; Zaritsky & Toce, 2006). The goal of SI is to assist students with course content by developing effective learning, critical thinking, and study strategies (Arendale, 1994; Blanc et al., 1983). SI goals include improvement of student course grades; reduction of attrition rates in high-risk college courses; and student retention toward graduation. SI accomplishes these goals by using access to cooperative/collaborative learning to integrate instruction in learning and reasoning skills with a review of the course content of selected courses (Martin & Arendale, 1994).

In particular, SI uses strategies that help students not only memorize and regurgitate information but also to understand and retain information for future courses (Painter et al., 2006). SI moves away from the normal lecture process toward strategies including active learning, concept mapping, discussion, and breaking larger topics down so they are easier to understand. SI activities engage students in the learning process allowing them to reflect on the material and collaborate with peers.

In various studies, SI was determined to have a positive impact on student academic success (Harding, 2012; Fowler & Boylan, 2010). SI is also suggested to be effective in increasing grades, persistence, and graduation rates (Ardendale, 1994; Isher & Upcraft, 2005; Dillard, 2017). Additionally, SI fosters a community of students both in and outside of the classroom. The community aspect of the SI environment provides students the opportunity to learn and problem-solve collaboratively (Painter et al. 2006). Skills that will benefit students academically, socially, and professionally. Painter et al. suggest that if SI strategies were available in high-risk courses, in all modalities, students would have higher GPAs, higher graduation rates, and lower DFW rates.

Maxwell's (1998) study examined SI workshops offered in the community college environment. These SI sessions were led in large part by faculty members. Peer leaders were not used to facilitate these sessions. Full-time faculty were encouraged to "forsake the lecture model" and instead organize the SI workshops to provide support on course related topics, as well as study skills including test taking, time management, and note-taking. Nineteen different faculty participated in this SI study. Faculty were trained in cooperative learning to actively engage students with course materials and each other, as well as to promote problem solving and discussion. Maxwell found that attendance throughout the semester remained high with two-thirds of SI workshop participants attending more than half of the sessions and 22% attending 90% or greater. Eighty-two percent of students found the SI helpful and 98% reported that they would recommend SI to other students. In summation Maxwell reported

This supplemental instruction program is practical. It has been in operation for nine semesters at the community college studied in this research where it is seen as an effective means using small-student groups to provide not stigma but enrichment, including individualized feedback, learning skills, collaborative learning, and student integration (p.14).

Drake (2011) posited that instructor-led SI has advantages over peer-led SI. Drake reported that students received higher grades on exams, often take more care in their work, interact more meaningfully with their professor, and develop a sense of academic self-confidence when attending faculty-led SI sessions. Students who attended four or more SI sessions had improved exam scores, with DFW rates decreasing (Drake 2011).

Drake's study focused on instructor-led SI with faculty providing students with two SI sessions per week. SI attendance totaled 2,579 students enrolled in three courses. Students that attended four or more SI sessions improved their exam scores. Additionally, 249 students who attended regularly (defined as 4 or more SI sessions) experienced a DFW rate of 3.2% compared to students who did not attend SI

experiencing a 30% DFW rate. Students who regularly attend SI also experienced an increase of at least one full letter grade (Drake, 2011).

In the design of BRCC's QEP *Connect to Succeed*, the decision was made to provide students in five gateway courses with faculty-led SI. The goal is to improve student-faculty engagement while working to increase course success.

Incentives

Incentives for learning can be defined as an inducement or supplemental reward that serves as a motivational device for intended learning. The theory of student learning includes both intrinsic and extrinsic motivation involving both innate ability (the ease of turning effort into learning) and support (Grove & Hadsell, 2012). This reinforces the belief that aside from individual aptitude, learning is determined by effort that results from motivation. After completing an extensive review of the literature Deci et.al (1999) concluded that the way students respond to incentives is dependent on several variables including goals and intrinsic motivation and the students' perceived likelihood of success.

Although little has been documented on the use of incentives to improve college student's performance, Fryer (2010) posited rewarding inputs in the learning process rather than outputs can improve academic performance. Fryer used randomized trials on over 259 schools designed to test the impact of financial incentives on student achievement. His results reflected an increase in student performance when incentives were provided and tied to inputs. However, when incentives were tied to outputs, the researcher found incentives to be less effective. Rewarding inputs into the learning process can help the student overcome the lack of knowledge of how to convert effort into learning (Fryer 2010; Grove & Hadsell, 2012).

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INSTITUTIONAL COMMITMENT TO THE PROJECT

Connect to Succeed: Academic Success through Intensive Engagement is designed to increase student success and reduce the number of failing grades in selected gateway courses through academic interventions and increased engagement between students, faculty, and academic support at the College. *Connect to Succeed* will provide proactive student-centered support focused on active participation and intensive engagement. Two key strategies will be used to improve student success in these five gateway courses which experience high DFW rates.

1. Engagement Coaches will provide individualized support promoting academic motivation, goal setting, and personal development. ECs will connect students to campus resources, encourage campus involvement, promote supplement instruction, monitor grades and participation, and focus on relationship building with students. ECs will partner with course faculty to proactively recognize students showing signs of academic distress.
2. The second strategy employed in *Connect to Succeed* offers academic focused support, Supplemental Instruction, to assist students with course content mastery, improvement of academic skills, and to strengthen student-faculty and peer connections.

Key Strategy #1: Engagement Coaches (ECs)

The first key strategy of *Connect to Succeed* is the use of timely academic interventions. These interventions will be achieved as gateway course faculty and Engagement Coaches (EC) work as teams within the five selected courses focused on proactively advising students exhibiting signs of academic distress or disconnection from the College. Two ECs will be hired by the College in Summer 2025. The EC is responsible for fostering student engagement, promoting retention, and enhancing student success by building meaningful connections between students and the institution. This role involves providing personalized support, facilitating access to resources, and encouraging participation in SI. The

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Engagement Coach serves as a proactive advocate for students, guiding them toward achieving their educational goals.

ECs will train during Summer 2025 to learn the specific tasks and responsibilities of their role.

ECs will use

- EAB Navigate, a software tool used by the College, to monitor student performance.
- Canvas, the College's Learning Management System, to track grades and course participation.
- Social-media to promote *Connect to Succeed* events and SI offerings.
- Microsoft Office products for tracking collaboration, and communication with faculty, QEP Leadership, and students.

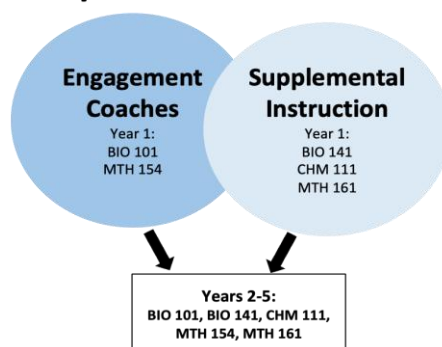
EAB Navigate will be extensively used by QEP Leadership, ECs, and course faculty. EAB will assist ECs to streamlining their ability to support students effectively, enhance communication, and make data-driven decisions. ECs will be trained to effectively leverage EAB Navigate to enhance student engagement, improve outcomes, and contribute to the institution's student success goals.

Among their day-to-day tasks, ECs will ensure communication to students about important assignments, due dates, and SI schedules. ECs will monitor student attendance, participation, and grades and work with faculty to decide when and what interventions are needed to prevent a student from failing or withdrawing from their courses. When necessary, ECs will connect students with specific college resources and personnel to help address non-course related challenges (finances, mental health, home or life challenges). Additionally, faculty and ECs will provide interventions designed to improve academic performance and build a sense of belonging or connectedness to the class and the College community. These interventions include Supplemental Instruction focused on active and collaborative interaction. The full Engagement Coach job description can be found in Appendix E.

The *Connect to Succeed* implementation plan for ECs (see Figure 2) is designed to capture baseline data. During Year 1 an Engagement Coach (EC1) will be embedded in BIO 101 and MTH 154. EC1 will provide academic support to students and course faculty. Baseline data will be captured in BIO 101 and MTH 154 to determine whether the use of engagement coaches improve course success data. The overall question is: *Do engagement coaches make a difference?* During Year 1 EC2 will provide assistance to course faculty in BIO 141, CHM 111, and MTH 161 but EC2 will not connect with students. The “silent” EC will help support the gateway courses and faculty driven SI but will not be visible or available to students. Again, this process is designed to provide baseline data aimed at determining whether ECs improve student course success. In Year 2 both EC1 and EC2 will provide academic support for all five gateway courses as *Connect to Succeed* moves into 100% of course EC implementation.

Figure 1: EC/SI Implementation Plan

EC/SI Implementation Phase in Plan



Key Strategy #2: Supplemental Instruction

Strategy Two, Supplemental Instruction, will be provided to students in the selected five gateway courses that experience high rates of DFW grades and/or repeat students. The Gardner Institute (2015) identified “gateway courses” as foundational, credit-bearing, lower division courses, for which large numbers of students are at risk of failure. Researchers have found that retention in these courses is strongly correlated with successful degree completion (Cabrera, Burkum & La Nasa, 2005; Herzog, 2005;

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Lewis & Terry, 2016; Shulock & Moore, 2009; Offenstien & Shulock, 2011). The goal is to engage students enrolled in the five targeted gateway courses in the learning process through active learning provided through SI.

Faculty will work with ECs and the QEP Co-Directors to design a schedule to offer SI sessions in all five gateway courses. The number of sessions offered per course are presented in Table 14 for Fall of Year 2 through Year 5. The same information for the Spring Semester Year 2 through Year 5 is presented in Table 15. Note that the year one plan is presented in the *Connect to Succeed Implementation Plan* (Figure 2). This phase-in approach is designed to capture baseline data. During Year 1 SI will be offered in BIO 141, CHM 111, and MTH 161. Baseline data will be captured to determine whether SI improves course success. Again, the question is *Does SI make a difference?* In Year 2 SI will be offered in all five gateway courses as *Connect to Succeed* moves into 100% SI implementation.

Table 14: Fall SI Schedule Year 2 – 5:

Course	Number of SI Sessions Per Week
BIO 101	4
BIO 141	2
CHM 111	2
MTH 154	2
MTH 161	2

Table 15: Spring SI Schedule Year 2 – 5:

Course	Number of SI Per Week
BIO 101	3
BIO 141	2
CHM 111	1
MTH 154	1
MTH 161	2

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SI sessions will be provided by course faculty in both the traditional and online setting. A schedule of SI offerings will be shared by ECs with students through email, text message, in class, on Canvas, and on social-media. The SI schedule will also be published in a monthly calendar. ECs will provide information on SI to students and promote attendance to students who are showing signs of academic distress. However, all students are welcome to attend SI sessions. ECs will also promote the *Connect to Succeed Incentive Plan* (Appendix A) which rewards students for SI participation. ECs will track student participation in SI sessions. The number of SI sessions offered per gateway course was calculated based on course enrollment with a goal of one SI session per 50 students. As the majority of BRCC students work, have family responsibilities, and have shared that they are too busy to seek out tutoring, SI sessions will be offered both in person and online.

Incentives will be used to promote student participation in SI. The BRCC Executive Committee has designed SI participation to be promoted through the *Connect to Succeed Incentive Program* (Appendix A). Drake's (2011) posited that in instructor-led SI students that attended four or more SI sessions improved their exam scores. Additionally, students who attended regularly (defined as 4 or more SI sessions) experienced a DFW rate of 3.2% compared to students who did not attend SI who experienced a 30% DFW rate. Students who regularly attend SI also experienced an increase of at least one full letter grade.

Fryer (2010) posited rewarding inputs in the learning process rather than outputs can improve academic performance. Fryer used randomized trials on over 259 schools designed to test the impact of financial incentives on student achievement. His results reflected an increase in student performance when incentives were provided and tied to inputs. However, when incentives were tied to outputs, the researcher found incentives to be less effective. Rewarding inputs into the learning process can help the student overcome the lack of knowledge of how to convert effort into learning (Fryer 2010; Grove & Hadsell, 2012). In an effort to engage our students and embed an understanding that SI can result in content mastery with less effort being expended, incentives are designed to get students to the table and engaged in taking an active role in their academic success.

Professional Development

Faculty professional development is critical to effectively offering Supplemental Instruction (SI). Professional development ensures that instructors are well-equipped to create a supportive learning environment that uses evidence-based teaching strategies and effectively facilitates student success. Some reasons why professional development is essential for the success of *Connect to Succeed* include:

- **Enhancing Instructional Skills:** Professional development helps faculty with training on how to scaffold material, address student questions, and foster collaborative learning environments. By enhancing faculty's understanding of effective teaching techniques, they can help deliver SI sessions that complement the course material.
- **Integrating SI with Course Design:** For SI to be effective, it must align with the course objectives and materials. Professional development can help faculty design their courses with SI in mind. This means faculty will understand how to create assignments, lectures, and exams that SI sessions can reinforce, ensuring a seamless integration of SI into the learning experience.
- **Adopting Evidence-Based Practices:** Professional development exposes faculty to research-backed practices that improve student retention and engagement. By learning about best practices

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in teaching, faculty can help students review, reinforce, and apply course concepts. This includes strategies for active learning and formative assessment.

- **Promoting Active Learning:** SI is often grounded in active learning, where students engage in collaborative, student-centered activities. Faculty who receive professional development are better able to support SI leaders in facilitating these types of activities. Understanding how to integrate interactive and student-driven learning approaches into SI helps foster a deeper understanding of course material.
- **Fostering a Supportive Learning Environment:** Faculty professional development can help instructors create inclusive and supportive learning environments that encourage students to participate in SI sessions. Faculty who are trained in creating welcoming and empathetic spaces are more likely to foster a positive atmosphere where students feel comfortable seeking extra help and participating in SI.
- **Assessment and Feedback:** Faculty training in assessment and feedback techniques can better evaluate the impact of SI and make necessary adjustments to improve the experience. Faculty who are knowledgeable about how to measure student progress, collect feedback from participants, and modify their teaching strategies will be better able to continuously improve the SI program.

Faculty professional development plays a crucial role in supporting the success of *Connect to Succeed*. It will equip faculty with the knowledge and skills needed to effectively integrate SI into their courses, enhance instructional practices, and foster an inclusive, engaging, and supportive learning environment. *Connect to Succeed* will provide professional development opportunities throughout the five year life of this project. By investing in faculty development, BRCC can improve the effectiveness of SI and ultimately enhance student success and retention. The QEP Co-Directors have partnered with the BRCC Teaching and Learning Center to offer professional development opportunities in:

Supplemental Instruction

- Supplemental Instruction
- Theory
- Facilitation Strategies
- Active Learning Techniques
- Course and SI Design
- Best Practices
- Assessment

Leadership Team

Blue Ridge Community College has identified key personnel for leading the implementation process of the QEP. This QEP Leadership team is composed of members from all three constituency groups. Table 16 identifies the members of the team.

Table 16: QEP Leadership Team

QEP Co- Directors:

Dr. Rebecca Evans – Faculty, Accounting and Business

Faison Nuckolls – Faculty, Biology

Members:

Dr. Dave Urso – Vice President Academic Affairs

Wendy Smith – Student Success Coordinator

Beth Styers – Associate Dean, Academic Resources

Sara Botkin – Faculty, Mathematics

Dorothy Connelly – Faculty, Information Systems Technology

Dr, Brad Good – Faculty, Veterinary Technology

Margaret Marangione – Faculty, English

Velma Bryant – Dean of Student Services

Janet Ping – Director of Institutional Research and Effectiveness

QEP Supervision – Vice President of Academic Affairs

Dr. Dave Urso will have overall responsibility for the implementation of the QEP. Dr. Urso serves as the Vice President of Academic Affairs, overseeing the College's instruction, student services, technology, and library. He reports directly to the College President.

QEP Co-Directors

The Co-Directors will oversee all aspects of the development and implementation of the QEP. They will each have 6 credits of “reassigned time” out of a 15 credit-per-semester schedule to allow them sufficient time to focus on the QEP. The full job description for the *Connect to Succeed* Co-Directors can be found in Appendix F. Specific duties included in the role of QEP Co-Directors:

- Working to provide training, support, and resources for QEP personnel
- Manage the QEP budget
- Oversee development of the Connect to Succeed plan as it pertains to intrusive advising and supplemental instruction
- Promote the Connect to Succeed QEP to faculty and other college personnel
- Identify professional development opportunities for QEP “gateway course” faculty
- Assist in hiring ECs and ensuring proper training in academic coaching, course support, and SI tracking for QEP implementation
- Working with the College public relations staff on recruitment materials and program promotion
- Work with the QEP Executive Committee, the Coordinator of Institutional Research and Effectiveness, and QEP faculty to interpret assessment measures
- Review assessment of SSO and Goals and recommend improvements
- Prepare the BRCC QEP Annual Report, including outcome measures
- Prepare 3 & 5-year QEP reports for SACSCOC

QEP Executive Committee

- The BRCC Executive Committee members work with the QEP Co-Directors, Director of Institutional Research and Effectiveness, and QEP gateway faculty to interpret assessment outcomes
- Provide input as to program changes needed to improve outcomes

- Provide input to the QEP Co-Directors for the BRCC QEP Annual Report
- Work with QEP Co-Directors in preparation of the 3 and 5-year reports

Blue Ridge Community College has committed full-time faculty to perform all SI instruction with the exception of sessions which will be provided by three to four adjunct faculty. The full job description of SI faculty can be found in Appendix G. The breakdown of each DFW class SI instructor need is seen in Table 17 below:

Table 17: Faculty and Adjunct Allocation for Supplemental Instruction

Course	SI Instructors
BIO 101	2 Full-Time Faculty and 2 Adjuncts
BIO 141	2 Full-Time Faculty and 1 Adjunct
CHM 111	1 Full-Time Faculty and 1 Adjunct
MTH 154	1 Full-Time Faculty and 1 Adjunct
MTH 161	2 Full-Time Faculty and 1 Adjunct

Engagement Coaches

Two ECs will be hired by the College in Summer 2025. The EC is responsible for fostering student engagement, promoting retention, and enhancing student success by building meaningful connections between students and the institution. This role is an integral part of BRCC’s Quality Enhancement Plan, *Connect to Succeed: Academic Success through Intensive Engagement*. The Engagement Coach (EC) will provide academic monitoring and support to a caseload of students enrolled in high-risk “gateway “courses. Course faculty and Engagement Coaches (EC) will work as teams focusing on students exhibiting signs of academic distress or disconnection from BRCC. ECs will partner with faculty to ensure communication to students about important assignments, due dates, and Supplemental Instruction (SI) schedules. ECs will monitor student attendance and grades, and work with

faculty to decide when and what interventions are needed to prevent a student from failing or withdrawing from their courses. When necessary, ECs will connect students with specific college resources and personnel to help address non-course related challenges (finances, mental health, home or life challenges). This role is a part time role with an expectation of 30 hours per week, of which 24 hours will be in person on BRCC's campus, during fall and spring semester. The full job description of Engagement Coaches can be found in Appendix E.

Implementation Timeline

The implementation plan outlined in Table 18 below identifies the timeline, activities, and personnel involved. The QEP Co-Directors are responsible for managing the plan and overseeing the implementation and assessment as well as holding meetings, communicating with constituents, and writing reports. Actions represented in the Table 18 are categorized as:

- *General Project* actions outline the need for management of the QEP. General project management includes setting up regular meetings, monitoring resources, communication of QEP events, and actions needed to progress toward project goals. Project management enables the College and QEP Executive Committee members to proactively address challenges and adapt strategies as needed.
- *Outcome Assessment* actions provide the tools and strategies that enable analysis of student success outcomes. These actions provide the framework to monitor whether *Connect to Succeed* is moving the needle toward improved student success in the targeted five gateway courses.
- *Professional Development* actions include providing resources to support a culture of continuous improvement among faculty and staff.

Table 18: Implementation Plan: Years 0 through 5

Connect to Succeed QEP Implementation: 2024-2025 Year 0

Fall 2024

Actions to be Implemented:

General Project:

- Refine Focus of the QEP
- Define Engagement Coach Role and Responsibilities
- Develop Supplemental Instruction Phase-in Plan
- Finalize QEP Budget and Resource Analysis

Outcomes Assessment:

- Refine student success outcomes and write an assessment plan
- Deploy Connect to Succeed Survey to Gather Baseline Data

Faculty Development:

- Develop partnership for SI Training and Professional Development with the BRCC Teaching and Learning Center

To be Completed by:

- QEP Executive Committee
- EC Subcommittee
- SI Subcommittee
- Vice President of Finance & QEP Co-Directors
- Office of Institutional Effectiveness & QEP Co-Directors
- Office of Institutional Effectiveness

Spring 2025

General Project:

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- Develop SI Schedule, Calendar and Marketing Materials for Fall Classes
- Develop Engagement Coach Training in Canvas and Finalize Training Schedule for Summer 2025
- Design EAB and Canvas Protocol to be used by Engagement Coaches
- Work with College Public Relations Team to Plan strategy Increase Awareness and Promote Connect to Succeed Kickoff Events, SI, and Engagement Coaching
- Begin to work on Connect to Succeed Social -Media Plan and Implementation
- Work with the H/R Department to Advertise for Engagement Coach Positions in Late Spring
- Run EC & SI Pilot on BIO 141

Outcomes Assessment:

- QEP Data Collection Plan is Vetted and Finalized
- Deploy Connect to Succeed Survey to Gather Baseline Data

Professional Development:

- Work with BRCC TLC to Develop Summer Training Institute focused on Supplemental Instruction Methodology for Gateway Faculty
- Provide SI and QEP Awareness Programs during Spring In-Service
- SI Subcommittee
- EC Subcommittee
- EAB Specialist and QEP Co-Director
- QEP Executive Committee & College Public Relations Team
- QEP Executive Committee

College Public Relations Team

- QEP Co-Directors and H/R Supervisor
- QEP Co-Directors

QEP Executive Committee

BIO 141 Faculty

- QEP Co-Directors & Office of Institutional Effectiveness

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- Office of Institutional Effectiveness
- SI Subcommittee & TLC Personnel
- QEP Co-Directors

Summer 2025

General Project:

- Hire (2) Engagement Coaches
- Train ECs on EC Role and Responsibilities, EAB, SIS, and College Policies and Procedures
- Prep SI Canvas Shells for Fall Semester
- Finalize Plans for Connect to Succeed Kick-Off Events and Social; Media Campaign

Professional Development:

- Offer Summer Training Institute focused on Supplemental Instruction Methodology for Gateway Faculty
- Develop Fall In-Service Programming on EAB and Communication Strategies
- QEP Directors, QEP Executive Committee Members
- QEP Directors, Dean of Student Services, Students Services and Financial Aid personnel
LMS coordinator
- QEP Co-Directors and LMS Coordinator
- QEP Directors and Public Relations Department
- TLC Personnel, QEP Co-Directors & SI Gateway Faculty
- QEP Co-Directors

Connect to Succeed QEP Implementation 2025-2026 Year 1

Fall 2025

General Project:

- Sponsor Kick-Off Party for QEP Start

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- Begin SI Sessions during Week One
- SI Sessions Promoted on Social-Media, and SI Calendar Published
- ECs begin data collection in Phase 1 Gateway Courses
- Hold Weekly Staff Meetings Between ECs, and Co-Directors to discuss challenges, interventions, and questions.
- Mid-October Hold Mid-Semester Meeting for All Constituents involved with the QEP (Co-Directors, Gateway Faculty, ECs, and the Office for Institutional Effectiveness).
- November begin Planning for Spring Semester
- December all Gateway course faculty and ECs meet with QEP Co-Directors to review Fall Semester and plan for Spring

Outcome Assessment:

- All Gateway Faculty Deploy Course Pretest to Acquire Baseline Data on Student Knowledge of Course Content
- All Gateway Faculty and ECs will Begin to Track Data (SI Attendance, Attendance/Participation, Grades).
- Connect to Succeed Survey Deployed in Gateway Courses

Professional Development:

- Hold Professional Development Workshop on Supplemental Instruction and Engagement Coaching for SI Gateway Faculty and ECs during Fall In-Service.
 - Co-Directors, Gateway Faculty, ECs, and the Office for Institutional Effectiveness
 - Co-Directors, QEP Executive Committee, ECs, Gateway Faculty
 - QEP Core Directors, Gateway course faculty, and ECs
-
- Gateway Faculty

- Gateway Faculty, ECs
- Office of Institutional Effectiveness
- TLC Personnel, Co-Directors, ECs and Gateway Faculty

Spring 2026

General Project:

- Sponsor Welcome Back Party
- Begin SI Sessions during Week One
- SI Sessions are Promoted on Social-Media, and SI Calendar Published
- ECs begin data collection in Phase 1 Gateway Courses
- Hold Weekly Staff Meetings Between ECS, and Co-Directors to discuss challenges, interventions and Questions
- Mid-March Hold Mid-Semester Meeting for All Constituents involved with the QEP (Co-Directors, Gateway Faculty, ECs, and the Office for Institutional Effectiveness).
- March begin Planning for Fall Semester
- May all Gateway course faculty and ECs meet with QEP Co-Directors to review Spring Semester and plan for needed changes for Fall

Outcome Assessment:

- All Gateway Faculty Deploy Course Pretest to Acquire Baseline Data on Student Knowledge of Course Content
- All Gateway Faculty and ECs will Begin to Track Data (SI Attendance, Attendance/Participation, Grades).
- Connect to Succeed Survey Deployed in Gateway Courses

Professional Development:

- Hold Professional Development Workshop on Supplemental Instruction and Engagement Coaching for SI Gateway Faculty and ECs during Spring In-Service
- QEP Executive Committee

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- SI Gateway Faculty & ECs
 - Co-Directors, College Public Relations Personnel. ECs
 - ECs and Co-Directors
 - Co-Directors, Gateway Faculty, ECs, and the Office for Institutional Effectiveness
 - Co-Directors, QEP Executive Committee, ECs, Gateway Faculty
 - QEP Executive Committee, QEP Co-Directors, SI Faculty, ECs
 - QEP Co Directors, Gateway course faculty, and ECs
-
- Gateway Faculty
 - ECs, Gateway Faculty
 - Office of Institutional Effectiveness
 - TLC Personnel, Co-Directors, ECs and Gateway Faculty

Summer 2026

General Project:

- Gather feedback from
 - QEP Executive Committee
 - Student Services Personnel
 - Financial Aid Personnel
 - ECs
 - Gateway Faculty
- ECs (if needed) are hired
- Train ECs on QEP Role and Responsibilities, EAB, SIS, and College Policies and Procedures
- Prep SI Canvas Shells for Fall Semester
- Finalize Plans for Connect to Succeed Kick-Off Events for Fall 2026

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- Implement changes needed to improve QEP design and outcomes

Outcomes Assessment

- Analyze data and ensure alignment with QEP Assessment Plan
- Complete yearly assessment of QEP data

Professional Development

- Facilitate reflection and course refinement opportunities for gateway faculty
- Facilitate Summer Institute for Gateway Faculty focused on Supplemental Instruction
- Co-Directors, Executive Committee, ECs and Gateway Faculty, Student Services and Financial Aid Personnel
- Co-Directors
- QEP Directors, Dean of Student Services, Students Services and Financial Aid Personnel, LMS Coordinator
- Co-Directors
- QEP Directors and Public Relations Department
- Co-directors, QEP Executive Committee, Office of Institutional Effectiveness, ECs, Gateway Faculty
- Office of Institutional Effectiveness, Co-Directors
- Office of Institutional Effectiveness, Co-Directors
- Co-Directors, Gateway Faculty
- TLC Personnel, Co-Directors, and Gateway Faculty

Connect to Succeed QEP Implementation: 2026-2027 Year 2

Fall 2026

General Project:

- Sponsor Kick-Off Party
- Begin SI Sessions during Week One
- SI Sessions Promoted on Social-Media, and SI Calendar Published

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- ECs begin data collection in all targeted Gateway Courses
- Hold Weekly Staff Meetings Between ECs and Co-Directors to discuss challenges, interventions, and questions.
- Mid-October Hold Mid-Semester Meeting for All Constituents involved with the QEP (Co-Directors, Gateway Faculty, ECs, and the Office for Institutional Effectiveness).
- November begin Planning for Spring Semester
- December all Gateway course faculty and ECs meet with QEP Co-Directors to review Fall Semester and plan for Spring

Outcome Assessment:

- All Gateway Faculty Deploy Course Pretest to Acquire Baseline Data on Student Knowledge of Course Content
- All Gateway Faculty and ECs will Begin to Track Data (SI Attendance, Attendance/Participation, Grades).
- Connect to Succeed Survey Deployed in Gateway Courses

Professional Development:

- Hold Professional Development Workshop on Supplemental Instruction and Engagement Coaching for SI Gateway Faculty and ECs during Fall In-Service.
- QEP Executive Committee
- SI Gateway Course Faculty & ECs
- Co-Directors, College Public Relations Personnel, ECs
- ECs

- ECs and Co-Directors
- Co-Directors, Gateway Faculty, ECs, and the Office for Institutional Effectiveness
- Co-Directors, QEP Executive Committee, ECs, Gateway Faculty
- QEP Core Directors, Gateway course faculty, and ECs
- Gateway Faculty
- Gateway Faculty, ECs

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- Office of Institutional Effectiveness
- TLC Personnel, Co-Directors, ECs and Gateway Faculty

Spring 2027

General Project:

- Sponsor Welcome Back Party
- Begin SI Sessions during Week One
- SI Sessions are Promoted on Social-Media, and SI Calendar Published
- ECs begin data collection in all targeted Gateway Courses
- Hold Weekly Staff Meetings Between ECS, and Co-Directors to discuss challenges, interventions and Questions
- Mid-March Hold Mid-Semester Meeting for All Constituents involved with the QEP (Co-Directors, Gateway Faculty, ECs, and the Office for Institutional Effectiveness).
- March begin Planning for Fall Semester
- May all Gateway course faculty and ECs meet with QEP Co-Directors to review Spring Semester and plan for needed changes for Fall

Outcome Assessment:

- All Gateway Faculty Deploy Course Pretest to Acquire Baseline Data on Student Knowledge of Course Content
- All Gateway Faculty and ECs will Begin to Track Data (SI Attendance, Attendance/Participation, Grades).
- Connect to Succeed Survey Deployed in Gateway Courses

Professional Development:

- Hold Professional Development Workshop on Supplemental Instruction and Engagement Coaching for SI Gateway Faculty and ECs during Spring In-Service.
- QEP Executive Committee
- SI Gateway Faculty & ECs
- Co-Directors, College Public Relations Personnel. ECs

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- ECs and Co-Directors

- Co-Directors, Gateway Faculty, ECs, and the Office for Institutional Effectiveness
- Co-Directors, QEP Executive Committee, ECs, Gateway Faculty
- QEP Executive Committee, QEP Co-Directors, SI Faculty, ECs
- QEP Co Directors, Gateway course faculty, and ECs
- Gateway Faculty
- ECs, Gateway Faculty
- Office of Institutional Effectiveness
- TLC Personnel, Co-Directors, ECs and Gateway Faculty

Summer 2027

General Project:

- Gather feedback from
 - QEP Executive Committee
 - Student Services Personnel
 - Financial Aid Personnel
 - ECs
 - Gateway Faculty
- ECs (if needed) are hired
- Train ECs on QEP Role and Responsibilities, EAB, SIS, and College Policies and Procedures
- Prep SI Canvas Shells for Fall Semester
- Finalize Plans for Connect to Succeed Kick-Off Events for Fall 2027
- Implement changes needed to improve QEP design and outcomes

Outcomes Assessment

- Analyze data and ensure alignment with QEP Assessment Plan

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- Complete yearly assessment of QEP data

Professional Development

- Facilitate reflection and course refinement opportunities for gateway faculty
- Facilitate Summer Institute for Gateway Faculty focused on Supplemental Instruction
- Co-Directors, Executive Committee, ECs and Gateway Faculty, Student Services and Financial Aid Personnel
- Co-Directors
- QEP Directors, Dean of Student Services, Students Services and Financial Aid Personnel, LMS Coordinator
- Co-Directors
- QEP Directors and Public Relations Department
- Co-directors, QEP Executive Committee, Office of Institutional Effectiveness, ECs, Gateway Faculty
- Office of Institutional Effectiveness, Co-Directors
- Office of Institutional Effectiveness, Co-Directors
- Co-Directors, Gateway Faculty
- TLC Personnel, Co-Directors, and Gateway Faculty

Connect to Succeed QEP Implementation: 2027-2028 Year 3

Fall 2027

General Project:

- Sponsor Kick-/Off Party
- Begin SI Sessions during Week One
- SI Sessions Promoted on Social-Media, and SI Calendar Published
- ECs begin data collection in all targeted Gateway Courses
- Hold Weekly Staff Meetings Between ECs, and Co-Directors to discuss challenges, interventions, and questions.

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- Mid-October Hold Mid-Semester Meeting for All Constituents involved with the QEP (Co-Directors, Gateway Faculty, ECs, and the Office for Institutional Effectiveness).
- November begin Planning for Spring Semester
- December all Gateway course faculty and ECs meet with QEP Co-Directors to review Fall Semester and plan for Spring

Outcome Assessment:

- All Gateway Faculty Deploy Course Pretest to Acquire Baseline Data on Student Knowledge of Course Content
- All Gateway Faculty and ECs will Begin to Track Data (SI Attendance, Attendance/Participation, Grades).
- Connect to Succeed Survey Deployed in Gateway Courses

Professional Development:

- Hold Professional Development Workshop on Supplemental Instruction and Engagement Coaching for SI Gateway Faculty and ECs during Fall In-Service
- QEP Executive Committee
- SI Gateway Course Faculty & ECs
- Co-Directors, College Public Relations Personnel, ECs
- ECs
- ECs and Co-Directors
- Co-Directors, Gateway Faculty, ECs, and the Office for Institutional Effectiveness
- Co-Directors, QEP Executive Committee, ECs, Gateway Faculty
- QEP Core Directors, Gateway course faculty, and ECs
- Gateway Faculty
- Gateway Faculty, ECs
- Office of Institutional Effectiveness
- TLC Personnel, Co-Directors, ECs and Gateway Faculty

Spring 2028

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General Project:

- Sponsor Welcome Back Party
- Begin SI Sessions during Week One
- SI Sessions are Promoted on Social-Media, and SI Calendar Published
- ECs begin data collection in all targeted Gateway Courses
- Hold Weekly Staff Meetings Between ECs, and Co-Directors to discuss challenges, interventions and Questions
- Mid-March Hold Mid-Semester Meeting for All Constituents involved with the QEP (Co-Directors, Gateway Faculty, ECs, and the Office for Institutional Effectiveness).
- March begin Planning for Fall Semester
- May all Gateway course faculty and ECs meet with QEP Co-Directors to review Spring Semester and plan for needed changes for Fall

Outcome Assessment:

- All Gateway Faculty Deploy Course Pretest to Acquire Baseline Data on Student Knowledge of Course Content
- All Gateway Faculty and ECs will Begin to Track Data (SI Attendance, Attendance/Participation, Grades).
- Connect to Succeed Survey Deployed in Gateway Courses

Professional Development:

- Hold Professional Development Workshop on Supplemental Instruction and Engagement Coaching for SI Gateway Faculty and ECs during Spring In-Service.
- QEP Executive Committee
- SI Gateway Faculty & ECs
- Co-Directors, College Public Relations Personnel. ECs
- ECs and Co-Directors
- Co-Directors, Gateway Faculty, ECs, and the Office for Institutional Effectiveness
- Co-Directors, QEP Executive Committee, ECs, Gateway Faculty
- QEP Executive Committee, QEP Co-Directors, SI Faculty, ECs

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- QEP Co Directors, Gateway course faculty, and ECs
- Gateway Faculty
- ECs, Gateway Faculty
- Office of Institutional Effectiveness
- TLC Personnel, Co-Directors, ECs and Gateway Faculty

Summer 2028

General Project:

- Gather feedback from
 - QEP Executive Committee
 - Student Services Personnel
 - Financial Aid Personnel
 - ECs
 - Gateway Faculty
- ECs (if needed) are hired
- Train ECs on QEP Role and Responsibilities, EAB, SIS, and College Policies and Procedures.
- Prep SI Canvas Shells for Fall Semester
- Finalize Plans for Connect to Succeed Kick-Off Events for Fall 2027
- Implement changes needed to improve QEP design and outcomes

Outcomes Assessment

- Analyze data and ensure alignment with QEP Assessment Plan
- Complete yearly assessment of QEP data
- Write third year report

Professional Development

- Facilitate reflection and course refinement opportunities for gateway faculty
- Facilitate Summer Institute for Gateway Faculty focused on Supplemental Instruction.

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- Co-Directors, Executive Committee, ECs and Gateway Faculty, Student Services and Financial Aid Personnel
- Co-Directors
- QEP Directors, Dean of Student Services, Students Services and Financial Aid Personnel, LMS Coordinator
- Co-Directors
- QEP Directors and Public Relations Department
- Co-directors, QEP Executive Committee, Office of Institutional Effectiveness, ECs, Gateway Faculty
- Office of Institutional Effectiveness, Co-Directors
- Office of Institutional Effectiveness, Co-Directors
- Co-Directors, Office of Institutional Effectiveness
- Co-Directors, Gateway Faculty
- TLC Personnel, Co-Directors, and Gateway Faculty

Connect to Succeed QEP Implementation: 2028-2029 Year 4

Fall 2028

General Project:

- Sponsor Kick-/Off Party
- Begin SI Sessions during Week One
- SI Sessions Promoted on Social-Media, and SI Calendar Published
- ECs begin data collection in all targeted Gateway Courses
- Hold Weekly Staff Meetings Between ECs, and Co-Directors to discuss challenges, interventions, and questions.
- Mid-October Hold Mid-Semester Meeting for All Constituents involved with the QEP (Co-Directors, Gateway Faculty, ECs, and the Office for Institutional Effectiveness).
- November begin Planning for Spring Semester

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- December all Gateway course faculty and ECs meet with QEP Co-Directors to review Fall Semester and plan for Spring

Outcome Assessment:

- All Gateway Faculty Deploy Course Pretest to Acquire Baseline Data on Student Knowledge of Course Content
- All Gateway Faculty and ECs will Begin to Track Data (SI Attendance, Attendance/Participation, Grades).
- Connect to Succeed Survey Deployed in Gateway Courses

Professional Development:

- Hold Professional Development Workshop on Supplemental Instruction and Engagement Coaching for SI Gateway Faculty and ECs during Fall In-Service.
- QEP Executive Committee
- SI Gateway Course Faculty & ECs
- Co-Directors, College Public Relations Personnel, ECs
- ECs
- ECs and Co-Directors
- Co-Directors, Gateway Faculty, ECs, and the Office for Institutional Effectiveness
- Co-Directors, QEP Executive Committee, ECs, Gateway Faculty
- QEP Co-Directors, Gateway course faculty, and ECs
- Gateway Faculty
- Gateway Faculty, ECs
- Office of Institutional Effectiveness
- TLC Personnel, Co-Directors, ECs and Gateway Faculty

Spring 2029

General Project:

- Sponsor Welcome Back Party

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- Begin SI Sessions during Week One
- SI Sessions are Promoted on Social-Media, and SI Calendar Published
- ECs begin data collection in all targeted Gateway Courses
- Hold Weekly Staff Meetings Between ECs, and Co-Directors to discuss challenges, interventions and Questions
- Mid-March Hold Mid-Semester Meeting for All Constituents involved with the QEP (Co-Directors, Gateway Faculty, ECs, and the Office for Institutional Effectiveness).
- March begin Planning for Fall Semester
- May all Gateway course faculty and ECs meet with QEP Co-Directors to review Spring Semester and plan for needed changes for Fall

Outcome Assessment:

- All Gateway Faculty Deploy Course Pretest to Acquire Baseline Data on Student Knowledge of Course Content
- All Gateway Faculty and ECs will Begin to Track Data (SI Attendance, Attendance/Participation, Grades).
- Connect to Succeed Survey Deployed in Gateway Courses

Professional Development:

- Hold Professional Development Workshop on Supplemental Instruction and Engagement Coaching for SI Gateway Faculty and ECs during Spring In-Service.
- QEP Executive Committee
- SI Gateway Faculty & ECs
- Co-Directors, College Public Relations Personnel. ECs
- ECs and Co-Directors
- Co-Directors, Gateway Faculty, ECs, and the Office for Institutional Effectiveness
- Co-Directors, QEP Executive Committee, ECs, Gateway Faculty
- QEP Executive Committee, QEP Co-Directors, SI Faculty, ECs
- QEP Co Directors, Gateway course faculty, and ECs
- Gateway Faculty

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- ECs, Gateway Faculty
- Office of Institutional Effectiveness
- TLC Personnel, Co-Directors, ECs and Gateway Faculty

Summer 2029

General Project:

- Gather feedback from
 - QEP Executive Committee
 - Student Services Personnel
 - Financial Aid Personnel
 - ECs
 - Gateway Faculty
- ECs (if needed) are hired
- Train ECs on QEP Role and Responsibilities, EAB, SIS, and College Policies and Procedures
- Prep SI Canvas Shells for Fall Semester
- Finalize Plans for Connect to Succeed Kick-Off Events for Fall 2027
- Implement changes needed to improve QEP design and outcomes

Outcomes Assessment

- Analyze data and ensure alignment with QEP Assessment Plan
- Complete yearly assessment of QEP data

Professional Development

- Facilitate reflection and course refinement opportunities for gateway faculty
- Facilitate Summer Institute for Gateway Faculty focused on Supplemental Instruction.
- Co-Directors, Executive Committee, ECs and Gateway Faculty, Student Services and Financial Aid Personnel
- Co-Directors

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- QEP Directors, Dean of Student Services, Students Services and Financial Aid Personnel, LMS Coordinator
- Co-Directors
- QEP Directors and Public Relations Department
- Co-directors, QEP Executive Committee, Office of Institutional Effectiveness, ECs, Gateway Faculty
- Office of Institutional Effectiveness, Co-Directors
- Office of Institutional Effectiveness, Co-Directors
- Co-Directors, Gateway Faculty
- TLC Personnel, Co-Directors, and Gateway Faculty

Connect to Succeed QEP Implementation: 2029-2030 Year 5

Fall 2029

General Project:

- Sponsor Kick-Off Party
- Begin SI Sessions during Week One
- SI Sessions Promoted on Social-Media, and SI Calendar Published
- ECs begin data collection in all targeted Gateway Courses
- Hold Weekly Staff Meetings Between ECs, and Co-Directors to discuss challenges, interventions, and questions.
- Mid-October Hold Mid-Semester Meeting for All Constituents involved with the QEP (Co-Directors, Gateway Faculty, ECs, and the Office for Institutional Effectiveness).
- November begin Planning For Spring Semester
- December all Gateway course faculty and ECs meet with QEP Co-Directors to review Fall Semester and plan for Spring

Outcome Assessment:

- All Gateway Faculty Deploy Course Pretest to Acquire Baseline Data on Student Knowledge of Course Content

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- All Gateway Faculty and ECs will Begin to Track Data (SI Attendance, Attendance/Participation, Grades).
- Connect to Succeed Survey Deployed in Gateway Courses

Professional Development:

- Hold Professional Development Workshop on Supplemental Instruction and Engagement Coaching for SI Gateway Faculty and ECS during Fall In-Service.
- QEP Executive Committee
- SI Gateway Course Faculty & ECs
- Co-Directors, College Public Relations Personnel, ECs
- ECs
- ECs and Co-Directors
- Co-Directors, Gateway Faculty, ECs, and the Office for Institutional Effectiveness
- Co-Directors, QEP Executive Committee, ECs, Gateway Faculty
- QEP Core Directors, Gateway course faculty, and ECs
- Gateway Faculty
- Gateway Faculty, ECs
- Office of Institutional Effectiveness
- TLC Personnel, Co-Directors, ECs and Gateway Faculty

Spring 2030

General Project:

- Sponsor Welcome Back Party
- Begin SI Sessions during Week One
- SI Sessions are Promoted on Social-Media, and SI Calendar Published
- ECs begin data collection in all targeted Gateway Courses
- Hold Weekly Staff Meetings Between ECS, and Co-Directors to discuss challenges, interventions and Questions

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- Mid-March Hold Mid-Semester Meeting for All Constituents involved with the QEP (Co-Directors, Gateway Faculty, ECs, and the Office for Institutional Effectiveness).
- May all Gateway course faculty and ECs meet with QEP Co-Directors to review Spring Semester

Outcome Assessment:

- All Gateway Faculty Deploy Course Pretest to Acquire Baseline Data on Student Knowledge of Course Content
- All Gateway Faculty and ECs will Begin to Track Data (SI Attendance, Attendance/Participation, Grades).
- Connect to Succeed Survey Deployed in Gateway Courses

Professional Development:

- Hold Professional Development Workshop on Supplemental Instruction and Engagement Coaching for SI Gateway Faculty and ECs during Spring In-Service.
- QEP Executive Committee
- SI Gateway Faculty & ECs
- Co-Directors, College Public Relations Personnel. ECs
- ECs and Co-Directors
- Co-Directors, Gateway Faculty, ECs, and the Office for Institutional Effectiveness
- Co-Directors, QEP Executive Committee, ECs, Gateway Faculty
- Committee, QEP Co-Directors, SI Faculty, ECs
- Gateway Faculty
- ECs, Gateway Faculty
- Office of Institutional Effectiveness
- TLC Personnel, Co-Directors, ECs and Gateway Faculty

Summer 2030

General Project:

- Gather feedback from

- QEP Executive Committee
- Student Services Personnel
- Financial Aid Personnel
- ECs
- Gateway Faculty

Outcomes Assessment

- Complete yearly assessment of QEP data
- Conduct final assessment of QEP and determine the future of the program
- Co-Directors, Executive Committee, ECs and Gateway Faculty, Student Services and Financial Aid Personnel
- Office of Institutional Effectiveness, Co-Directors
- Co-Directors, SI Faculty, Executive Committee, VP Academic Affairs, Office of Institutional Effectiveness

PERSONNEL & RESOURCES

Blue Ridge Community College has developed a personnel and resource plan inclusive of both the human and fiscal resources needed to successfully initiate, implement, and complete the QEP plan. After outlining the project leadership and personnel, the section below clearly outlines new and repurposed financial resources.

Human Resources/ Leadership & Personnel

The list below describes project leadership and personnel. Human resources who will be “repurposed” and assigned new duties to engage in the project instead of some or all of their normal job responsibilities, are shown in *italics*. The percentage of their overall time repurposed for the project will be provided and budgeted in the section below. New personnel for this project are **bolded**. These new costs along with other project costs are described in a separate section below. Individuals not highlighted will provide support and leadership consistent with their general role at the college.

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- *2 Faculty Members with reassigned time to serve as project Co-Directors, reporting to the Vice President of Academic Affairs.*
- **2 Part-Time Engagement Coaches reporting to QEP Co-Directors.**
- *8 Full-time Gateway course faculty*
- *1 Gateway course Lab Instructor*
- **3 Gateway course adjunct faculty**
- QEP Executive Committee with leaders from all major areas represented (VP of Academic Affairs, Office of Institutional Effectiveness, Dean of Student Services, three members of Student Services, six full-time faculty members)
- Janet Ping, Director, Office of Institutional Effectiveness
- *Velma Bryant, Dean of Student Services*
- *Melissa McElveen Coordinator, Academic Advising*
- Natasha Butler, Coordinator, Admissions and Outreach
- Megan Hartless, Director of Financial Aid
- *Nicole Stephens, Accessibility Services*
- *Wendy Smith, Director, Student Success Center*
- Beth Styers, Associate Dean of Academic Resources
- Sara Botkin and Alissa Cruz, Teaching and Learning Center (TLC)
- Miriam Basinger, Educational Technology Specialist
- Bridget Baylor, Public Relations Director
- Kris Blackthorn, Webmaster Administrator
- Dr. David Urso, Vice President Academic Affairs
- Tim Nicely, Director of Human Resources

Student Involvement

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- Regular engagement with the Student Leadership Council (SLC) will offer QEP Leadership feedback and suggestions from student leaders on campus as to the level of awareness and general understanding of the QEP from BRCC students.
- The College will gather quantitative/qualitative feedback from students through surveys distributed within each Gateway course

Budget

Indirect/Repurposed Resources

A proportion of the following personnel's time will be repurposed to support this QEP project. As mentioned above, this list does not include college participants for whom their participation with the QEP is a part of their standard role at the College. Highly qualified full-time faculty and staff will provide the leadership essential to the success of the QEP. The personnel budget in Table 19 reflects reassigned time for the QEP Co-Directors, eight full-time faculty, and support services provided by Student Services personnel.

In addition to personnel, the College recognizes the use of several college resources in support of this QEP. These in-kind resources include the use of Navigate 360, SIS, and MS Office software by Engagement Coaches and faculty in the tracking and assessment of this QEP. The College's LMS Canvas also will be used extensively in the facilitation of Supplemental Instruction in the five gateway courses targeted in the *Connect to Succeed* Program.

Direct Costs:

In addition to the indirect/repurposed resources presented above, the QEP budget in Table 19 displays direct costs the College has committed to its QEP. These costs total \$673,023 over the life of this QEP. A brief description of each new resource follows.

Table 19: BRCC QEP Budget

Direct Costs:

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Personal & Non-Personnel Expenses	Year 0 2024-25	Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30
QEP: Co-Directors (2)	41,336.00	32,940.00	34,878.00	36,816.00	38,754.00	40,692.00
Engagement Coaches (2)	0	58,132.00	61,036.00	64,092.00	67,296.00	70,656.00
Adjunct Faculty – SI	0	1,830.00	6,783.00	7,161.00	7,539.00	7,910.00
Assessment	0	8,150.00	0	8,150.00	0	0
Promotions/Marketing/Incentives	4,000.00	4,200.00	4,410.00	4,630.00	4,862.00	5,106.00
Professional Development/Travel	6,000.00	4,200.00	4,410.00	4,630.00	4,862.00	5,106.00
Software (Kahoot)	2,800.00	2,940.00	3,088.00	3,242.00	3,404.00	3,574.00
Contingency Funds	500.00	526.00	552.00	580.00	610.00	640.00
Total Direct Costs:	54,636.00	112,918.00	115,157.00	129,301.00	127,327.00	133,684.00

Indirect/Repurposed Costs:

Expenses	Year 0 2024-25	Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30
QEP Co-Directors: Rebecca Evans & Faison Nuckolls	83,290.00	87,454.00	91,619.00	95,783.00	99,948.00	104,112.00
SI Support: Full-Time SI Course Faculty	0	23,013.00	24,164.00	25,372.00	26,641.00	27,973.00
Student Service Personnel: Engagement Coach Training & QEP Support	0 & 0	1,785.00 & 9,180.00	1,874.00 & 9,639.00	1,968.00 & 10,121.00	2,066.00 & 10,627.00	2,169.00 & 11,158.00
Total Indirect/Repurposed Costs	83,290.00	121,432.00	127,296.00	133,244.00	139,282.00	145,412.00
Annualized Budget	\$137,926.00	\$234,350.00	\$242,453.00	\$262,545.00	\$266,609.00	\$279,096.00

Personnel:

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- Engagement Coaches - Two ECs will be hired in the Summer of 2025. These individuals are budgeted to work thirty-six weeks per year. ECs will provide advising and QEP support during the Fall and Spring semesters as well as six weeks of training and professional development per year. ECs will be hired at a rate of \$25 per hour and work 30 hours per week. EC costs are budgeted to include 7.65% for fringe benefits.
- Supplemental Instruction Support - Four adjunct faculty members will be paid an overload of 1 credit per gateway course that they provide Supplemental Instruction. Beginning in Year One adjunct faculty costs are budgeted at \$800 per credit hour plus fringe benefits of 7.65%. This rate is budgeted to increase by \$50 plus fringe benefits of 7.65% per year over the project's life.

Other Expenses:

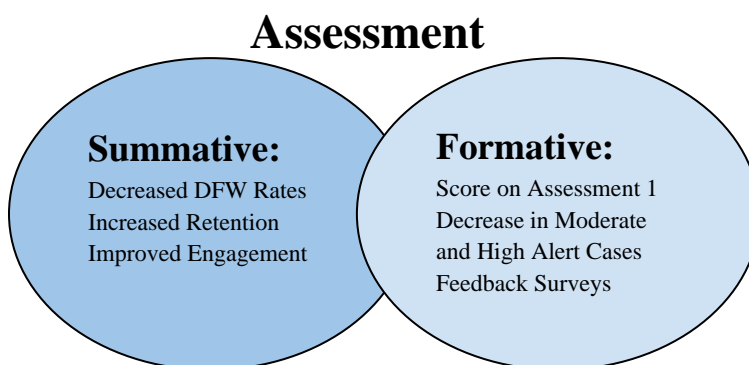
- Assessment - The College has budgeted for the use of the CCSSE Survey in Year 1 and Year 3 of the QEP cycle. This assessment will evaluate the impact of the *Connect to Succeed* program in providing active and collaborative learning, Student-Faculty interaction, and support for learners.
- Promotion/Marketing/Incentives – Costs associated with the promotion of the QEP to increase awareness of students, and incentive programs to promote participation in Supplemental Instruction are provided. Incentives tied to attending SI sessions are provided in Appendix A.
- Professional Development/Travel – Cost of faculty and staff training in the development, implementation, and assessment of Supplemental Instruction will be provided. Funding will provide not only travel to conferences and training specialized in SI but also professional development opportunities on campus through the BRCC Teaching and Learning Center including stipends for Summer SI Training.
- Software – Costs associated with software used by faculty and ECs to provide active learning activities during Supplemental Instruction including Kahoot software will be funded.
- Contingency Funds – Funding available for unanticipated expenses.

The 2025-2026 annual budget allocates \$112,918 in direct costs for the QEP, out of an overall budget of approximately 25 million dollars. The College anticipates additional revenue to account for future cost increases through additional tuition revenue and through budgeted cost reductions in other departments. All budget calculations can be found in Appendix H.

ASSESSMENT PLAN

Blue Ridge Community College’s Quality Enhancement Plan *Connect to Succeed: Academic Success through Intensive Engagement* includes a plan to assess achievement. The assessment plan incorporates a baseline year followed by a scaled implementation plan in five targeted gateway courses. The assessment plan aligns with QEP student success outcomes that are specific, measurable, and clearly related to student success. The plan includes both summative and formative assessments (Figure 3).

Figure 3: Summative and Formative Assessment



BRCC has the resources necessary to collect, report, and analyze data associated with the QEP student success outcomes. The Office of Institutional Research and Effectiveness (OIRE) is headed by the Director of Institutional Research and Effectiveness. The OIRE is responsible for campus wide academic assessments used to improve student learning and services. The OIRE is experienced in creating, deploying, and analyzing student surveys, developing queries, and analyzing assessment data.

The OIRE has been involved with the development of this QEP including the collecting and analyzing of institutional data and helping to develop assessment strategies.

The Director of Institutional Research and Effectiveness is a member of BRCC’s Research and Assessment Committee (RAC). RAC is overseen by the Vice President of Academic Affairs with a mission to promote the improvement of teaching and learning in BRCC’s academic programs. To accomplish this mission, RAC provides guidance to faculty engaging in assessment and program review, reviews assessment results, and presents recommendations for data informed educational improvements. The OIRE and RAC will review the BRCC QEP Annual Report each fall. As a governance committee, RAC will ensure transparent tracking and dissemination of QEP results.

Outcome Measures and Timeline

Each semester the success of the QEP will be determined by assessing student success outcomes, retention, engagement, and feedback. Student Success Outcome 1 focuses on final grades in the five gateway courses. Table 20 provides the baseline course specific DFW rates with the addition of QEP strategy goals. In Year 1, BIO 101 and MTH 154 will only use the Engagement Coach strategy, and BIO 141, CHM 111, and MTH 161 will only offer the Supplemental Instruction strategy. In years 2-5, all courses will offer both Engagement Coach and Supplemental Instruction strategies.

Table 20: QEP Measure of Course Success

Outcome 1: Decrease the percentage of students earning DFW in targeted gateway courses

Engagement Coach Year 1:

Course	Baseline DRW rate	Year 1 Goal 5% decrease	Year 2 Goal 7% decrease	5-year goal 10% decrease
BIO 101	36.03%	34.23%	33.51%	32.43%
MTH 154	33.98%	32.28%	31.60%	30.58%

Supplemental Instruction Year 1:

Course	Baseline DFW rate	Year 1 Goal 5% decrease	Year 2 Goal 7% decrease	5-year goal 10% decrease
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BIO 141	47.06%	44.71%	43.77%	42.35%
CHM 111	39.26%	37.30%	36.51%	35.33%
MTH 161	42.07%	39.97%	39.13%	37.86%

Student Success Outcome 2 focuses on student retention. An increase in retention will demonstrate not only a decrease in the number of DFW students, but also the College’s ability to retain these students for future semesters. In the fall of 2023, the OIRE reported 624 students enrolled in QEP targeted gateway courses. Of the 624 students, 487 (78%) were retained for the spring of 2024, and 316 (51%) were retained for the fall of 2024. Table 21 provides baseline fall to spring and fall to fall retention data, as well as retention goals for years 1, 2 and 5.

Table 21: QEP Measure of Retention

Outcome 2: Improve retention of students who take a targeted gateway course

Dates	Baseline retention rate	Year 1 Goal Increase of 2 percentage points	Year 2 Goal Increase of 3 percentage points	5 year goal Increase of 4 percentage points
Fall 2023 to Spring 2024	78%	80%	81%	82%
Fall 2023 to Fall 2024	51%	53%	54%	55%

Outcome 3 focuses on student engagement and will focus on the CCSSE benchmarks of Student Faculty Interaction, Active and Collaborative Learning, and Support for Learners. Details about this measure and the benchmarks we will use can be found in Table 9 on page 25 of this document. BRCC’s OIRE has historically administered the CCSSE every three years, and college-wide historical CCSSE data is available. The OIRE will administer the CCSSE in the spring of 2025 to capture data specific to the QEP targeted gateway courses. The OIRE will administer the CCSSE again in the spring of 2028. Student Faculty Interaction, Active and Collaborative Learning, and Support for Learners results will be analyzed and summarized in the BRCC QEP Annual Report.

The goal is to increase the engagement benchmarks to match the average CCSSE benchmarks for small colleges. The goal requires an 18% increase in Student Faculty Interaction, 14% increase in Active

and Collaborative Learning, and a 7% increase in Support for Learners. (Table 22). BRCC CCSSE 2023 data for the entire college is currently being used as baseline data. To monitor progress toward outcome goals, the OIRE will administer the Connect to Succeed Engagement Survey (Appendix B) every semester.

Table 22: QEP Measure of Engagement

Outcome 3: Increase student engagement with student faculty interaction, active and collaborative learning and support for learners

CCSSE Survey	Student Faculty Interaction	Active and Collaborative Learning	Support for Leaners
Baseline CCSSE Score	44.8	45.5	47.8
2027-28 Goals	52.9	51.8	51.2

Outcomes 4 and 5 provide formative assessments that measure the early effectiveness of EC and SI interventions giving time to improve these interventions throughout the semester. Outcome 4 (Table 23) measures the percent of students earning DFW on the first proctored assessment in targeted gateway courses. In the fall of 2024, QEP targeted gateway course faculty reported the number of students in their course who earned an A, B, C, D or F on their first proctored assessment. The QEP leadership team merged course specific information to obtain baseline Assessment 1 data for each course. The QEP goal is to decrease Assessment 1 DFW rates by 5% in the first year, when courses have either an EC or SI. In year 2, when all targeted gateway courses have ECs and SI, the goal is to decrease Assessment 1 DFW rate by 7%, and then over the 5 years, the goal is to decrease DFW rates on Assessment 1 by 10%. Faculty will report Assessment 1 scores every semester, and the results will be analyzed and summarized in the BRCC QEP Annual Report.

Table 23: Measure of Assessment 1

Outcome 4: Decrease the percentage of students earning DFW on Assessment 1 in targeted gateway courses

Engagement Coach Year 1:

Course	Baseline DFW rate	Year 1 Goal 5% decrease	Year 2 Goal 7% decrease	5 year goal 10% decrease
BIO 101	52.6%	49.9%	48.9%	47.3%
MTH 154	75.1%	71.4%	69.9%	67.6%

Supplemental Instruction Year 1

Course	Baseline DFW rate	Year 1 Goal 5% decrease	Year 2 Goal 7% decrease	5 year goal 10% decrease
BIO 141	25.2%	23.9%	23.4%	22.6%
CHM 111	59.8%	56.8%	55.6%	53.8%
MTH 161	59.8%	56.8%	55.6%	53.8%

The goal of outcome 5 is to improve student success by decreasing the percentage of moderate and high alert cases raised by instructors each semester. Mid-semester, the Student Success Team of Student Services uses EAB navigate to deploy an Early Alert Progress Campaign. This campaign is sent to all BRCC course faculty, and faculty are encouraged to raise alerts. As Table 24 displays, faculty can raise three different levels of alerts.

Table 24: Description of Alert Levels

High Alert

- Students are in danger of failing

Moderate Alert

- Excessive participation concerns
- Low quiz/test scores
- External resource referral (student needs additional aid such as food, clothing etc.)

Low Alert

- Attendance

In the fall of 2024, the OIRE analyzed the EAB navigate data for moderate and high alerts raised in QEP targeted gateway courses. Table 25 provides the baseline data of moderate and high alert cases opened for students in each of the QEP targeted gateway courses. Note that CHM 111 instructors did not use the Early Alert Progress Campaign in the fall of 2024. Therefore Spring 2025 moderate and high alert data will be used as baseline data for CHM 111. In Year One, the goal is for ECs and SI to independently decrease the percentage of alerts by 5%. In Year Two, the ECs and SI will be working together to boost student grades with a goal of decreasing alerts by 7%, and the Year Five goal is to decrease the number of alerts by 10% from the baseline. The number of high and moderate alert data will be compiled and analyzed each semester. The data will be summarized in a BRCC QEP Annual Report for the next five years.

Table 25: Measure of Alerts

Outcome 5: Improve student success outcomes by decreasing the percentage of moderate and high alert cases

Engagement Coach Year 1:

Course	Baseline moderate and high alerts	Year 1 Goal 5% decrease	Year 2 Goal 7% decrease	5 year goal 10% decrease
BIO 101	21.4%	20.4%	19.9%	19.3%
MTH 154	34.5%	32.8%	32.1%	31.1%

Supplemental Instruction Year 1:

Course	Baseline moderate and high alerts	Year 1 Goal 5% decrease	Year 2 Goal 7% decrease	5 year goal 10% decrease
BIO 141	9.3%	8.8%	8.7%	8.4%
CHM 111	TBD	TBD	TBD	TBD
MTH 161	43.5%	41.4%	40.5%	39.2%

The assessment of student outcomes will be collected throughout each semester. The QEP Co-Directors and the OIRE will continually evaluate the data. Each summer the QEP Co-Directors will

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compile a BRCC QEP Annual Report which will be analyzed by RAC. Any changes to the plan will be discussed and then implemented during the beginning weeks of the new academic year. This effort allows constant evaluation and improvement of the *Connect to Succeed* QEP.

In addition to the 5 Student Success Outcomes, the QEP includes improvement strategies. Students in the five targeted gateway courses will be given brief exit surveys twice during the semester to obtain feedback on ways to improve EC and SI interaction (Appendix I). The first survey will be given at the end of Assessment 1, and the second survey will be given mid-semester. Faculty surveys (Appendix J) will be administered mid-semester. Faculty feedback will be used to improve EC and SI Interactions (Table 26).

Table 26: Improvement Strategies

Improvement Strategies: Faculty and student feedback surveys

Student Exit Surveys (Test 1 and mid-semester):

Survey Question Types	Survey 1	Year 1 Goal	Years 2-5 goals
Engagement Coach Questions	Baseline TBD in year 1 surveys	Survey data will be used to improve engagement coach interaction with students	Survey data will be used to improve engagement coaches
Supplemental Instruction Questions	Baseline TBD in year 1 surveys	Survey data will be used to improve supplemental instruction	Survey data will be used to improve supplemental instruction

Faculty Survey:

Survey Question Types	Survey 1	Year 1 Goal	Years 2-5 goals
Engagement Coach Questions	Baseline TBD in year 1 surveys	Survey data will be used to improve engagement coach interaction with faculty	Survey data will be used to strengthen the QEP
Supplemental Instruction Questions	Baseline TBD in year 1 surveys	Survey data will be used to improve supplemental instruction	Survey data will be used to strengthen the QEP

Conclusion

Connect to Succeed seeks to foster a supportive and inclusive academic environment that empowers students to achieve their educational goals. *Connect to Succeed* combines proactive interventions with enhanced engagement focused on two strategies to improve student success: the introduction of Engagement Coaches and the implementation of Supplemental Instruction. These strategies work in tandem to create a robust support system that promotes academic success, personal growth, and a stronger connection between students and the institution.

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The ultimate goal of ***Connect to Succeed*** is to create a culture of academic engagement and care that empowers students to succeed in their educational journey by reducing DFW rates, increasing retention, and strengthening the connection between students and the College, critical barriers to student success. Through data-driven strategies and a commitment to continuous improvement, ***Connect to Succeed*** represents a transformative approach to higher education, ensuring that every student has the tools and support they need to thrive.

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Appendix A:

Connect to Succeed Student Incentive Program

Location

- A large room with Hy-flex capabilities. Suggestions P126A, B, or C. This allows for a single Zoom link/QR code to be distributed to all virtual attendees (instead of multiple sessions occurring independently).

Attendees

- QEP Committee, Faculty of QEP courses, Engagement Coaches, Administration, Student Services Personnel, Students from QEP Courses

Week 1

- Theme
 - Connect
- Content
 - **Connect to Succeed Kick Off Party:** Welcome from QEP committee, Dr. Downey, etc. Presentation of “advertisement” of QEP, “what’s in it for me?” present layout of QEP and how it works, advertise incentives. Introduce the Engagement Coaches. Set expectations/ground rules, etc. Take questions. Have this catered with snacks, drinks, etc.
 - Basically, this is an opportunity to connect with the QEP committee, the EC’s, the faculty in the courses, administration, and importantly, each other!
 - **Incentive:** Hand out vouchers for cafeteria coffee/drinks, etc. since they have at this point attended one session.

Week 4

- Theme
 - Engage
- Content
 - The goal here would be to promote engagement. Listen to student feedback. What is working/is SI helping. What do you like? What do you not like? What would you like us to do differently? What else would help you succeed?
 - Basically, we are providing the opportunity for us to engage with students and for them to engage with us; showing them we are listening, promotes the “culture of care.”
 - **Incentive:** Handout \$5 gas cards to those who have attended at least 4 SI sessions to this point and raffle off a few intermediate “prizes” such as a pair of Bose headphones, etc. *This mid-semester session might break up the grind of the semester, give the faculty a much-needed break, and ultimately help keep up the student engagement with the program...if they don’t have to wait until the end of the semester to see the rewards roll in/incentives being distributed, they may be more likely to stay with it...kind of like instant gratification?*

Week 5-14

- Theme
 - Succeed
- Content
 - At this point, they should see the fruits of their labor (i.e., *SUCCESS*) in the form of improved grades/mastery of content; we recognize this and celebrate it. Highlight the benefits by maybe showing statistics of grade improvement, etc. (if that occurs) or maybe hearing from faculty about what positives they saw or progress they saw occur...etc.
 - Thank students for participation. Invite them to participate in future semesters. Remind them of Student Services and how they can get help moving forward if needed.

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- o **Incentive:** raffle off the iPad(s) students at least 5 sessions up to 14 one entry per SI session.

Appendix B

Connect to Succeed Engagement Survey

- Questions 1-3 are taken directly from Valencia's QEP with permission and question 15 is taken directly from our graduate survey. These questions align with engagement information the College wants to capture that is discussed in our QEP.
- Questions 1 and 15 (5,6), can be used to monitor the CCSSE benchmark of Student Faculty interaction.
- Questions 2, 3 and 6 can be used to monitor the CCSSE benchmark of active and collaborative learning.
- Questions 4, 5 and 15 (all except 5,6) can be used to monitor the CCSSE benchmark of Support for Learners.
- The College does not need to measure the CCSSE benchmarks of student effort and academic challenge, but more questions can be added to monitor these benchmarks if needed.
- Questions 7-9 qualitative information for engagement coach. These questions will not be used in the baseline year, but will be used in courses that have implemented engagement coach strategy. The responses will be reviewed every semester to improve the student experience
- Question 10 - qualitative information regarding the students general wellbeing
- Questions 11-14 qualitative information for supplemental instruction. These questions will not be used in the baseline year, but will be used in courses that have implemented supplemental instruction strategy. The responses will be reviewed every semester to improve the student experience

Instruction: Please complete this survey to help us improve the Connect to Succeed Program. When a question mentions your Engagement Coach, it refers to the person who communicated with and coached you throughout the course.

Verification of course:

Please select the course that you are completing this survey for?

A. Bio 101 B. Bio 141 C. Chm 111 D. Mth 154 E. Mth 161

Likert Scale Questions:

Strongly agree (1) Agree (2) Neither agree nor disagree (3)
Disagree (4) Strongly disagree (5)

- *Q1: I asked my professor for feedback when I needed it.
- *Q2: I felt comfortable asking questions and participating in class.
- *Q3: Other students contributed positively to my experience in this class.
- *Q4: The Engagement Coach contributed positively to my experience in this class.
- *Q5: Supplemental Instruction helped me be successful in this course.
- *Q6: Faculty used a many different learning strategies that helped me succeed in this course.

Open Ended Questions:

- *Q7: How did your Engagement Coach improve your course experience?
- Q8: What could your engagement Coach have done to improve your course experience?
- Q9: Did your Engagement Coach do anything that detracted from your course experience?
- Q10: Did you experience any challenges that prevented you from being successful?
- *Q11: Did you attend SI (Supplemental Instruction) sessions?
- Q12: If you attended SI sessions, how many did you attend?
- Q13: If you did not attend any SI sessions, please tell us why.
- Q14: If you attended any SI sessions, please explain how it benefited you.
- Q15: What specific things did your instructor do to help you succeed in the course?
- *Q16: During this semester, what resources and/or services helped you be successful?

- Academic Advising (1)
- Accessibility Services (2)
- Career Services (3)
- Computer Labs (4)
- Faculty (5)
- Faculty During Engagement Hours (6)
- Financial Aid (7)
- Library (8)
- Online Course Availability (9)
- Recreation Center/gym (10)
- Staff (11)
- Student Success Center (12)
- Testing Center (13)
- Tutoring (14)
- Waynesboro Outpost (15)
- Writing Center (16)
- Math Emporium (17)
- Other (18)

Appendix C:

Mission, Vision, Values, Strategic Directions

Blue Ridge Community College's Mission

Blue Ridge Community College provides comprehensive certificate and associate degree programs, workforce development training, and continuing education courses, designed to meet the educational needs of Virginia's central Shenandoah Valley. BRCC empowers students through academic rigor, quality student services, and affordable educational programs.

Blue Ridge Community College's Vision

We equip students, alumni, and employees with the knowledge and experience to transform themselves, our community, and the world.

Blue Ridge Community College's Values

Excellence

We aspire to the highest standards of performance and value continuous improvement.

Ethical Behavior

We model integrity and take personal responsibility for our words and actions.

Education

We encourage intellectual development and create an environment in which every encounter is a learning experience.

Empowerment

We provide individuals in our college community the opportunity to maximize their potential.

Blue Ridge Community College's Strategic Directions

- Communication
 - Where We Are
 - We communicate well today. Our success is reflected in the responses from our internal and external focus groups. Communication contributes to our sense of community.
 - Where We Need to Go
 - Communication is not only about what we do today, but what we need to do tomorrow. We must anticipate and proactively address the functionality of information, including the means, policies, and access. We must ensure clarity and consistency.
 - How We Get There

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- Evaluate and implement emerging methods of communication
- Establish procedures for clear, consistent communication
- Continue to incorporate plain-language standards
- Maintain connection and communication with constituencies and advisory committees, etc.
- Solicit feedback and make a genuine effort to address and implement where appropriate
- Make information more readily accessible
- Flexibility and Innovation
 - Where We Are
 - We do well in anticipating many of the needs of our community. We see a need and work hard to find a way to address it. Initiatives have been successfully implemented because of an atmosphere of support.
 - Where We Need to Go
 - We need to investigate and develop better means of responding to varied and changing external and internal needs. We need a means of rapidly prototyping changes.
 - We need to be willing to take risks and accept the possibility of failure, in an effort to improve and excel as an institution.
 - How We Get There
 - Develop processes and standards for rapidly prototyping changes
 - Develop just-in-time educational strategies to meet student needs
 - Encourage and support risk-taking
 - Use the governance process and other college “think tanks” where innovative ideas can be considered, supported, and implemented
- Serve The Student We Have
 - Where We Are
 - In everything that we do at BRCC, our central, overriding commitment is student success. We adapt how we serve our students by addressing what we perceive to be their needs.
 - Where We Need to Go
 - We encourage and elevate students’ own aspirations by challenging them with our vision for them and the community’s opportunities. This is a matter of

anticipating what our students need and what our community needs, intersecting and delivering on those particular needs.

- o How We Get There
 - Prioritize student success by meeting the student where they are, academically and financially
 - Address the priority of timely completion, while providing for the academic preparation and skills needed for success
 - Consider student challenges when evaluating data to improve services and student success
 - Create means for removing obstacles to student access
- Education
 - o Where We Are
 - Education is the reason we are here. BRCC changes the lives of its students, and we continue this tradition of making a positive difference.
 - o Where We Need to Go
 - The need to better educate is always a strategic direction at BRCC. We must keep current with opportunities and practices of education. We will foster a culture of lifelong learning throughout the College community.
 - o How We Get There
 - Maintain integrity and academic rigor while supporting students who are underprepared
 - Effectively advise students from application to completion
 - Create action-education opportunities
 - Explore, identify, and implement innovative educational strategies
 - Provide consistent educational experience across modalities and locations
 - Prioritize opportunities for professional development

Appendix D:

2018-2023 DFW Rate Charts: All Courses 15/16 Week Non-Dual Enrollment

Course	Grade	Number of Students	%
ACC 211	DFW	178	28.16
ACC 212	DFW	44	12.98
ACC 215	DFW	2	10.53
ACC 221	DFW	2	9.09
ACC 275	DFW	1	7.14

ADJ 100	DFW	60	36.14
ADJ 105	DFW	9	26.47
ADJ 110	DFW	21	40.38
ADJ 133	DFW	23	25.56
ADJ 157	DFW	3	37.50
ADJ 211	DFW	18	25.71
ADJ 215	DFW	5	29.41

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ADJ 23 2	DFW	1	16.67
ADJ 23 6	DFW	4	30.77
ADJ 29 8	DFW	1	20.00
AMT 10 5	DFW	4	33.33
AMT 10 7	DFW	4	36.36
AMT 10 9	DFW	9	42.86
AMT 11 1	DFW	4	33.33

AMT 17 1	DFW	4	15.38
AMT 17 3	DFW	4	16.00
AMT 17 5	DFW	4	16.00
AMT 17 7	DFW	4	16.00
AMT 22 5	DFW	1	33.33
AMT 23 1	DFW	1	33.33
AMT 26 1	DFW	6	35.29

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AMT 26 3	DFW	3	30.00
ARO 12 1	DFW	2	28.57
ART 10 0	DFW	9	30.00
ART 10 1	DFW	159	32.65
ART 10 2	DFW	13	14.61
ART 12 1	DFW	46	25.27
ART 12 2	DFW	1	7.69

ART 13 1	DFW	15	26.32
ART 13 2	DFW	1	20.00
ART 15 3	DFW	27	23.08
ART 15 4	DFW	1	5.56
ART 24 1	DFW	6	16.67
ART 24 3	DFW	1	10.00
ART 28 3	DFW	10	15.38

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ART 28 4	DFW	2	5.41
ASL 10 1	DFW	35	20.96
ASL 10 2	DFW	6	15.79
AUT 11 1	DFW	16	33.33
AUT 12 1	DFW	5	15.15
AUT 12 2	DFW	5	18.52
AUT 13 6	DFW	15	31.25

AUT 14 1	DFW	14	29.17
AUT 14 2	DFW	5	19.23
AUT 19 9	DFW	20	15.04
AUT 21 7	DFW	5	18.52
AUT 23 6	DFW	2	7.41
AUT 24 1	DFW	5	15.15
AUT 24 5	DFW	7	25.93

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AUT 26 7	DFW	2	7.69
AUT 27 3	DFW	7	21.21
AUT 27 5	DFW	17	35.42
BIO 10 1	DFW	521	36.03
BIO 10 2	DFW	44	18.49
BIO 14 1	DFW	799	47.06
BIO 14 2	DFW	221	24.53

BIO 14 5	DFW	44	30.34
BIO 15 0	DFW	67	13.01
BIO 20 5	DFW	6	8.33
BUS 10 0	DFW	165	25.98
BUS 11 8	DFW	52	20.63
BUS 20 0	DFW	92	22.72
BUS 22 1	DFW	1	11.11

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BUS 22 7	DFW	6	23.08
BUS 24 1	DFW	129	22.91
BUS 27 0	DFW	8	6.25
CAD 14 0	DFW	17	16.19
CAD 16 1	DFW	8	10.67
CAD 22 5	DFW	2	8.00
CAD 24 1	DFW	3	6.98

CAD 24 2	DFW	1	2.38
CAD 24 3	DFW	3	8.33
CHD 11 8	DFW	4	12.12
CHD 14 6	DFW	1	8.33
CHD 16 5	DFW	15	17.24
CHM 10 1	DFW	161	33.54
CHM 11 0	DFW	130	40.12

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CHM 11 1	DFW	267	39.26
CHM 11 2	DFW	89	30.90
CSC 11 0	DFW	9	18.00
CSC 20 0	DFW	65	28.26
CSC 20 1	DFW	47	31.97
CSC 20 2	DFW	10	14.49
CSC 20 5	DFW	7	30.43

CSC 21 5	DFW	5	35.71
CSC 22 1	DFW	10	12.99
CSC 22 2	DFW	13	25.49
CSC 22 3	DFW	1	9.09
CST 10 0	DFW	49	23.22
CST 11 0	DFW	449	23.78
CST 12 6	DFW	6	10.91

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CST 13 0	DFW	17	17.35
CST 13 1	DFW	1	5.00
CST 15 1	DFW	85	20.99
CST 22 9	DFW	2	5.13
ECO 12 0	DFW	26	26.53
ECO 15 0	DFW	10	28.57
ECO 20 1	DFW	238	27.39

ECO 20 2	DFW	96	17.71
EDE 10	DFW	8	100.0
EDE 11	DFW	223	55.89
EDU 20 0	DFW	13	8.72
EGR 11 5	DFW	1	11.11
EGR 12 0	DFW	31	19.75
EGR 12 1	DFW	17	18.68
EGR 12 2	DFW	5	15.63

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EGR 12 6	DFW	16	28.07
EGR 13 0	DFW	4	14.81
EGR 14 0	DFW	17	15.89
EGR 20 6	DFW	3	12.00
EGR 24 5	DFW	4	4.94
EGR 24 6	DFW	2	3.85
EGR 24 7	DFW	1	3.70

EGR 28 5	DFW	3	14.29
ELE 12 3	DFW	16	13.11
ELE 12 4	DFW	6	6.45
ELE 15 6	DFW	7	9.72
EMS 10 0	DFW	5	12.82
EMS 11 1	DFW	23	28.40
EMS 12 0	DFW	39	52.00

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EMS 12 1	DFW	5	11.63
EMS 12 3	DFW	6	13.04
EMS 12 5	DFW	5	11.36
EMS 12 6	DFW	8	18.60
EMS 12 7	DFW	5	10.64
EMS 12 8	DFW	7	15.22
EMS 13 5	DFW	5	10.64

EMS 13 6	DFW	7	15.22
EMS 13 7	DFW	5	10.87
EMS 13 8	DFW	7	15.22
EMS 13 9	DFW	3	10.00
EMS 14 0	DFW	4	10.53
EMS 14 1	DFW	3	7.89
EMS 14 2	DFW	4	10.53

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EMS 17 0	DFW	9	25.00
EMS 17 5	DFW	5	13.16
EMS 24 7	DFW	1	3.23
EMS 24 8	DFW	1	3.23
ENF 1	DFW	21	55.26
ENF 2	DFW	76	76.77
ENF 3	DFW	93	36.47
ENG 11 1	DFW	1494	38.80
ENG 11 2	DFW	792	30.71

ENG 11 5	DFW	12	18.18
ENG 24 1	DFW	159	29.83
ENG 24 2	DFW	24	19.20
ENG 24 3	DFW	60	26.43
ENG 24 4	DFW	3	13.64
ENG 24 5	DFW	2	10.00
ENG 24 6	DFW	10	18.18

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ENG 25 0	DFW	29	27.62
ENG 25 1	DFW	80	20.30
ENG 25 2	DFW	13	18.31
ENG 25 5	DFW	23	20.35
ESL 95	DFW	15	22.39
ETR 10 6	DFW	15	24.59
ETR 11 3	DFW	72	31.17
ETR 11 4	DFW	13	20.31

ETR 12 3	DFW	13	25.00
ETR 14 3	DFW	5	23.81
ETR 16 4	DFW	5	26.32
ETR 17 7	DFW	3	7.89
ETR 22 5	DFW	6	23.08
ETR 23 7	DFW	16	13.56
ETR 27 3	DFW	6	26.09

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ETR 27 4	DFW	1	4.55
ETR 28 6	DFW	1	11.11
ETR 29 6	DFW	1	6.67
FIN 10 7	DFW	31	18.67
FIN 21 5	DFW	16	21.92
FRE 10 1	DFW	8	40.00
FRE 10 2	DFW	1	50.00

GEO 21 0	DFW	41	19.25
GEO 22 0	DFW	24	15.19
GOL 10 5	DFW	92	14.00
GOL 11 0	DFW	1	1.32
HIM 19 0	DFW	3	8.57
HIM 25 3	DFW	8	19.05
HIM 25 4	DFW	1	5.00

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HIS 10 1	DFW	221	44.65
HIS 10 2	DFW	88	33.85
HIS 11 1	DFW	227	34.60
HIS 11 2	DFW	151	36.56
HIS 12 1	DFW	446	29.85
HIS 12 2	DFW	205	24.03
HIS 26 7	DFW	12	29.27

HIS 27 6	DFW	6	37.50
HLT 10 0	DFW	5	6.17
HLT 12 1	DFW	75	27.99
HLT 14 3	DFW	43	17.00
HLT 14 4	DFW	10	17.24
HLT 23 0	DFW	35	11.01
HMS 10 0	DFW	62	27.80

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HMS 14 1	DFW	8	9.30
HMS 19 0	DFW	4	7.69
HMS 26 0	DFW	4	6.45
HMS 28 5	DFW	1	1.96
HMS 29 0	DFW	8	12.31
HUM 21 0	DFW	4	28.57
HUM 21 6	DFW	7	19.44

IND 16 5	DFW	1	1.41
IND 18 1	DFW	6	8.45
IND 25 1	DFW	5	7.35
INS 11 0	DFW	2	3.57
ITD 11 0	DFW	46	25.56
ITD 13 0	DFW	30	26.55
ITE 11 9	DFW	261	26.02

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ITE 12 0	DFW	272	37.78
ITE 14 0	DFW	35	27.78
ITE 15 2	DFW	145	34.20
ITE 18 2	DFW	5	17.24
ITN 10 3	DFW	22	21.15
ITN 10 6	DFW	42	25.93
ITN 10 7	DFW	46	29.11

ITN 20 8	DFW	45	24.73
ITN 25 7	DFW	2	6.45
ITN 26 0	DFW	45	25.42
ITN 26 1	DFW	10	14.71
ITN 26 2	DFW	4	10.26
ITN 26 3	DFW	8	12.50
ITN 27 6	DFW	2	4.17

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ITP 10 0	DFW	14	21.88
ITP 12 0	DFW	8	40.00
ITP 22 0	DFW	9	16.07
ITP 25 8	DFW	3	10.71
ITP 29 6	DFW	4	11.11
MAC 15 6	DFW	17	14.05
MAC 15 7	DFW	6	7.23

MAC 19 5	DFW	1	9.09
MCR 4	DFW	9	27.27
MCR 6	DFW	10	45.45
MDE 10	DFW	9	39.13
MDE 54	DFW	57	46.34
MDE 55	DFW	3	33.33
MDE 60	DFW	32	42.67
MDE 61	DFW	91	54.49
MEC 11 1	DFW	4	10.00
MEC 11 2	DFW	3	6.98
MEC 16 1	DFW	13	11.61

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MEC 21 1	DFW	1	5.56
MEN 10 1	DFW	29	21.97
MEN 22 5	DFW	11	13.92
MEN 29 0	DFW	1	2.63
MKT 10 0	DFW	41	13.02
MSC 11 1	DFW	1	50.00
MTH 10 3	DFW	1	100.0 0

MTH 11 1	DFW	69	27.94
MTH 13 2	DFW	55	30.22
MTH 14 1	DFW	1	100.0 0
MTH 15 1	DFW	2	66.67
MTH 15 4	DFW	474	33.98
MTH 15 5	DFW	33	30.28
MTH 15 7	DFW	6	23.08

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MTH 16 1	DFW	451	42.07
MTH 16 2	DFW	91	27.91
MTH 16 3	DFW	1	12.50
MTH 16 4	DFW	2	33.33
MTH 16 6	DFW	1	50.00
MTH 16 7	DFW	56	30.94
MTH 17 3	DFW	3	50.00

MTH 19 5	DFW	7	16.67
MTH 24 5	DFW	239	22.63
MTH 26 1	DFW	61	22.10
MTH 26 3	DFW	96	23.82
MTH 26 4	DFW	28	24.35
MTH 26 5	DFW	23	20.54
MTH 26 6	DFW	23	20.54

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MTH 26 7	DFW	11	12.50
MTH 28 8	DFW	15	20.00
MUS 12 1	DFW	69	24.21
NSG 10 0	DFW	16	6.69
NSG 10 6	DFW	7	3.83
NSG 11 5	DFW	2	4.17
NSG 13 0	DFW	10	4.22

NSG 15 2	DFW	2	0.90
NSG 17 0	DFW	11	4.95
NSG 20 0	DFW	22	7.59
NSG 21 0	DFW	14	6.97
NSG 21 1	DFW	9	4.52
NSG 23 0	DFW	4	2.13
NSG 25 2	DFW	6	3.21

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NSG 27 0	DFW	3	1.60
NUR 21 3	DFW	4	7.02
NUR 24 5	DFW	4	6.90
PHI 10 0	DFW	3	9.68
PHI 10 1	DFW	92	30.07
PHI 10 2	DFW	10	24.39
PHI 11 5	DFW	23	20.72

PHI 22 0	DFW	48	32.43
PHI 22 5	DFW	182	26.45
PHT 16 4	DFW	24	22.86
PHT 26 4	DFW	1	25.00
PHY 10 0	DFW	16	18.18
PHY 20 1	DFW	34	29.31
PHY 20 2	DFW	9	15.00

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PHY 24 1	DFW	37	30.83
PHY 24 2	DFW	9	11.84
PLS 13 5	DFW	113	28.32
PSY 10 5	DFW	26	11.40
PSY 20 0	DFW	214	18.56
PSY 21 1	DFW	15	18.99
PSY 21 3	DFW	7	12.96

PSY 21 5	DFW	36	15.00
PSY 22 0	DFW	1	4.35
PSY 23 0	DFW	266	16.96
REL 23 0	DFW	66	31.73
REL 23 1	DFW	11	17.74
SAF 13 0	DFW	1	5.26
SOC 20 0	DFW	172	31.10

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SOC 21 5	DFW	282	30.72
SOC 23 6	DFW	20	29.41
SOC 26 6	DFW	39	25.49
SOC 26 8	DFW	42	24.56
SPA 10 1	DFW	68	22.01
SPA 10 2	DFW	15	20.00
SPA 20 1	DFW	4	13.79

SPA 20 2	DFW	4	16.00
UMS 10 7	DFW	1	33.33
VET 10 0	DFW	13	5.20
VET 10 1	DFW	51	40.80
VET 10 2	DFW	28	25.00
VET 10 3	DFW	4	26.67
VET 10 5	DFW	57	19.59

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VET 11 1	DFW	67	22.71
VET 11 5	DFW	20	9.80
VET 11 8	DFW	9	31.03
VET 12 0	DFW	33	19.53
VET 12 1	DFW	11	5.53
VET 20 5	DFW	3	2.59

VET 21 0	DFW	3	1.81
VET 21 5	DFW	9	4.71
VET 21 6	DFW	21	8.75
VET 21 7	DFW	1	0.60
VET 22 1	DFW	2	1.08
VET 23 6	DFW	16	12.40

Appendix E:

Job Title: Engagement Coach Job

Description:

Organizational Objective: The Division of Academic Affairs is a unit of 33 academic departments at Blue Ridge Community College. The objective of the division is to construct the best possible learning experience for students by creating a culture that supports and celebrates faculty and staff.

Purpose of Position: This role is an integral part of BRCC's Quality Enhancement Plan, Academic Success through Intensive Engagement. The Engagement Coach (EC) will provide academic monitoring and support to a caseload of students enrolled in identified high-risk "gateway" courses. Course faculty and Engagement Coaches (EC) will work as teams focusing on students, in said courses, exhibiting signs of academic distress or disconnection from BRCC. ECs will partner with faculty to ensure communication to students about important assignments, due dates, and Supplemental Instruction (SI) schedules. ECs will monitor student attendance and grades, and work with faculty to decide when and what interventions are needed to prevent a student from failing or withdrawing from their courses. When necessary, ECs will connect students with specific college resources and personnel to help address non-course related challenges (finances, mental health, home or life challenges). This role is a part time role with an expectation of 30 hours per week, of which 24 hours should be in person on BRCC's campus, during fall and spring semester.

KSA's and or Competencies required to successfully perform the work:

- Demonstrates BRCC Values of Excellence, Ethical Behavior, Education, and Empowerment.
- Creates and maintains effective relationships with students, faculty, and staff in order to provide a high level of quality service and support.
- Demonstrates strong, clear, and effective written and oral communication skills.
- Promotes the principles of diversity, equity, and inclusion when assisting students or faculty.
- Maintains current knowledge of BRCC academic and student programs, student supports/resources, and academic supports/resources.
- Demonstrates impeccable recording keeping skills, good work ethic, attention to detail and strong organizational skills.
- Dedication to working as a team player.
- Must be comfortable using technology.
- Commitment to and enthusiasm for the community college mission and environment.
- Complies with all VCCS policies and all BRCC processes and procedures.
- Complies with all laws and regulations related to Virginia higher education.

Core Responsibilities

- A. Communicates reminders of important deadlines.
 - EC will attend class during the first two weeks to introduce themselves.
 - For online courses introduce themselves in the introduction forum in Canvas.
 - Semester reminders would include drop dates (with refund & without grade penalty), date to change to audit, etc.
 - Will send assignment due date reminders.
 - Will promote Supplemental Instruction calendars/sessions.

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- Will coordinate, when necessary, with additional ECs when students appear on more than one case load.
 - Hold weekly office hours and make their schedule available to students.
- B. Communicate with students identified as high risk or in current jeopardy.
- Week 1- discuss the Course Success Plan (what was challenging with the first attempt) for students enrolled in the course for the 2nd or 3rd time.
 - Week 1 - discuss the Course Success Plan (what was challenging with previous semesters) for students with a BRCC overall GPA below 2.5.
 - Reach out to students who received an alert (low grade, low attendance/participation) from their instructor.
 - Reach out to students with weak attendance or who stop attending.
 - Follow set timelines (Every week/every other week) to reach out to students with weak grades/missing assignments.
 - Communicate with additional ECs when students appear on more than one caseload.
 - Promotes nonacademic college events- either through email, text, or course announcements in SI course
- C. Connects students with resources and works with the Student Success Team to deliver student success. Identify resources that may best benefit students based on individual needs and recommend resources to students.
- Assist with SI sessions that involve student success, such as time management, note taking, course navigation, course policies, etc
- D. Assist with student recruitment, faculty support, documentation, and tracking of Supplemental Instruction sessions.
- Keep track of attendance for all assigned SI sessions.
 - Greet new students outside of the classroom door on their first day of class welcoming them and answer any navigation questions
 - Offer a brown bag lunch session the first week of school to answer questions
 - Remove recordings of SI at the end of a semester.
 - Assist, as needed, with uploading files/resources, organizing, or communicating within the SI, when requested by faculty.
- E. Maintains record of assessment data, outreach, and communications.
- Documents outreach and communications, especially with students.
 - Supplies, when requested, any records or data necessary for QEP analysis/documentation, such as attendance of SI sessions, class attendance, grades, “w”,

Appendix F:

Job Title: QEP Co-Directors

Job Description

The Co-Directors will oversee all aspects of the development and implementation of the QEP. The Quality Enhancement Plan (QEP) Director is responsible for the leadership, implementation, and management of the institution's Quality Enhancement Plan. This role involves overseeing the development, execution, and assessment of the QEP, fostering a culture of continuous improvement, and ensuring alignment with institutional goals and accreditation standards. Specific duties included in the role of QEP Directors:

Strategic Leadership

- Provide visionary leadership for the QEP, ensuring its goals align with the institution's mission and strategic priorities.
- Serve as the primary institutional representative for QEP-related matters, including accreditation processes and external reviews.
- Work collaboratively with faculty, staff, and administrators to promote the QEP and its objectives.

Plan Development and Implementation

- Oversee the development and refinement of the QEP, ensuring its relevance to institutional needs and student success outcomes.
- Coordinate the implementation of QEP initiatives, including faculty development, and student engagement activities.
- Identify and allocate resources required for successful implementation of the QEP.
- Work with initiative team leaders to provide training, support, and resources for QEP personnel.
- Manages the QEP budget
- Promote QEP to faculty and other college personnel
- Identify professional development opportunities for QEP "gateway course" faculty
- Assist in hiring and ensure proper training of academic coaching, course support, Education Advisory Board (EAB) software training and SI tracking for QEP implementation
- Work with the College public relations staff on recruitment materials

Faculty and Staff Development

- Partners with the BRCC TCL to design and deliver professional development opportunities to support faculty and staff involvement in QEP initiatives.
- Serve as a resource for best practices in teaching, learning, and assessment related to the QEP.

Communication

- Facilitate campus-wide awareness and participation in the QEP through workshops, presentations, and regular updates.
- Work with academic and administrative units to integrate QEP goals into institutional practices.
- Build and maintain relationships with external stakeholders, including accrediting bodies, to support the QEP process.

Assessment and Reporting

- Develop and implement assessment strategies to measure the effectiveness of QEP initiatives.
- Analyze assessment data and prepare reports for institutional stakeholders and accrediting bodies.
- Work with the QEP initiative team leaders, the Coordinator of Institutional Research and Effectiveness, and QEP faculty to interpret assessment measure
- Review assessment of each initiative and recommend improvements
- Use findings from assessment to guide continuous improvement of QEP activities.
- Prepare the BRCC QEP Annual Report on the status of the QEP
- Prepare 5-year QEP report for SACCO

Appendix G:

Job Title: Supplemental Instruction Faculty

Job Description:

The Supplemental Instruction (SI) faculty will collaborate with the academic department to design and deliver weekly group learning sessions. They will collaborate with the Teaching and Learning Center (TLC) and Quality Enhancement Plan (QEP) Co-Directors to engage in professional development to ensure the ongoing effectiveness of SI strategies. This role requires a strong commitment to fostering active learning environments and supporting student success.

- Engage in ongoing professional development related to SI to stay informed of best practices and innovative approaches to SI programming. This may include attending workshops, webinars, or other relevant training.
- In collaboration with the department, hold weekly SI sessions that provide academic support for all students enrolled in identified gateway courses. These sessions will focus on reinforcing course concepts and teaching effective study strategies.
- Develop and refine SI materials and activities aligned with the course curriculum to support student learning.
- Implement active learning techniques and formative assessments within SI sessions to engage students and foster collaboration, problem-solving, and critical thinking.
- Create an inclusive, supportive space where students feel encouraged to seek help and engage actively with course content.

Appendix H:

Budget Calculations

Supplemental Instruction Calculations -- Fall Semester (Annually)	
SI BIO 101 - 60 sessions	
	2 FT Faculty - 15 sessions each - total 30 sessions
	2 ADJ Faculty - 15 sessions each - total 30 sessions
SI BIO 141 - 30 sessions	
	2 FT Faculty - 15 sessions each - total 30 sessions
SI CHM 111 - 30 sessions	
	2 FT Faculty - 15 sessions - total 30 sessions
SI MTH 154 - 30 sessions	
	1 FT Faculty - 15 sessions each - total 15 sessions
	1 ADJ Faculty - 15 sessions each - total 15 sessions
SI MTH 161 - 30 sessions	
	2 FT Faculty - 15 sessions each - total 30 sessions

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Supplemental Instruction Calculations – Spring Semester (Annually)	
SI BIO 101 - 30 sessions	
	1 FT Faculty - 15 sessions each - total 15 sessions
	1 ADJ Faculty - 15 sessions each - total 15 sessions
SI BIO 141 - 30 sessions	
	1 FT Faculty - 15 sessions each - total 15 sessions
	1 ADJ Faculty - 15 sessions each - total 15 sessions
SI CHM 111 - 15 sessions	
	1 FT Faculty - 15 sessions each - total 15 sessions
SI MTH 154 - 30 sessions	
	1 FT Faculty - 15 sessions each - total 15 sessions
	1 ADJ Faculty - 15 sessions each - total 15 sessions
SI MTH 161 - 45 sessions	
	2 FT Faculty - 15 sessions each - total 30 sessions
	1 ADJ Faculty - 15 sessions each - total 15 sessions
Adjunct faculty paid 1 extra credit per semester for SI	
SI Courses for Year 1: BIO 141; CHEM 111; MTH 161	
SI Courses for Year 2: Includes All Courses	
All budget costs reflect 5% increase per fiscal year	

Co-Directors - Adjunct Coverage for classes they would have taught.			
Year 0	$6 \text{ cr} \times \$800 + 7.65\%$	\$5,167.00	
Year 1	$6 \text{ cr} \times \$850 + 7.65\%$	\$5,490.00	
Year 2	$6 \text{ cr} \times \$900 + 7.65\%$	\$5,813.00	
Year 3	$6 \text{ cr} \times \$950 + 7.65\%$	\$6,136.00	
Year 4	$6 \text{ cr} \times \$1000 + 7.65\%$	\$6,459.00	
Year 5	$6 \text{ cr} \times \$1050 + 7.65\%$	\$6,782.00	

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Engagement Coach Salaries
Rate of \$25 x 30 hours per week for a 30 weeks Fall/Spring Semesters and 6 weeks training (Summer/Fall in-service/Spring In-Service)
Each year is increased by 5% and includes 7.65% fringe benefits
In-Kind Costs are increased by 5% per year

Co-Director Salaries (In-Kind)				
	Faison Nuckolls	Rebecca Evans		TOTAL
Year 0	38,844.96	44,444.96		83,289.92
Year 1	40,787.21	46,667.21		87,454.42
Year 2	42,729.46	48,889.46		91,618.91
Year 3	44,671.70	51,111.70		95,783.41
Year 4	46,613.95	53,333.95		99,947.90
Year 5	48,556.20	55,556.20		104,112.40
Total	262,203.48	300,003.48		562,206.96

Appendix I:

Student Exit Surveys for Test 1 and Mid-semester:

In year 1, Q1 and Q2 will only be given in Bio 101 and MTH 154, and Q3 and Q4 will only be given in Bio 141, Chm 111 and MTH 161. In years 2-5 all four questions will be given to all students in all QEP courses.

Q1 The Engagement Coach contributed positively to my experience in this class.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Q2 How could your engagement coach improve your course experience?

Q3 Supplemental Instruction has helped me be successful in this course..

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Q4 Do you have any suggestions that would improve supplemental instruction sessions or attendance?

Appendix J:

Faculty Connect to Succeed Survey

Likert Scale Questions:

Strongly agree (1) Agree (2) Neither agree nor disagree (3)
Disagree (4) Strongly disagree (5)

*Q1: The Engagement Coach improved my student's course experience

*Q2: Supplemental Instruction improved my student's course experience

Open Ended Questions:

Q3: What did the engagement coach do that most benefited your students?

Q4: What engagement coach improvements do you recommend?

Q5: What supplemental instruction improvements do you recommend?

Q6: Other suggestions to improve the QEP

Appendix K:

Professional Development Plan

Professional Development for faculty in gateway courses will require professional development in both supplemental instruction as well as tracking in EAB navigate. Therefore, faculty need to be trained on both EAB Navigate as well as supplemental instruction. Additionally, for supplemental instruction to be assessed, faculty will need to align their syllabi in a way that allows for the first and second proctored assessment to cover the same information.

Launch of QEP Summer Institute Canvas Module:

Outline of Module

- EAB Navigate Module
 - How to issue an alert
 - How to add a student note - how we will document and communicate with EC
 - Type of information that is acceptable and not acceptable to include in student history
 - How to access student history
 - How to send text messages to students
- Supplemental Instruction
 - Alignment of two proctored assessments
 - Faculty will be directed to TLC course to complete the following:
 - What is SI and active learning
 - What is formative assessment
 - In SI module; Complete a google form/assignment
 - Question 1: Pick a subject matter topic, and create a supplemental instruction session that uses one of the active learning styles to teach
 - Question 2: What resources/help do you need to implement these initiatives

Required meetings during the semester

- Fall 2025 in-service:
 - Mini-session on EAB navigate (in a computer lab)
 - Importance of issuing alerts for baseline data
 - Review semester programming and SI calendar
 - When and how student survey will be administered
- October 2025 mid-semester meeting/roundtable/problem solving session with gateway course faculty and QEP committee to discuss what is working and not working.
- Complete faculty survey regarding value of EC and SI
- Spring 2026 in-service:
 - Professional development speaker?
- April 2026 mid-semester meeting/roundtable/problem solving session with gateway course faculty and QEP committee to discuss what is working and not working.
- Complete faculty survey regarding value of EC and SI.