

EXECUTIVE SUMMARY: QEP RECHARGE IMPLEMENTATION YEAR 1

OVERVIEW

Quality Enhancement Plans (QEPs), addressed in Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) standard 7.2, are five-year plans to elevate student success. TCCD is part of the Reaffirmation class of 2024.



TCC's current QEP, "Recharge," helps the college to align resources in enriching student outcomes through pathways-informed mentoring and teaching and to drive related transformation of the institutional culture. Specifically, QEP Recharge aims to increase the percentage of degree-seeking First Time in College (FTIC) students who achieve college readiness within their first year and to support retention and persistence.

Supporting TCC's Trailblazing Together: 2030 Strategic Plan goals by developing students' college, career, and transfer readiness knowledge and cultivating and connecting students with resources that reduce barriers, key strategies of QEP Recharge include pathways-informed:

- mentoring and teaching in Transition to College Success (STSC-0111) and select mentor courses
- faculty engagement in New Trailblazer Orientation (NTO)
- faculty expertise and engagement in developing TSI Assessment workshops, related processes, and resources

QEPs are intentionally flexible and responsive plans, with ongoing evaluation and refinement. The institution learns by implementing, reviewing, and improving strategies. QEP Recharge has just completed the second year of a 5-year plan. Focus by year includes:

- AY23-24 - topic selection, planning and piloting strategies, and training faculty
- AY24-25 (Considered "Year 1" from a data perspective) - full-scale implementation and testing of strategies
- AY25-26 - evaluation, refinement, and identification of key strategies for potential adoption
- AY26-27 - further improvement of key strategies, planning for sustainable adoption with integrative partners
- AY27-28 - final evaluation, supported institutional adoption of key strategies

CURRENT STATE – POSITIVE TRENDS

QEP Recharge focuses on each fall cohort of degree-seeking FTIC and includes three metrics for evaluation. Data reflects positive returns among our first student cohort (see [Fig. 1](#)), with all metrics trending upward, including:

- 7.5% increase in TSI Compliance within the first year
- 0.5% increase in Fall-to-Fall retention
- 9.6% increase in early registration for Spring (within 30 days of open registration)

Fig. 1: QEP Student Success Outcomes (Year 1 Implementation with Early Indicators)

Degree-seeking FTIC Cohort	Cohort Size (N)	QEP Metrics			Early Indicators		
		Fall-to-Fall Retention	Percent Registered for Spring in First 30 Days of Open Registration	Percent of those who Entered TSI Liable and were TSI Met By End of First Year	Percent of those who Entered TSI Liable and were TSI Met By End of First Term	Fall-to-Spring Retention	
Historical	2021FL	2,798	60.8%	50.2%	27.0%	11.5%	78.2%
Historical	2022FL	3,549	57.0%	49.5%	24.8%	11.6%	74.3%
Baseline	2023FL	3,746	58.5%	52.2%	30.2%	15.2%	75.1%
Year 1	2024FL	3,773	58.9%	61.8%	37.9%	22.2%	76.4%
Goal 2026FL DS FTIC Cohort		60.0%	54.0%	32.0%			

Collectively, these data suggest our efforts are fostering a culture of early academic planning which could lead to a transformational effect in long-term outcomes such as persistence and completion. *For additional context, see [IR Executive Summary: QEP Year 1](#).*

Additional key learnings thus far indicate students' cumulative hours earned trend upward across the "QEP Index," which is a score based on student's pathways knowledge, visits with QEP Faculty Mentors, and engagement in QEP events weighted equally. Students with higher QEP index scores earned more credit hours.

QEP: Recharge operated in AY2024-2025 with a reduced cost variance, reducing the operating budget and balancing faculty presence needed to afford student opportunities for unplanned, just-in-time support in the intentional alignment of resources to support impact. The College invested approximately 4,200 "billable" mentoring hours for which faculty received stipends or release time; in doing so, over 5,000 students were reached in STSC-0111 classes alone. Seventy faculty mentors across all campuses and pathways, including four campus leads and one college director, currently serve in paid capacities.

To further align resources with outcomes, focuses of current and ongoing work include streamlining faculty training towards a sustainable model for mentor onboarding, developing a QEP RECHARGE Canvas hub to share Academic & Career Readiness Resources across the institution, and beginning a sustainable repository of mentoring resources to be used cross-functionally.

FUTURE STATE – REFINING STRATEGIES, SCALING IMPACT, AND SUSTAINING SUCCESS

As the specific value of individual practices continues to be identified, including how the practices are influencing/influenced by additional metrics, additional data collection and analysis will track related:

- *resource utilization (lab visits, student services)* - to help identify how students best connect with these resources
- *experience of faculty mentor visits and events attended*

To scale impact and sustain success, it is essential to maintain program integrity and momentum amid changing institutional and community conditions. Building up existing faculty engagement and reinforcing collaboration across the college supports further identification, refinement, integration, and sustainable adoption of successful strategies.

Expansion of related service opportunities for faculty, continued focus on reduced cost/cost variance, and strengthening integrative partnerships across the college remain important in ensuring continued alignment of ongoing efforts with institutional goals through and beyond the lifespan of the QEP.

To ensure shared understanding of the importance of institutional learning and the adoption of successful strategies, the QEP Director will regularly present information to internal college audiences such as Academic Council and Student Affairs Council and coordinate with the Office of the Vice Chancellor and Provost as well as the SACSCOC Liaison to update College leadership (prior to each Connections Week and as requested) and the TCCD Board of Trustees (each March and as requested).

Any adjustments made to the QEP should incorporate intentional transition planning, including consistent faculty leadership and the reinforcement of alignment with TCC Pathways and Trailblazing Together: 2030.

CONCLUSION

QEP Recharge is already seeing positive returns in retention and persistence among our student cohorts thanks to the collective efforts of QEP faculty and integrative partners to foster an institutional culture supporting students' college readiness and early academic planning. Continued testing and refinement of strategies will help to ensure key learnings of the QEP are developed into a sustainable framework.