



RISE AND FLOURISH TOGETHER



Get on the RAFT

Quality Enhancement Plan
On-Site Reaffirmation Committee Visit

NOVEMBER 13-16, 2023

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Executive Summary

Mental health challenges among college students have been rising in recent years. Exacerbated by the global pandemic, students face increasing mental health issues leading to higher rates of anxiety, stress, depression, and suicide, which has magnified the need for colleges to adopt effective practices to address these concerns.

Concerned about the increase in mental health issues among college students, Alamance Community College (ACC) faculty, staff, and students have chosen mental health as the topic for ACC's Quality Enhancement Plan (QEP). **ACC aims to improve curriculum student success through enhanced and integrated mental health awareness, support, and services.** According to the National Center for Chronic Disease Prevention and Health Promotion (2023), mental health is defined to "include our emotional, psychological, and social wellbeing. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood."

Alamance Community College's QEP entitled *Get on the RAFT* will provide enhanced mental health support for students that helps them to *Rise and Flourish Together* through the following objectives and strategies.

Objective 1: Improve Mental Health Awareness

- 1.1 Provide Mental Health Awareness and "First Aid" Training for Faculty, Staff, and Students
- 1.2 Launch Mental Health Awareness Campaigns
- 1.3 Promote Mental Health Strategies through Student Programs and Activities

Objective 2: Enhance Mental Health Resources and Services

- 2.1 Increase Counseling Staff at ACC
- 2.2 Review College Policies and Procedures to Support Mental Health
- 2.2 Improve Telehealth Services for Students
- 2.3 Expand partnerships with Community Mental Health Providers
- 2.4 Support Faculty and Staff Mental Health

Objective 3: Foster a Supportive and Inclusive Campus Environment

- 3.1 Provide Faculty and Staff Training in Inclusive Practices
- 3.2 Foster a Sense of Community through Student Programs and Activities

This topic is congruent with ACC's 2022-2025 Strategic Plan Priority #4: Growth, which seeks to ensure that students, faculty, and staff have access to the resources they need to grow as healthy individuals, and Objective #2: Enhance mental health services and support for students, faculty, and staff.

Focus of the QEP

Student mental health has been a major concern of colleges and universities for many years (NASEM, 2023; Lipson & Eisenberg, 2018; Schwitzer et al., 2018). However, the COVID-19 pandemic, racial and social unrest, an economic crisis, polarizing politics, the effects of climate change, mass shootings, and other events over the last several years have had an unprecedented impact on college students' mental and emotional health. As a result, institutions of higher education across the country are experiencing a mental health crisis among their student body (Sontag-Padilla, et al., 2023; Broton, Mohebali, & Lingo, 2022). According to a mental health survey from the National Academies of Science, Engineering, and Medicine (NASEM), nearly 75% of college students said the pandemic has worsened their mental health (2021).

In addition, the national Healthy Minds Study, which the *Chronicle of Higher Education* bills as “the most comprehensive study of mental health in higher education,” and which includes data from both four-year and two-year institutions, reveals that ever-increasing numbers of young adults report feeling anxious, depressed, and have thought about suicide (Tugend, 2023). A statistical analysis of trends in the Healthy Minds Study compared pre-pandemic and pandemic years. For each of the outcomes measured in the study, annual trends revealed worsening mental health among all students (Lipson, et al., 2022). In the most recent year of data included in the study (2020-21), over 60% of students met the criteria for one or more mental health problems, an almost 50% increase from 2013 (Lipson, et al., 2022).

Also troubling is the widening gap between minority and non-minority populations in both prevalence of symptoms and instances of seeking help: Researchers found that symptoms of depression, anxiety, suicidal ideation, and one or more mental health problems increased most significantly among racial/ethnic minority students, who also reported fewer instances of help-seeking and less usage of mental health services (Lipson et al., 2022).

Mental Health Impact on Academic Success

Research has shown that students' mental health directly affects their academic success in college and their overall quality of life (Sontag-Padilla, et al., 2023; Broton, Mohebali, & Lingo, 2022; Cadigan, Duckworth, & Lee, 2022; Oehme et al., 2020; Schwitzer et al., 2018). Students facing untreated or unsupported mental health challenges may struggle to persist in their studies and are at a higher risk of dropping out (Sontag-Padilla, et al., 2023; Broton, Mohebali, & Lingo, 2022; Cadigan, Duckworth, & Lee, 2022). A recent study of over 1200 college students identified the top stressor for students—their own mental health—and listed mental health issues as the number one reason that students drop out of college (TimelyCare, 2022). Students struggling with mental health challenges may experience difficulties concentrating, lack motivation, and have reduced engagement in their academic pursuits. Consequently, these issues can adversely affect their academic performance, leading to lower grades, higher dropout rates, and longer time to completion (Sontag-Padilla, et al., 2023; Broton, Mohebali, & Lingo, 2022; Cadigan, Duckworth, & Lee, 2022).

By addressing mental health concerns and providing appropriate support, colleges can improve student retention rates and increase the likelihood of students achieving their educational goals. Institutions understand this and recognize the need to do more to address student mental health. Faculty and administrators were asked in a 2023 *Chronicle of Higher Education* survey what strategies or tools their college should expand to help more students succeed academically. *The top response for both faculty and administrator respondents was mental health services* (Tugend, 2023).

The Mental Health of Community College Students

Community college students face greater mental health problems than their four-year university counterparts (Cadigan, Duckworth, & Lee, 2022). Many studies have examined the prevalence of mental health issues among community college students, revealing alarming rates of anxiety and depression (Sontag-Padilla, et al., 2023; Broton, Mohebali, & Lingo, 2022; Cadigan, Duckworth, & Lee, 2022). These students are more likely than their university peers to be members of racial/ethnic minority groups, first-generation college students, and to come from lower socioeconomic backgrounds. They are also more likely to be older, to be employed while attending college, have families of their own, and to attend part-time (Cadigan, Duckworth, & Lee, 2022). For these reasons, community college students often face challenges that contribute to mental health struggles, including academic pressure, financial stress, racism and perceived racism, less support at home, and basic needs insecurity (Ramirez et al., 2023; Sontag-Padilla, et al., 2023; Broton, Mohebali, & Lingo, 2022).

According to studies focused on community college students, this population's mental health challenges can be attributed to a combination of factors, including academic demands, financial strain, family responsibilities, and the transitional nature of community college settings (Sontag-Padilla, et al., 2023; Broton, Mohebali, & Lingo, 2022; Cadigan, Duckworth, & Lee, 2022). One study comparing university and community college students' self-reported mental health symptoms several months into the pandemic found that community college students reported experiencing a significantly higher rate of anxiety than their university counterparts (Ramirez et al., 2023). And while community college students experience higher levels of anxiety, depression, and stress than four-year students, they have access to (and use) *fewer* mental health resources than university students (Cadigan, Duckworth, & Lee, 2022). This disconnect between greater need and fewer resources represents fertile ground for improving student success in community colleges.

The Mental Health of ACC Students

The students at Alamance Community College are no different from those across the country. To address the growing mental health needs of students, ACC has identified personnel who can support students in distress and updated procedures for referral. For example, the Vice President of Student Success shares updates on how to raise concerns about students experiencing mental health-related issues and provides a wellness referral form (Appendix A). Between August 2022 and September 2023, a total of 22 students were referred by faculty members using ACC's Referral Form, which was made accessible through ACC's Google Docs platform. The most common reasons for these referrals were the occurrence of a death within a student's family (22%) and issues related to anxiety (32%).

As part of the college's strategic plan *ACC Forward*, recent mental-health and wellness activities for students have included Chair Yoga, healthy cooking demonstrations, resource fairs, a campus nature trail, and QiGong in the Garden (Appendix B). Related wellness resources for students are provided through various on-campus food support programs (<https://www.alamancecc.edu/student-success-center-site/food-pantry/>) and a Single Stop program providing assistance with housing and food insecurity, health, finances, and legal concerns. The college's website also provides information on counseling services (<https://www.alamancecc.edu/student-success-center-site/counseling-services/>), which includes crisis mental health services, local counseling services, Medicaid and insurance information, and the Student Assistance Program.

Over the last two years, ACC has established a partnership with McLaughlin Young's MYgroup Student Assistance Program, offering a comprehensive support system for students facing personal or school-related challenges. The program's core mission is to empower college students to make the most of their educational experience by providing prevention, early intervention, and strategies for coping and

resilience. The services offered by MYGroup's Student Assistance Program are confidential, readily available around the clock via a toll-free number, and come at no cost to the students and their family members. The Student Assistance Program addresses a wide range of issues, including relationship difficulties, stress, depression, school or work-related concerns, alcohol and drug use or abuse, grief and loss, as well as preventative measures. Seventeen (17) ACC students were served by the Student Assistance Program from June 2022 through March 2023, with 46 total hours of services provided.

Students who utilize the Student Assistance Program are offered face-to-face, virtual, and/or telephonic counseling sessions in which a thorough, comprehensive assessment can be conducted by a licensed, experienced clinician. Additionally, school administrators have access to unlimited consultations when sensitive issues arise, providing a professional resource to consult while reducing the College's liability. In addition to the support offered to self-reporting students, the Student Assistance Program also accepts referrals for students with documented decline in school performance or school-related incidents. Students are entitled to up to three free counseling or therapy sessions and can also receive referrals for additional counseling services. The approach adopted by SAP is short-term and solution-focused therapy, coupled with other resources aimed at supporting students in overcoming their challenges and enhancing their overall well-being.

During the 2022 fall semester (August through December), 26 students at ACC were identified as being in distress by employees who sought immediate assistance for the student. Each student had individual consultations with an ACC advisor and/or counselor in the Student Success Center at ACC. The students who were identified as being in distress were diverse in both gender and race/ethnicity, and presented a variety of mental health challenges such as death in family, homelessness, academic stress, relationship issues, food insecurities, depression, and more. The breakdown of the 26 students is referenced below:

Gender	Number of Students in Fall 2022
Male	14
Female	12

Race/ethnicity	Number of Students in Fall 2022
Black	15
Hispanic	6
Other	3
White	2

Areas Needing Improvement

While ACC has increased programming and resources, and employees have worked to make referrals and counseling available for students in distress, efforts are not as coordinated, efficient, and integrated as they need to be to meet student and employee needs. A large-scale survey of ACC students' views on their own mental health has not been done to date, and mental health assistance is not tracked and assessed in a comprehensive way. These weaknesses hamper efforts to fully understand the volume and severity of the mental health issues faced by ACC students. Further, employees have shared anecdotally that their experiences with students suggest the number of students receiving help is not indicative of the actual number of students with mental health concerns at the College.

In recent surveys of faculty and staff (results provided below), nearly all of the respondents agree that student mental health directly impacts student academic success, and the majority agree that faculty and staff have a role to play in student mental health. However, survey results reveal that many employees are not sure how to direct students in need, and are not sure that they could spot warning signs or respond

effectively to a student in need. And only half of the employees taking the survey report that they know what ACC’s student mental health resources are.

Number of respondents:

Full-time and part-time faculty – 81

Full-time and part-time staff – 72

Faculty Response

Survey Statement	Strongly Agree/Agree
Student mental health directly impacts academic success.	100%
Faculty have a role to play in raising mental health awareness among students.	84%
Faculty have a role to play in helping students ease their stress and anxiety.	84%
Faculty can support students’ mental health and wellbeing by creating a culture of empathy and belonging in their classes.	94%
I can recognize when a student is in emotional or mental distress.	72%
I can respond effectively to a student in distress.	57%
I know where to take a student on campus who needs mental health assistance.	43%
I know the resources that ACC has to help students with mental health concerns.	50%

Staff Response

Survey Statement	Strongly Agree/Agree
Student mental health directly impacts academic success.	97%
Staff have a role to play in raising mental health awareness among students.	96%
Staff have a role to play in helping students ease their stress and anxiety.	100%
Staff can support students’ mental health and wellbeing by creating a culture of empathy and belonging at ACC.	94%
I can recognize when a student is in emotional or mental distress.	90%
I can respond effectively to a student in distress.	76%
I know where to take a student on campus who needs mental health assistance.	59%
I know the resources that ACC has to help students with mental health concerns.	47%

What ACC Students Report Regarding Mental Health

In fall 2021, ACC students were asked to complete a Trellis Student Financial Wellness Survey. Results highlight the impact of financial and basic needs insecurity on student mental health and academic success:

- 59% of students reported they would have trouble getting \$500 in cash or credit in an emergency, and 13% of students would not be able to get that amount from any resource
- 54% of students worry about having enough money to go to school
- 47% of students reported being housing insecure
- 16% of students had very low food security

Most notably, 43% of ACC’s respondents in the Trellis survey indicated experiencing generalized anxiety disorder. This result aligns with national surveys of college students and supports research showing the correlation between basic needs insecurity and mental health (Ramirez et al., 2023; Broton, Mohebbi, & Lingo, 2022; Cadigan et al., 2022). As Broton et al. (2022) report in their study of community college students, “Students who experience basic needs insecurity are substantively and significantly more likely

than their materially secure peers to report depression, anxiety, and suicidal ideation, planning, or attempt, even after accounting for background characteristics.”

In late fall 2021, students participated in two focus groups led by the Director of Diversity & Inclusion and members of the College’s Racial, Equity, Diversity, and Inclusion (REDI) Commission. Question prompts included the following:

- Do you feel that your unique attributes, traits, characteristics, skills, experience, and background are valued?
- In your experience, is ACC an inclusive institution? How can we improve?
- Do you feel emotionally and socially supported?
- Have you faced or witnessed prejudice or discrimination? Describe what happened.
- What is the culture of ACC?
- What frustrates you?

Students in the focus groups reported feeling welcomed and emotionally supported by their instructors, but not all of the students were aware of the array of support resources on campus. Some students shared that programming was not always convenient to their class and work schedules. Students also noted that the physical campus environment contributes to their sense of wellbeing and pride on campus; they pay attention to the landscaping, the exterior of buildings, and the overall look of the campus. Positive student comments captured during these focus groups include:

“It feels good to get involved and getting to know people.”

“Instructors reach out to you and check on you.”

“There is emotional support from my teacher.”

“I feel welcomed by my instructors inside of the classroom.”

“There is collaboration through hands on learning opportunities in the classroom.”

“I have always felt welcomed here at ACC.”

In a fall 2022 survey (Appendix C), ACC students identified mental health, titled in their materials as “Growth Mindset,” as their top choice for a project to improve student success at ACC. In the survey, 47% of students selected mental health over online learning support (29%) or a first-year experience program (24%) as the best way to improve overall student success. Comments made by students include the following:

“The Growth Mindset idea addresses a very important struggle that students are dealing with. . . . Although the idea to help students with online classes would be very helpful, I believe that [growth mindset] faces issues on a larger scale and would be more beneficial over a longer period.”

“Growth mindset helps all students.”

“I agree with the growth option because so many people go through different things and mental health should be a top priority. A student cannot be successful without a healthy mental environment.”

“I believe mental health plays a big role in why students drop out.”

“I believe that a lot of people especially younger people (students) have mental health issues and it should be normalized, people should be comfortable talking about their mental health and getting help along with learning how to deal with their mental health.”

“I believe that growth mindset is a vital component to the success of students, and by focusing on this . . . it could help to create a better learning environment.”

“I believe that supporting mental health of students is very important and should be pushed to others to spread awareness about it. Without good mental health you can’t succeed, or rather it will be very difficult.”

“I feel like the mindset idea is crucial to have for students because it’s important to have a certain mentality when going to college for the betterment of their future.”

“With Growth Mindset, I would love to see an event where students of all racial and ethnic backgrounds come together to work together and learn how to interact constructively with people of different backgrounds.”

“I like the growth mindset plan because a lot of people don’t have resources to [receive] good mental health support.”

“I myself struggle with getting through the semester due to mental health. I think [growth mindset] would be beneficial to those like me.”

“I really like the mental health project because I feel like kids would work better having resources that help them take care of themselves mentally. Kids have had so many things going on, on top of the pandemic, myself included. My biggest problem with school has always been my anxiety. Sometimes it’s so troublesome I find myself giving up completely. I wish that I would have had mental health resources because when I did have even a little bit of any, it helped me so much to be able to get through school.”

“I’m especially in favor of Growth Mindset because in my personal experience, and probably many others’ experiences, mental health was never really discussed seriously in k-12 so this may be the first time someone gets any education or information on how to take care of their mental health which is extremely important to be successful in college and beyond. It is important now more than ever because the past couple of years will interfere with many generations of college students’ mental health. Students can be taught how to cope with stress, learn about resources and who they can talk to on campus.”

“I think the mental health project is a great one! It is essential for students to learn not only about mental health, but how to cope and manage with the stress of the world as they transition into adulthood.”

“Mental health affects everything.”

“Mental health is extremely important especially for college students starting their college education and should be a priority for ACC.”

“Mental health is so important! Support for students will go a long way toward contributing to their success. Having a way for students to reach out for help and support will help those who cannot find support in other places due to bad home lives, stressful work situations, and other life experiences.”

“Mental health, growth, and planning are valuable when trying to pursue your dream. You have to be focused and remain in good mental health to stay organized and resilient. These are vital keys to life, adulthood, careers, and parenthood. We need to teach these skills especially to the younger generation just now entering college to prepare them for what is to come in their journey!”

“Prioritizing mental health is a great idea for students. I think it would really make people feel like ACC is aware of and willing to talk about things like mental health and racial issues.”

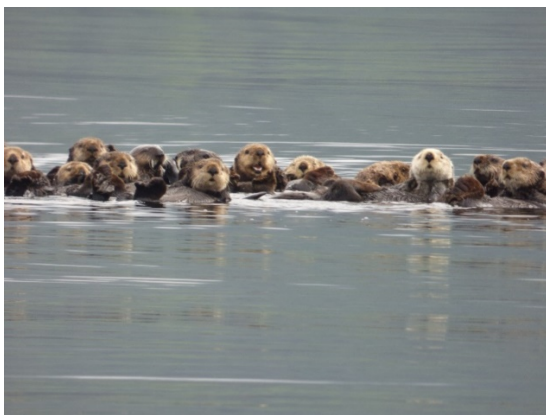
“Some of our younger generation is experiencing a mental health crisis. It’s imperative that someone addresses that issue appropriately. It would be a disservice if the option were possible but not [selected] by a system that already places stress on students. The potential [for stress] is too much to ignore. . . .”

Mental health challenges can impact students’ ability to successfully learn and persist in higher education. As these challenges among students increase, colleges must continue to be “proactive at creating comprehensive responses and services that would improve students’ capacity to remain resilient in the future” (Salimi et al., 2021). By continuing to invest in proactive programming for mental health services, ACC can create an environment that promotes holistic well-being and helps them succeed both personally and academically. Without such services, many students may fail to persist.

Get on the RAFT: “Rise and Flourish Together”

ACC’s Quality Enhancement Plan *Get on the RAFT: Rise and Flourish Together* seeks to meet students where they are and show them they are part of a community eager to support them. ACC’s main campus is located on the banks of the Haw River, and the College mascot is Haw the river otter. Otters are known to rest in a “raft” composed of other otters (“Otters, 2022”). As seen in the image below (<https://pinmig.com>), as they drift in the water, these groups or rafts are used to keep them together and support each other by holding hands (paws) or locking arms.

As a result of the QEP, the college hopes to form a raft of ACC otters that are connected and feel the support of their ACC community beside them. This support will play a pivotal role in their success in college.



College Mission and Vision

The College's mission is to provide "educational programs and services to prepare all members of our diverse community to succeed." Embedded in that mission is the belief in the incomparable worth and uniqueness of each individual in our diverse community. ACC's vision is to "transform lives through excellence in teaching, learning, and service." ACC promotes student success through accessible educational programs and exemplary academic and non-academic support services that help all students achieve their educational goals.

An extensive literature review reveals that community college students face greater mental health challenges than their university counterparts, and students' mental health is vital to their overall wellbeing and success in college. Therefore, as part of its mission and vision, ACC will enhance mental health educational programming and services. Providing integrated and enhanced mental health awareness and support services to ACC curriculum students will not only help them persist and achieve their educational goals, but can lead to success in all aspects of their lives.

Operational Definitions

The following key terms are used throughout this proposal. To achieve consistency in planning and implementation, a common definition has been adopted for each.

Mental health: Emotional, psychological, and social wellbeing. "Mental health affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices" (National Center for Chronic Disease Prevention and Health Promotion, 2023).

Mental health support and services: Extra-curricular programming, training to recognize warning signs and to respond appropriately, inclusive instructional practices, short-term counseling, 24/7 telehealth options, creating a climate and environment that supports mental health and wellbeing

Mental disorders: Diagnosed mental health disorders such as depression, anxiety disorder, etc.; a "clinically significant disturbance in an individual's cognition, emotional regulation, or behavior, usually associated with distress or impairment in important areas of functioning" (World Health Organization, 2023).

Student completion: As measured by the North Carolina Community College System (NCCCS), the percentage of first-time fall credential-seeking curriculum students who graduate, transfer or are enrolled during the fourth academic year with 42 successfully completed non-developmental hours. This measure includes dual-enrolled high school students (NCCCS, 2023).

Student retention or progression: ACC uses two methodologies to assess retention:

1. As measured internally by ACC, the percentage of first-time fall credential seeking curriculum students who graduate or are enrolled in the first spring semester. This measure includes dual-enrolled high school students.
2. ACC also uses a fall-to-fall persistence methodology as determined by the NCCCS, which is the percentage of first-time fall credential-seeking curriculum students graduated prior to or enrolled in postsecondary education the subsequent fall semester (NCCCS, 2023).

Student Success: Student persistence and completion.

Wellbeing: "A sustainable condition that allows the individual to develop and thrive, a state in which the individual realizes his or her own abilities, can cope with the normal stressors of life, can work productively and fruitfully, and is able to make a contribution to his or her community" (World Health Organization, 2001).

Wellness: The “active pursuit of activities, choices, and lifestyles that lead to a state of holistic health, including physical, mental, emotional, spiritual, social, and environmental dimensions” (Global Wellness Institute, n.d.).

Identification of the Topic and Support for the Topic

ACC has a broad-based approach to institutional effectiveness that supports the mission of the College and serves as a basis for planning. This is followed by evaluation activities that allow departments to discern whether they are making the progress they had anticipated and making corrections as needed. The primary objective of planning and assessment at ACC is to improve the College's programs and services in order to improve student learning and student success.

Strategic Planning

The College's planning and evaluation processes begin with the multi-year college-wide strategic plan. Every three years, ACC engages in a strategic planning process to determine new areas of focus that allow the College to best meet the changing needs of students, Alamance County, and the region. The most recent strategic plan development process occurred in academic year 2021-22 and was led by a broad-based Strategic Planning Committee (Appendix D) that engaged the internal and external community through numerous focus groups and surveys. The development of the plan unfolded in a series of steps:

- review of mission, vision, and values
- analysis of environmental scan and county and regional trends
- analysis of key performance indicators, such as Student Success data
- input from internal and external stakeholders
- identification of themes and objectives
- input on proposed themes and objectives
- identification of metrics to assess the plan
- Board of Trustees approval
- formation of implementation teams

The process resulted in ACC's 2022-2025 strategic plan, titled ACC Forward (Appendix D). The plan is based on the College's mission to "provide educational programs and services to prepare all members of our diverse community to succeed." It consists of four priorities with 18 total objectives:

1. Priority #1 – Engage – engaging with Alamance County communities
2. Priority #2 – Learn – improving and enhancing student learning
3. Priority #3 – Equip – enhancing training and resources for faculty and staff
4. Priority #4 – Grow – improving employee and student wellness

The process of developing the strategic plan included engaging with a broad-based group of stakeholders through a series of focus groups and surveys, with the Strategic Planning Committee identifying and refining themes over several rounds of review and discussion. In August 2022, the ACC Board of Trustees voted to approve the plan in its final form.

A number of surveys were issued throughout the 2021-22 academic year to employees and students for input on a number of topics that provided information for the Strategic Planning Committee.

Student Surveys

- Completers Survey
- Trellis Student Financial Wellness Survey
- Finish Line Grant Survey
- Administrative Services and Student Support

- Community College Survey of Student Engagement (CCSSE)
- Survey on the College Mission

Employee Surveys

- Administrative Services and Student Support
- Mission, vision, and values survey
- Strategic Plan themes survey

The numerous strategic planning focus groups demonstrated broad-based input in the process to identify priorities. These focus groups included a significant number of both internal and external stakeholders.

Fall 2021	Diversity & Inclusion Employee and Student Focus Groups (Five Groups)
November 19, 2021	Strategic Planning Committee Focus Group
January 18-19, 2022	Ruffalo Noel-Levitz Employee and Student Focus Groups (Six Groups)
March 7, 2022	Institutional Transformation Assessment Employee Survey and Focus Group
March 25, 2022	Board of Trustees Focus Groups (Two Groups)
March 25, 2022	Senior Administrator Focus Group
March 28, 2022	Mentor/Mentee Focus Group
March 30, 2022	Faculty Affairs Committee Focus Group
April 5, 2022	Rotary Club of Alamance Focus Group
April 6, 2022	Dream Center East Burlington Focus Group
April 7, 2022	Mebane Community Focus Group
April 12, 2022	Saxapahaw/Swepsonville Communities Focus Group
April 13, 2022	Community Leaders Focus Groups (Two Groups)
April 13, 2022	Business, Arts and Sciences Faculty Focus Group
April 15, 2022	Applied Engineering, Agriculture, and Skilled Trades Focus Group
April 20, 2022	Student Focus Group
April 21, 2022	Student Focus Group
April 25, 2022	Student Focus Group
April 25, 2022	Health and Public Services Faculty Focus Group
April 26, 2022	Alumni Focus Group
April 30, 2022	Advisory Committee Focus Group
May 3, 2022	Staff Focus Group

The Strategic Planning Committee engaged in discussion and review to distill the information gathered from these sources to ten general themes:

- Advising
- Cyber Awareness
- Distance Learning
- Employability Skills
- Improving our Flow (Processes/Orientation/Onboarding/Customer Service, etc.)
- Inclusiveness
- Information Literacy
- Mental Health and Wellness
- Revitalizing Evening Student Experience
- Wraparound Services

QEP Topic Selection Committee

Concurrent with the development of the strategic plan, a QEP Topic Selection Committee was formed. This committee included full-time faculty and staff, representing a cross-section of the college.

Name	Title
Dr. Abby Simoneau (co-chair)	Music Instructor
Marissa Ritter (co-chair)	Research & Institutional Effectiveness Director
Paul Carr	Physics Instructor – no longer works at ACC
Shanina Doe	Education Instructor
Hanna Smith	Horticulture Instructor
Rhonda Pierce	Nurse Aide Department Head
Joanna Roberts	Dental Assisting Department Head
Traci Holt	Criminal Justice Department Head
Dr. Andre Davis	TRIO Success Coach – no longer works at ACC
Tammy Saul	Senior Administrative Assistant, Student Success
Penny Vaughn	Registrar
Stephania Garzon	Special Projects Coordinator, ACC Foundation
Rose Webster	Advising Department Head and PACE Grant Manager

The QEP Committee reviewed this information and narrowed the list to four topics that they felt would be suitable for the QEP: Advising, Distance Learning, Improving our Flow, and Mental Health and Wellness. Four subcommittees were formed to write proposals in each of these areas. Each subcommittee developed three possible QEP's, for a total of twelve potential topics. The twelve proposed topics were brought to the SACSCOC Leadership Team in July 2022. The Leadership Team, as well as the QEP topic selection committee, noticed three underlying themes and worked together to combine and narrow the focus into three possible topics:

Topic #1: Start Here (Distance Learning): ACC will create a special introductory seminar for students that will give them the tools they need to be successful in online courses. Students will find that their online courses are easier to navigate and their instructors are even more engaged and helpful than usual. Students will be able to give feedback to their instructors through an early and mid-semester course check-in on how the Moodle course helps them learn (or not). Faculty will reflect on the student feedback and use it to make small but meaningful changes in their online courses in real time. Faculty will participate in professional development in an Online Teaching Academy and will implement Quality Matters standards in their online courses. Faculty could also choose to have their courses certified by Quality Matters. The main goal of the project is to improve student learning and student completion of online courses at ACC.

Topic #2: Growth Mindset (Mental Health and Wellness): ACC will teach students how important a growth mindset is to success in college and life. The pandemic, economic downturn, and racial strife of the last several years have caused many students to feel isolated and anxious, and this project will provide enhanced mental health resources to help students remain resilient and achieve their goals at ACC. Special “growth mindset” lessons, resources, and experiences will teach students about the importance of mental health. Students, faculty, and staff will engage in a common reading, Carol Dweck's *Mindset*. Employees will receive professional development to help them integrate the growth mindset into their courses and their work at ACC. The College would provide more on-site services for students through an Office of Mental Health Care Services. The main goal of this project is to improve student resilience so that more and more students will be successful in achieving their goals at ACC.

Topic #3: “ACC-123,” Improving our Flow (First-Year Experience): This project will enable students to get off to a great start at ACC. ACC will plan and implement a special yearlong series of experiences for new students that helps them successfully navigate college life and make better connections with ACC faculty and staff, as well as with their peers. For example, students could join teams of peers that work together throughout the year to learn, encourage, and grow together. Faculty and staff would work together to streamline student onboarding experiences and revamp new student orientation. A second phase of the project would implement a strengths-based advising model, and the third phase would focus on helping all students create full-program academic maps. The main goal of the project is to improve student persistence early in their college career so that more and more ACC students achieve their goals as efficiently and effectively as possible.

Given that much of the data reviewed by the QEP Committee was generated by the results of the strategic plan development process, it is not surprising that the three topics emerging from this consolidation are also embedded in the final strategic plan:

Project #1: Start Here Distance Learning	Project #2: Growth Mindset Mental Health	Project #3: ACC-123 First-Year Experience
Improving Student Learning and Success in Online Courses at ACC	Improving Student Resilience and Mental Health Support at ACC	Improving Student Retention and Completion at ACC: Apply – Connect – Complete
<p>Strategic Priority 2: Learn Involve all students in innovative and inclusive formal and informal learning experiences that improve student success, prepare students for jobs, and provide a strong foundation for continued learning.</p> <p>Strategic Priority 3: Equip Equip faculty and staff with resources and experiences that enhance their engagement, sharpen their skills, and enable them to provide exceptional teaching and service</p>	<p>Strategic Priority 2: Learn Involve all students in innovative and inclusive formal and informal learning experiences that improve student success, prepare students for jobs, and provide a strong foundation for continued learning.</p> <p>Strategic Priority 4: Grow Ensure that students, faculty, and staff have access to the resources they need to grow as healthy individuals. [Note: One stated objective of this priority is to enhance employee and student mental health.]</p>	<p>Strategic Priority 2: Learn Involve all students in innovative and inclusive formal and informal learning experiences that improve student success, prepare students for jobs, and provide a strong foundation for continued learning. [Note: One stated objective of this priority is to implement a first-year experience.]</p> <p>Strategic Priority 3: Equip Equip faculty and staff with resources and experiences that enhance their engagement, sharpen their skills, and enable them to provide exceptional teaching and service.</p>

At the start of the fall 2022 semester, surveys were sent to faculty, staff, and students to vote on these three proposals. The results are given below.

Faculty/staff:

- Distance Learning – 22 votes (24%)
- Growth Mindset/Mental Health – 30 votes (32%)
- First Year Experience – 41 votes (44%)
- Total number of respondents – 93

Students:

Distance Learning – 41 votes (29%)
Growth Mindset/Mental Health – 49 votes (34%)
First Year Experience – 53 votes (37%)
Total number of respondents – 143

Overall vote:

Distance Learning – 63 votes (27%)
Growth Mindset/Mental Health – 79 votes (33%)
First Year Experience – 94 votes (40%)
Total number of respondents – 236

The QEP Committee decided that the results of those surveys were not conclusive enough to select a topic at that time, with no clear frontrunner. Because the survey included only the titles of each project (“Start Here,” “Growth Mindset,” and “ACC-123”), the Committee decided that not enough information was provided to ensure respondents fully understood each of the three topics. Members of the QEP Committee with the support of the SACSCOC Leadership Team decided to hold additional focus groups with staff, faculty, and various student groups in order to discuss the three topics in more detail and better understand the implications of selecting one as the next QEP topic (Appendix E). Once a second survey was sent in November, which included a paragraph clearly describing each topic, clearer frontrunners emerged, albeit for two different topics.

Faculty/staff:

Distance Learning – 45 votes (36%)
Growth Mindset/Mental Health – 20 votes (16%)
First Year Experience – 61 votes (48%)
Total number of respondents – 126

Students:

Distance Learning – 37 votes (29%)
Growth Mindset/Mental Health – 59 votes (47%)
First Year Experience – 31 votes (24%)
Total number of respondents – 127

Overall vote:

Online Courses – 82 votes (33%)
Growth Mindset/Mental Health – 79 votes (31%)
First Year Experience – 92 votes (36%)
Total number of respondents – 253

The faculty/staff vote in both surveys prioritized the First Year Experience, and the number of votes for mental health actually dropped from the first to the second survey, with only 16% of respondents selecting it as the topic of choice in the end. However, as the QEP Committee reviewed the results, they were swayed by the high number of written comments from students. Of the 69 comments left by the students (and over half of the respondents left comments), 26 or 38% explained why the Growth Mindset/Mental Health topic was their top choice. They were heavily in favor of a topic that prioritized mental health/wellness and building a college community following the pandemic. Many of these student comments are provided in an earlier section of this proposal (pages 10-12).

Of equal interest, the comments in support of the First Year Experience (12 comments in total) focused on mental health-related concepts: making connections, receiving help in times of need as a new student, building relationships with peers, feeling welcomed, easing stress for new students, etc. A few representative comments for those who selected the First Year Experience are provided below:

“I think getting students connected with ACC staff and each other, as well as introducing them to all the different clubs is the best path for engagement. Covid pushed everyone online. . . . [T]hey need a sense of community and I think after-class stuff like clubs related to their specialty would achieve this. They just need to be introduced and connected.”

“Improving the experience of new students at ACC will be a great idea. Since this improvement will help new students make connections with faculty and staff, I think that students will be more likely to have access to the resources and opportunities that ACC offers including mental health support.”

“I think the first year of college can be hard for very many, and improving the experience of new students at ACC could help ease a lot of first year stress. . . .”

“Utilizing first year experiences facilitated by the college would help to increase the sense of community and morale that is often lacking at institutions like community colleges.”

“I feel that the yearlong experiences can make the new students feel more welcomed and allows them to start building relationships with other students, teachers, and staff. I honestly wish that I could meet and make new friends, and I feel that this QEP would be a great start to that.”

Taking into account the student comments that focused the first year experience on building connections and easing stress along with those that explained why they picked the mental health topic, a total 55% of the comments left by students addressed some aspect of mental health. Based on these results, the QEP Committee unanimously decided to move forward with the proposal focusing on mental health.

During the Welcome Back celebration in January 2023, the QEP topic was announced to all faculty and staff with an information table set up for anyone interested in playing a critical role in the development of the plan. An inventory was also taken to identify employees who already held certifications in mental health.

QEP Plan Creation Committee

A separate committee was formed of faculty and staff who either had backgrounds in mental health or responsibilities on campus that required some sort of working knowledge of mental health issues. This committee was called the QEP Plan Creation Committee.

Name	Title
Dr. Connie Wolfe (chair)	EVP, Interim Research & Institutional Effectiveness Director
Dr. Abby Simoneau	Music Instructor
Rebecca Fecher	History Instructor
James Armstrong	Director of Public Safety
Kelly Chappell	Career and College Promise (Dual-Enrollment) Advisor
Jennifer Brownell	Director of Wellness and Student Support
Josefvon Jones	Director of Diversity and Inclusion
Rhonda Pierce	Nurse Aide Department Head
Talat Qazi	Financial Aid Senior Specialist
Darian Rader	PACE Success Coach

Takesha Briggins	PACE Success Coach
Kristen Sutherland	Coordinator of Single Stop
Yholima Vargas-Pedroza	Coordinator of English Language Acquisition
Dr. Claudia Vestal	English, Communications, and Humanities Department Head
Rose Webster	Advising Department Head and PACE Grant Manager
Jasmine Jacobs	Student

Roles/Responsibilities of the Committee

- Create the proposal for a five-year plan to improve Student Success at ACC through enhanced mental health and wellness support.
- Educate the campus community (Board of Trustees, faculty, staff, and students) about the plan.
- Work with the Marketing Department to create promotional materials for the plan.
- Meet with the On-Site Committee to answer questions about the plan’s development.

The committee researched college student mental health and came up with a vast array of studies and surveys on the topic. They evaluated a holistic approach, using a wheel of wellness including emotional, intellectual, physical, social, environmental, financial and spiritual aspects of health and wellness but decided that in order to have a manageable QEP, we needed to focus on the mental health, or emotional aspect of wellness. Maintaining wellbeing helps students bounce back from difficulties more quickly and allows them to hold onto positive emotions longer.

Analysis of Key Student Success Indicators

A key component of institutional planning is the evaluation process. As noted earlier, reviewing key performance indicators was part of the strategic plan development process. Ultimately, the College’s strategic plan exists to improve student success. To assess student achievement, ACC uses the North Carolina Community College System (NCCCS) Performance Measures for Student Success and the National Student Clearinghouse Total Completion Rate. Results on these measures over the last several years indicate a strong need for ACC to improve student persistence and completion, which further supports a student success topic for ACC’s Quality Enhancement Plan.

NCCCS Performance Measures: The College collaborates with staff at the NCCCS to collect, report, and publish this information. The annual performance report informs the College and the public about student performance on multiple success factors (NCCCS, 2023):

- Basic Skills Student Progress
- Student Success Rate in College-Level English Courses
- Student Success Rate in College-Level Math Courses
- First-Year Progression
- Curriculum Student Completion
- Licensure and Certification Passing Rate
- College Transfer Performance

These measures rely on statistically defined baselines and goals. Each measure is based on three years of historical data. Results are calculated using an index score, which is the individual college success rate divided by the system-wide success rate (NCCCS, 2023). Baseline levels are set at two standard deviations below the NCCCS’s average index score, and “excellence” levels are set at one standard deviation above the System’s average index scores. The average band is within 0.5 standard deviations above or below the average index score (NCCCS, 2023). Color indicators represent various levels of performance within each success measure:

- Platinum: Met or Exceeded Excellence Level
- Green: Above Average Band, Below Excellence Level
- Yellow: Within Average Band
- Red: Below Average Band, Above Baseline Level
- Black: Below Baseline Level

ACC's 2022 and 2023 results are shared below:

- Basic Skills Student Progress: Platinum for both years
- Student Success Rate in College-Level English Courses: Green for both years
- Student Success Rate in College-Level Math Courses: Green for both years
- College Transfer Performance: Green for both years
- Licensure and Certification Passing Rate: Yellow for 2022 and Red for 2023
- First-Year Progression: Red for 2022 and Black for 2023
- Curriculum Student Completion: Red for both years

These results helped ACC determine which topics would be most appropriate for a Quality Enhancement Plan. ACC scored below the NCCCS average on two performance measures in the 2022 report: First-Year Progression and Curriculum Completion, and below average on three measures in the 2023 report: First-Year Progression, Curriculum Completion, and Licensure and Certification Passing Rate. In fact, in the 2023 report, First-Year Progression rates were below the baseline level, the lowest of the 58 community colleges in the North Carolina system.

ACC Success Rates (NCCCS, 2023)

	2022 ACC Score	2022 NCCCS Average	2023 ACC Score	2023 NCCCS Average
First Year Progression	60%	67%	60%	69%
Curriculum Completion	48%	56%	52%	57%

First-Year Progression is the percentage of first-time fall credential-seeking curriculum students graduated prior to or enrolled in postsecondary education the subsequent fall semester. Disaggregated results are shown below for First-Year Progression (NCCCS, 2023). These numbers represent the Fall 2021 cohort.

Success Rate by Race/Ethnicity and Gender

	Female	Male
Black	46%	43%
Hispanic	65%	57%
White	66%	59%

Success Rate by Full/Part-Time Status

Full-Time	72%
Part-Time	54%

Success Rate by Pell, Non-Pell, and Under-Represented (URE) Groups, Non URE Groups

Pell/URE	50%
Pell/Non-URE	62%
Non-Pell/URE	56%

Non-Pell/Non-URE	63%
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Curriculum Completion is the percentage of first-time fall credential-seeking curriculum students who graduate, transfer or are enrolled during the fourth academic year with 42 successfully completed non-developmental hours. Disaggregated results are shown below for Curriculum Completion (NCCCS, 2023). These numbers represent the Fall 2018 cohort.

Success Rate by Race/Ethnicity and Gender

	Female	Male
Black	39%	46%
Hispanic	50%	44%
White	65%	51%

Success Rate by Full/Part-Time Status

Full-Time	61%
Part-Time	48%

Success Rate by Pell, Non-Pell, and Under-Represented (URE) Groups, Non URE Groups

Pell/URE	48%
Pell/Non-URE	51%
Non-Pell/URE	41%
Non-Pell/Non-URE	59%

National Student Clearinghouse (NSC) Total Completion Rate: ACC uses the six-year NSC Total Completion Rate as its key completion indicator. Reports from the NSC show a steady increase in Alamance Community College’s completion rates.

Total Completion Rate 2011-2015 Cohorts

Cohort	ACC	National Average (Two-Year Public)
Fall 2011 (2019 Report)	41.90%	37.53%
Fall 2012 (2020 Report)	43.62%	39.22%
Fall 2013 (2021 Report)	45.33%	40.76%
Fall 2014 (2022 Report)	45.68%	40.28%
Fall 2015 (2023 Report)	49.85%	42.17%

However, when disaggregated by population, the College’s rates reveal areas of improvement. The college’s National Student Clearinghouse Total Completion Rate results are disaggregated in the tables below.

Completion Rate by Race/Ethnicity and Gender: Male

	Cohort									
	2011		2012		2013		2014		2015	
	N	%	N	%	N	%	N	%	N	%
Black Males	31	28.87	21	19.21	32	34.07	17	29.41	15	39.97
Hispanic Males	12	24.98	16	31.25	21	33.33	34	50.36	45	53.22
White Males	140	40.78	127	52.10	137	46.04	108	46.30	112	47.32

Completion Rate by Race/Ethnicity and Gender: Female

	Cohort									
	2011		2012		2013		2014		2015	
	N	%	N	%	N	%	N	%	N	%
Black Females	53	37.93	51	35.45	34	32.4	43	32.56	32	31.25
Hispanic Females	33	46.56	28	54.02	33	54.78	35	59.88	60	53.24
White Females	170	47.67	147	49.54	168	50.55	148	54.08	158	58.45

Completion Rate by Enrollment Status

	Cohort									
	2011		2012		2013		2014		2015	
	N	%	N	%	N	%	N	%	N	%
Extensively Full-Time	99	67.69	101	70.3	98	77.56	87	87.36	113	85.84
Exclusively Part-Time	55	21.82	40	25.36	40	22.5	65	15.38	62	19.35
Mixed Enrollment*	358	37.84	362	38.2	378	39.39	319	40.48	353	43.68

*Students who enroll part-time some semesters and full-time in other semesters.

The majority of ACC students in the cohorts by far fall into the “mixed enrollment” category. A review of the data presented in the tables above indicates that the following groups are consistently performing below the college’s minimal acceptable level.

Populations Scoring Below ACC Minimum Acceptable Completion Rate of 42%

	2014 Cohort	2015 Cohort
Part-Time Students	15.38	19.35
Black Males	29.41	39.97
Black Females	32.56	31.25

Note that the NSC does not provide Pell status data for disaggregation.

ACC’s student retention and completion results suggest that not only are overall success rates problematic, but that for particular student populations, a significant amount of work is needed to raise success rates for both retention and completion. The QEP structure will address the need to provide mental health communications and support in different ways to different student populations.

Literature Review

A literature review identifies research-backed strategies and practices that inform ACC's implementation plan. Several key questions provided guidance in this review:

- What are the commonly recognized best practices for improving the mental health of college students?
- What mental health training and pedagogical models are supported by research and proven to be effective?
- What are the barriers to improving student mental health?
- What are the best approaches to providing effective mental health support and services for different student populations?

Overall Best Practices

A review of the literature reveals five best practices to improve college student success through mental health awareness, supports, and services.

Employ an overall organizing framework: All of the organization's efforts to improve student mental health should be organized around a coherent approach. Employees and students should understand how all of the strategies and approaches across the college work together to achieve the common goal (Sontag-Padilla, et al., 2023; Tugend, 2023; NASEM, 2021; Okanagan Charter, 2015).

Integrate mental health services: It is important to hire staff (counselors, for example), but colleges cannot "staff their way out of the problem" (Tugend, 2023). Efforts to improve students' mental health should be integrated throughout the college and especially taken to where students already are. Integration includes implementing mental health strategies involving those people whom students interact with the most, for example, peers, advisors, and instructors (Anderson, 2023; Flaherty, 2023 May; Flaherty, 2023, June; Sontag-Padilla, et al., 2023; Tugend, 2023; Turow, 2023; Broton, Moheball, & Lingo, 2022; Cadigan, Duckworth, & Lee, 2022; Center for Collegiate Mental Health, 2022; NASEM, 2021; Oehme et al., 2020; Steve Fund and Jed Foundation, 2017; Okanagan Charter, 2015).

Leadership must prioritize student mental health: Leaders need to publicly support these efforts. For such initiatives to work, a culture of wellbeing needs to be promoted from the top of the institution: the CEO, Board of Trustees, President's Cabinet, and Deans (Sontag-Padilla, et al., 2023; Broton, Moheball, & Lingo, 2022; NASEM, 2021; Oehme et al., 2020; Steve Fund and Jed Foundation, 2017).

Different populations need different support: No single approach works for all students. Colleges should adopt an equity framework to ensure that all students are met where they are (Sontag-Padilla, et al., 2023; Broton, Moheball, & Lingo, 2022; Cadigan, Duckworth, & Lee, 2022; Kalkbrenner, et al., 2021; NASEM 2021; Office for Civil Rights, 2021; Noosha & Bennett, 2017; Steve Fund and Jed Foundation, 2017; Okanagan Charter, 2015).

Engage students: Student voices should be prioritized in this process to provide guidance and feedback. Conduct assessments such as national surveys and focus groups to better understand student challenges and needs and to get their perspectives on a sense of belonging on campus (Mowreader, 2023; Sontag-Padilla, et al., 2023; Tugend, 2023; Broton, Moheball, & Lingo, 2022; Oehme et al., 2020; Steve Fund and Jed Foundation, 2017).

Evidence-Based Mental Health Training Models

Several training models are represented in the literature as effective and commonly used approaches in improving mental health.

QPR (Question, Persuade, Refer): QPR is a suicide prevention training program designed to equip individuals with the knowledge and skills to identify, intervene, and provide support to people who may be at risk of suicide (QPR Institute, n.d.). The key components of QPR suicide prevention training are:

1. **Question:** QPR training teaches participants how to recognize the signs of suicidal behavior and the importance of asking direct questions to individuals who may be at risk. Participants learn to ask questions like, "Are you thinking about suicide?" in a non-judgmental and empathetic manner.
2. **Persuade:** Participants are trained to effectively persuade the at-risk individual to seek help. This involves active listening, offering support, and encouraging the person to connect with a mental health professional or a trusted individual who can help.
3. **Refer:** QPR emphasizes the importance of connecting individuals to appropriate resources and professional help. Participants are provided with information on local mental health services, crisis hotlines, and support networks to facilitate referrals.

Key aspects of QPR suicide prevention training include understanding the warning signs of suicide, destigmatizing mental health discussions, and practicing the communication skills necessary to approach someone who may be suicidal with empathy and care. The goal of QPR training is to empower individuals to become gatekeepers who can make a positive difference in the lives of those struggling with suicidal thoughts or behaviors (QPR Institute, n.d.).

Mental Health First Aid: Mental Health First Aid is a training program designed to teach people how to provide initial support to individuals who may be experiencing a mental health crisis or struggling with a mental health issue (National Council for Mental Wellbeing, 2023). It is similar in concept to traditional first aid, which teaches people how to provide basic medical assistance in emergencies, but it focuses on mental health and emotional well-being.

The goal of Mental Health First Aid is to increase awareness of mental health issues, reduce stigma surrounding mental illness, and equip individuals with the skills and knowledge needed to offer assistance to someone in distress until professional help can be obtained. This program typically covers a range of mental health conditions, including depression, anxiety, substance abuse, self-harm, and suicidal thoughts. Key components of Mental Health First Aid training include:

1. **Recognizing signs and symptoms:** Participants learn how to identify common signs of mental health problems in others, such as changes in behavior, mood, or communication.
2. **Providing initial support:** Training provides guidance on how to approach and engage with someone experiencing a mental health crisis, as well as how to offer emotional support and empathy.
3. **De-escalation techniques:** Strategies for calming and de-escalating a crisis situation are often part of the training to ensure safety for both the individual in distress and the first aider.
4. **Information about available resources:** Participants are educated about local mental health resources, services, and professionals to help connect those in need with appropriate help.
5. **Self-care:** The training often emphasizes the importance of self-care for individuals providing support, as assisting someone in a mental health crisis can be emotionally taxing.

By equipping individuals with the knowledge and skills to recognize and respond to mental health challenges, Mental Health First Aid aims to promote early intervention and improve outcomes for people

experiencing mental health issues. It also contributes to reducing the stigma associated with mental illness and fostering a more supportive and compassionate community (National Council for Mental Wellbeing, 2023).

REDFLAGS Model: The REDFLAGS model is a mental health literacy-based tool for supporting mental wellness. This model is an acronym for eight recognizable warning signs that may indicate a student is struggling with their mental health (Kalkbrenner, 2016).

- R – Recurrent class absences that are sudden or uncharacteristic of the student
- E – Extreme and unusual emotional reactions
- D – Difficulty concentrating
- F – Frequent display of anxiety or worry about class assignments
- L – Late or incomplete assignments turned in abruptly and with increasing frequency
- A – Apathy towards personal appearance and hygiene
- S – Sudden deterioration in quality of work or content of work becomes negative or dark

Safe Zone Training: Safe Zone training is an educational program designed to increase awareness, understanding, and support for lesbian, gay, bisexual, transgender, and queer (LGBTQ+) individuals (Safe Zone Project, n.d.). The primary goal of this training is to create a more inclusive and welcoming environment for LGBTQ+ individuals in various settings, including educational institutions, workplaces, healthcare settings, and community organizations. Key components of Safe Zone training typically include education and awareness, cultural competence, creating safe spaces, ally-ship, examining stereotypes, and resources for support. Safe Zone training can play a significant role in supporting college students' mental health by fostering a more inclusive and accepting campus environment (Safe Zone Project, n.d.).

Trauma-Informed Practices: Trauma-informed educational practices represent “a mindset, an acceptance of diversity, including background, knowledge, skills, and life experiences, and an understanding that some of those life experiences may be varied and include trauma” (Najjar, 2023; Najjar et al., 2022). Adverse childhood experiences like poverty, neglect, and exposure to violence, including discrimination and racism, can create overwhelming stress for students. Chronic stress and trauma can impact the brain’s cognitive and memory centers, derailing learning and triggering behaviors such as fight, flight, freeze, or fawn (Najjar, 2023; Najjar et al., 2022).

Pedagogical Models

Models that support mental health in the classroom, as part of teaching and learning, can be effective in fostering a college culture of mental health and wellbeing.

Contemplative Education: Contemplative education (CE) is defined as “a set of practices that may foster particular forms of awareness in students, forms conducive to the conscious motivation and regulation of learning, and also to freedom and transcendence in life more generally” (Roeser & Peck 2009). It is an educational strategy that incorporates reflective and mindfulness exercises into the teaching and learning process. It seeks to improve self-awareness, lessen stress, and advance general wellbeing among students and teachers. Methods include meditation techniques, journaling for reflection, reflective writing and reading, slow pedagogy, and self-reflection.

Inclusive Practices: ACC faculty have been working with Rosetta Lee’s inclusive teaching practices (do you see me, do you hear me, will you treat me fairly, will you protect me) for over a year and have been sharing best practices with their peers through videos and presentations. This work will continue over the next several years. Faculty also have the option to work with the Association of College and University

Educators (ACUE) materials to identify inclusive teaching practices. These practices, as explained by ACUE, include reflecting a diverse society and world in course materials, using inclusive language, ensuring course media are accessible, ensuring the syllabus sets the tone for diversity and inclusion, offering inclusive office hours, among other approaches. ACUE provides free resources in an online toolkit.

Barriers to Improving the Mental Health of College Students

The literature review identifies numerous barriers encountered by institutions implementing mental health initiatives.

Minimal Financial Support: Community colleges in particular face minimal financial support for counseling services and mental health programming (Sontag-Padilla, et al., 2023). Finding ways to fund these services and supports is challenging. Colleges often rely heavily on grants, but this may not be a sustainable long-term solution. As one community college staff member shared, “I just feel a lot of pressure to keep finding the funding and argue for the funding for our mental health counselor” (Sontag-Padilla, et al., 2023). A related barrier, the lack of prioritization from college leadership (Sontag-Padilla, et al., 2023), points to a larger issue of an institution’s commitment to student mental health. Funding follows the prioritization of programs.

Information in the Financial Resources for the QEP section below provides a view of ACC’s financial standing. While ACC is not resource-rich, the College is on solid financial footing, with a recent outstanding history of grant awards and special appropriations. With the support of ACC’s executive leadership, and with both the current strategic plan and QEP providing the impetus for priority, ACC is poised to manage continued funding for the QEP.

Lack of Buy-in: Lack of support from employees can impede mental health programming. Faculty and front-line staff at community colleges are “uniquely positioned to have a direct and immediate effect on students’ mental health because they interact with them routinely” (Sontag-Padilla et al., 2023). The literature shows that integrated and “saturated” (Flaherty, 2023, May) supports and services are the most effective at improving student mental health, and this includes the involvement of non-counseling faculty and staff (Lipson et al., 2022).

College students have reported that faculty and staff other than licensed counselors also have a responsibility to help students dealing with mental health issues. In a 2023 Student Voice survey sponsored by *Inside Higher Ed*, 45% of respondents stated that professors should help struggling students, 38% said the same of advisors, and 32% said the same of administrators (Flaherty, 2023, May). And 42% of students said professors in particular have a responsibility to help students ease their stress (Flaherty, 2023, June). As one student put it, “Most professors are kind and empathetic and love students and would do anything to help them. But then there are some professors that don’t want students to go to their grandmother’s funeral if it means missing an exam” (Flaherty, 2023, May).

Non-counseling employees can be trained to understand the basic signs of mental and emotional distress and learn how to refer the student to the appropriate resource on campus (Flaherty, 2023, June). In addition, researchers encourage faculty to think about how their classroom approaches and pedagogical decisions can help or hurt student wellbeing (Flaherty, 2023, June). As Nance Roy, Chief Clinical Officer at the Jed Foundation put it, “Not every student on campus needs direct clinical care, but they all can benefit from a culture of caring and compassion, where there’s no wrong door for a student to walk through for support” (Lederman, 2023).

ACC faculty and staff have indicated that they agree with the impact of mental health on student success and that they have a role to play in raising awareness and prevention (see survey results on p. 9). QEP efforts will not be required of all faculty and staff as the QEP begins; however, as the project breeds success, the expectation is that more and more employees will see the effect and want to get involved. In addition, the annual college-wide continuous improvement goal, which is part of the faculty annual evaluation plan, is focused on supporting students' mental health. Throughout 2023-24, faculty will be engaging in departmental-level and individual activities to support student mental health. Subsequent years will include a common faculty goal related to the QEP and evaluated in their annual assessment.

Community colleges, primarily commuter campuses with a larger population of working, older students, often report that one barrier to mental health improvement is **low student engagement** with programming and services (Sontag-Padilla, et al., 2023). To combat this barrier, colleges are encouraged to plan awareness and education campaigns that reach students in the course of their usual routines.

ACC plans to involve all curriculum students in the QEP, including those at off-campus instructional sites, in online programs, and in day and evening classes on the main campus. Programming will be structured to allow as many students as possible to participate, including day and evening events, online events, and off-campus events. Including students in mental health training and starting a Mental Health Awareness Club will integrate a peer level of interaction that should boost student engagement in the QEP.

Culture and Structure of Higher Education: The organization of higher education itself can provide barriers to student mental health. Students may face hostile climates, social isolation, and/or a competitive culture in higher education settings where students feel the pressure of integrating into the campus culture in order to succeed (Mowreader, 2023). These environments create conditions that further erode student mental health (Sontag-Padilla, 2023; Lipson et al., 2023). Under-represented or marginalized student communities who are more vulnerable may feel this pressure most keenly (Broton, Mohebbi, & Lingo, 2022). Students unfamiliar to navigating the complex structure of colleges may also struggle to access resources such as financial aid, basic needs services, and mental health support, which can be difficult to find in the bureaucracy of higher education (Mowreader, 2023). In addition, complex institutional processes and procedures can impeded faculty and staff from making appropriate referrals to support students (Mowreader, 2023).

ACC has identified confusion among faculty and staff in particular regarding ACC's mental health resources and processes. This no doubt means that students also experience confusing when accessing support. One of the objectives of the plan is to reduce this confusion and streamline and clarify processes and procedures around mental health support and services.

Lack of Diversity in Staffing: Employee lack of diversity creates barriers for achieving equity in mental health supports and services (Mowreader, 2023; Steve Fund and Jed Foundation, 2017). Students from traditionally under-served and under-represented populations may face a higher risk of mental health challenges and require specialized, focus communication and support (Sontag-Padilla, et al., 2023; Lipson et al., 2022). These students face cultural hurdles in accessing mental health resources, but if they feel seen and heard by people who have the same background and experiences, they will be more apt to use those services (Mowreader, 2023). Diverse student-led groups and communities are another approach to engaging students of color and first-generation students in mental health programming (Sontag-Padilla, et al., 2023).

ACC recognizes the importance of a diverse employee base. To this end, the College is monitoring the racial and ethnic diversity of new hires and in the last year hired a new HR position that in part focuses on recruiting for minority candidates. Two years ago, ACC hired its first Director of Diversity & Inclusion, a

position that also supports minority and other under-represented employees and students. ACC recently hired an Outreach Recruiter who focuses on under-represented communities in Alamance County. This position also works with first-year minority students as a mentor.

Culturally Specific Mental Health Resources

In order to effectively support student mental health, colleges need to reach students where they are, and no one single approach will work with all student populations. Different groups require different approaches. Minority stress theory research shows a direct connection between discrimination and overall wellbeing (Kirkinis et al., 2021; Woodard et al., 2018; Stebleton, Soria, & Huesman, 2014). At-risk groups experience microaggressions, structural racism/discrimination, overt insults, and threatening behavior, and consequently suffer from higher rates of mental health distress (Kalkbrenner et al, 2021; Woodard et al., 2018). Community college students in particular enroll more students of color and students from at-risk populations than their four-year counterparts (Kalkbrenner et al, 2021), making equity an important component of community college mental health services. The literature provides guidance for working with many student populations. ACC works with African-American, Hispanic/Latino, and LGBTQ+ students, as well as veterans and first-generation students. ACC will tap into these resources when planning awareness campaigns and creating programs and activities for students. The training that faculty, staff, and students receive as part of the QEP will include information about ensuring equity in mental health support and services for these groups.

Students of Color: A review of the social science literature on “the relationship between racial oppression and psychological functioning” supports a statistically significant association between racial discrimination and trauma (Kirkinis et al., 2021). Recognizing the connection between racism and wellbeing, the Equity in Mental Health Framework (Steve Fund & Jed Foundation, 2017) provides key implementation strategies for addressing the mental and emotional health of students of color. A Harris Poll of racially diverse college students conducted by the Steve Fund and Jed Foundation in 2017 found that first-year African-American students were more likely than white peers to report feeling overwhelmed and that students of color are less likely to seek help than white students (Steve Fund & Jed Foundation, 2017). Additionally, the survey revealed that students of color are less likely to report their campus as inclusive and less likely to describe their campus climate as “excellent” or “good.” In the same vein, students of color are more likely than their white peers to agree with the statement that their college takes a “one-size-fits-all” approach to student engagement (Steve Fund & Jed Foundation, 2017). The sense of belonging is a “protective factor” against mental health disorders (Stebleton, Soria, & Huesman, 2014) and is an especially important factor for students who may feel marginalized. The Equity in Mental Health Framework outlines recommendations and key implementation strategies to communicate the importance of mental health to racially diverse students and provide tailored interventions. A sampling of those recommendations and strategies is provided below.

- Identify and promote the mental health and wellbeing of students of color as a campus priority.
- Engage students of color to provide guidance and feedback on matters of student mental health and emotional wellbeing.
- Create forums and supportive spaces for students of color to discuss and respond to current issues and events that are central to their experiences, such as race-related stress, feelings of belonging, feelings of marginalization on campus, stereotype threats, and the emotional challenges facing first-generation college students.
- Create dedicated roles to support the wellbeing and success of students of color.
- Actively advertise programs on campus, on the internet, and via social media. Advertise early with frequent follow-up, using multiple modalities and locations on campus.
- Take programming to students in places they routinely access.

- Support faculty and staff in attending professional conferences with a focus on multicultural issues.

Veterans and Service Members: A national study of veteran college students compared those students to their non-veteran peers and found a greater ratio of veteran students having positive screens for depression, anxiety, and suicidal ideation (Valenstein et al., 2019). While the study found that student veterans had high rates of mental health distress, one promising result was that these students were more likely to seek treatment than their non-veteran peers. Noosha & Bennett (2017) found that sharing information about veteran-related mental health topics with faculty and staff can aid in earlier detection of problems and earlier interventions by qualified staff, and that qualified staff need training in evidence-based veteran-specific services in order to provide the best care for veteran students. One study has shown that veterans are most likely to see positive outcomes from mental health support and services that are offered by those who have experience with military life (“Veterans,” 2017).

LGBTQ+ Students: As indicated by Woodford et al. (2018), research shows that sexual and gender minority college students are more prone to report mental health problems and psychological distress than their non LGBTQ+ peers. Similar to other at-risk and under-represented populations, these students report experiencing chronic stress associated with denigrating behaviors and report negatively on campus climate (Woodford et al., 2018).

Resilience theory has been shown to provide protection against depression and suicide among LGBTQ+ students (Woodard et al., 2018). Resilience theory suggests that external resources (such as social support and community involvement) and personal assets (such as self-esteem and coping skills) provide a level of support in combating mental distress (Fergus & Zimmerman, 2005). Woodard et al. (2018) report that resilience theory has shown promise in buffering the impact of discrimination on gender and sexual minority students. They define resilience as “the psychological capacity to bounce back from stressful situations” and “possessing personal qualities that may enable this process” and conducted a study showing that resilience was a protective factor for LGBTQ+ students; in their words, “resilience moderated the microaggressions-suicide relationship.” Strengthening psychological resilience while at the same time working to reduce discrimination, ACC can help to improve the mental health of this at-risk population.

First-generation College Students also tend to face unique mental health needs. To be successful, they must adjust to an unfamiliar academic culture without the resources and information that their non-first-generation peers possess, and they are more likely to have faced disparities such as a low socioeconomic background (Kalkbrenner et al., 2021). The fact that first-generation students make up one-half of the community college population in the United States puts further pressure on two-year colleges to improve mental health services for this population (McFadden, 2016). McFadden (2016) reports that first-generation students are 70% more likely to drop out of college than their non-first-generation peers. These factors contribute to an increased amount of academic distress compared to students whose parents have earned a college degree (Kalkbrenner et al., 2021). One study determined that the REDFLAGS model (Kalkbrenner, 2016) was an effective tool for promoting first-generation community college students’ mental health. The REDFLAGS model identifies eight warning signs using the acronym: **R**ecurrent and uncharacteristic class absences, **E**xtrême and unusual emotional reactions, **D**ifficulty concentrating, **F**requent displays of anxiety about assignments, **L**ate or incomplete assignments turned in abruptly, **A**pathy towards personal appearance and hygiene, **G**ut feeling that something isn’t right, **S**udden deterioration in quality of work or work content becomes negative or dark (Kalkbrenner, 2016). In the study, “first-generation community college students’ recognition of the REDFLAGS as warning signs for mental distress emerged as a significant positive predictor of referral to the counseling center” (Kalkbrenner, 2021).

Resources

A listing of culturally specific mental health and wellness resources is provided below.

African-American Focused Resources

- Black Emotional and Mental Health Collective (BEAM): <https://beam.community/> is a training, movement building, and grant making organization dedicated to the healing, wellness, and liberation of Black and marginalized communities.
- Black Girls Smile, Inc.: <https://www.blackgirlssmile.org/> promotes positive mental health for African American women and girls.
- The Boris Lawrence Henson Foundation: <https://borislhensonfoundation.org/> works to change the perception of mental illness in the African-American community by encouraging people to get the help they need. The Foundation also focuses on stigma/self-stigma reduction and building trust between the Black community and the mental health field.
- Innopsych: <https://www.innopsych.com/> has a mission to bring healing to communities of color by changing the face and feel of therapy. They strive to make therapists of color more visible in the community by creating a path to wellness-themed business ownership, to make it faster and easier for people of color to match with a therapist of color, and to create a major shift in how communities of color view therapy.
- The Steve Fund: <https://stevefund.org/> is an organization focused on supporting the mental health and emotional wellbeing of young people of color.

Hispanic/Latino Focused Resources

- El Futuro: <https://elfuturo-nc.org/> is a nonprofit outpatient clinic providing mental health services to Latino families in a bilingual environment of healing and hope.

Veterans

- NCCARE360: <https://nccare360.org/> is a statewide network that unites health care and human services organizations with a shared technologies that enables a coordinated, community-oriented, person-centered approach for delivery care in North Carolina. NCServes: <https://nccare360.org/ncserves/> is a part of the network specifically serving veterans, service members, and military families.
- Veterans Crisis Line: 988, press 1 or text 838-255, or chat online: <https://www.veteranscrisisline.net/get-help-now/chat> – is available for veterans or service members experiencing a mental health crisis via phone, text, or chat. This is a 24/7 resource that does not require VA benefits.

LGBTQ+ Focused Resources

- The Trevor Project: Call 1-866-488-7386, text START to 678-678, or chat online: <https://www.thetrevorproject.org/get-help/> serves LGBTQ+ youth when they are struggling with issues such as coming out, their identity, depression, or suicide
- Trans Lifeline: <https://translifeline.org/> is a trans-led, peer support hotline, 877-565-8860.
- The Network/La Red: <http://www.tnlr.org/en/24-hour-hotline/> is a 24-hour hotline that provides confidential emotional support, information, referrals, safety planning, and crisis intervention for the LGBTQ population, as well as those in these communities who are being abused or have been abused by a partner.

The following organizations can provide additional resources to support ACC's Quality Enhancement Plan.

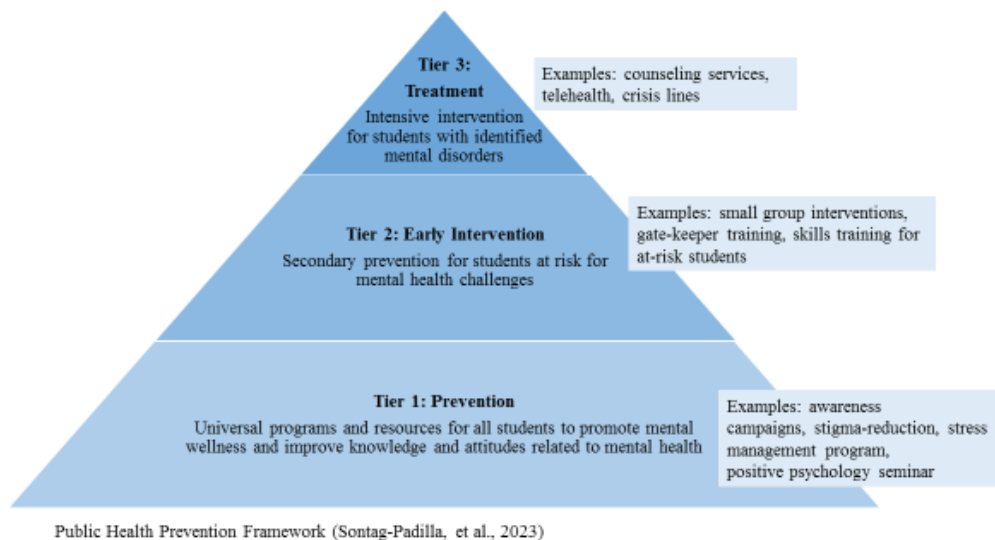
- Active Minds
- American Brain Coalition
- American College Counseling Association
- American Counseling Association
- American Foundation for Suicide Prevention
- Anxiety & Depression Association of America
- BIPOC Mental Health Month (Black, Indigenous and People of Color)
- GLSEN (Gay, Lesbian, and Straight Education Network)
- Half of Us
- International Association for Suicide Prevention
- Mental Health America
- Mental Health Is Health (MTV Entertainment Studios Initiative)
- National Alliance on Mental Illness
- National Council for Suicide Prevention
- North Carolina College Counseling Association
- North Carolina Counseling Association
- Rethink Mental Illness
- Substance Abuse and Mental Health Services Administration (US Government)
- Take 5 to Save Lives
- The Jed Foundation
- The STARR Coalition
- ULifeline
- World Health Organization

ACC's Quality Enhancement Plan

As recommended by Sontag-Padilla et al. (2023), ACC will employ the Public Health Prevention Framework to guide its efforts. The Public Health Prevention Framework (World Health Organization, 2004) organizes mental health on a scale from mental wellness to mental illness and has been used in a variety of educational, health, and community contexts (Sontag-Padilla et al., 2023). The model, represented in a pyramid, distinguishes between prevention and early intervention strategies, with the largest and foundational tier emphasizing the importance of universal programming for all students to ward off mental illness, and providing a secondary (smaller) level of prevention for at-risk students. The final and smallest tier of the pyramid focuses on treatment for students who have identified mental disorders. Sontag-Padilla et al. (2023) draw on the framework to describe a continuum of care that starts with preventative programs and resources for all students and ends with intensive treatment for a smaller percentage of the population.

Public Health Prevention Framework

In this Quality Enhancement Plan, ACC draws upon the Public Health Prevention Framework to implement an approach that combines **awareness and prevention, early intervention, and ongoing support**. Many colleges find themselves in a triage situation, applying first aid to the problem instead of seeking to understand the underlying issues. The mental health crisis requires colleges to apply this first aid to students who are in crisis, while at the same time seeking to implement a holistic approach to students' overall wellbeing.



ACC will employ another best practice by integrating mental health services into the broader college. ACC will house mental health initiatives and short-term counseling services in the Student Support Center, the same department housing wrap-around services for students:

- food pantry
- frozen meals provided by the culinary students and available for those with food insecurity
- disability services
- community resources

- Male Mentoring
- Success coaches

The Student Support Center will serve to eliminate existing silos and encourage collaboration in order to fully support students. The college’s goal is to create a centralized location that will not only provide students with access to already existing resources and services but will also provide training to increase coping skills and knowledge traditionally obtained through insurance-based resources.

In spring 2023, the college converted a Student Success Director position into the Director of Wellness and Student Support. The position oversees most of the areas of non-academic student support that the former position was responsible for (including disability services, TRIO, MMSI (Multicultural Male Success Initiative), student activities, Single Stop, and the food pantry) as well as student wellness and will report directly to the Vice President of Student Success. The Student Support Department Organizational Chart is shown in Appendix F. A complete job description for the Director of Wellness and Student Support can be found in Appendix G.

Wellness and Student Support Director Jennifer Brownell began working in this role on August 1, 2023. Her credentials include an M.S. and Ed.S. in Counseling. She has National Counselor Certification (NCC), QPR Instructor Training (suicide prevention), is Safe Zone trained, and is a registered Yoga instructor (RYT-200).

To ensure broad integration of prevention and early intervention strategies, ACC will also include faculty, staff, and students as implementers.

Actions to Be Taken

Project Goal: To improve curriculum student success through enhanced and integrated mental health awareness, support, and services.			
Objective 1: Improve Mental Health Awareness			
	Prevention and Early Intervention Strategies	Responsible Parties	Outcomes
Objective 1.1 Provide “First Aid” Education and Training for Faculty, Staff, and Students	Provide basic “first aid” training in mental health awareness, recognition of warning signs, and appropriate response and campus referral processes. Training may include Mental Health First Aid, QPR (suicide prevention), Safe Zone, and other population-specific approaches.	Center for Development & Leadership (CDL) in partnership with Student Support Center and Strategic Plan Teams Mental Health Task Force Mental Health Awareness Club and Office of Student Life & Engagement	Faculty, staff, and students will have a basic understanding of mental health and wellbeing, will be able to recognize warning signs, and will be able to provide a first line of defense for students displaying signs of mental and emotional distress. Faculty will refer students to counselors in the Student Support Center, as needed, for mental health concerns.

<p>Objective 1.2 Launch Awareness Campaigns</p>	<p>Launch campus-wide campaigns promoting mental health awareness, destigmatizing mental health, and publicizing availability of campus support services. Campaigns will use email, texts, social media, presentations at meetings, and posters, window clings, floor stickers, etc. around campus.</p>	<p>Marketing Department and ACC Print Shop</p> <p>Materials will be placed on the main campus in Graham, at the Dillingham Center, and at the College's other off-campus instructional sites.</p> <p>Materials will also be placed online for students in online courses.</p>	<p>Students, faculty and staff will be aware of ACC's mental health support services.</p> <p>Students will self-refer and/or refer friends to the Student Support Center for help in dealing with mental health challenges.</p>
<p>Objective 1.3 Promote Mental Health Strategies through Student Programs and Activities</p>	<p>Provide student activities and resources that help students manage stress and anxiety.</p> <p>Create a Mental Health Awareness Club for students.</p>	<p>Mental Health Awareness Club and Office of Student Life & Engagement</p>	<p>Students participating in activities will gain strategies for maintaining mental health.</p>
<p>Objective 2: Enhance Mental Health Resources and Services</p>			
	<p>Prevention, Early Intervention, and Treatment Strategies</p>	<p>Responsible Parties</p>	<p>Outcomes</p>
<p>Objective 2.1 Increase Counseling Staff</p>	<p>Hire a Director of Wellness and Student Support with counseling credentials.</p> <p>Hire a Disability Services Coordinator with a background in counseling.</p> <p>Hire a TRIO advisor with mental health training who can dedicate time each week to student counseling/triage.</p>	<p>VP of Student Success, EVP, and Human Resources</p>	<p>Students will utilize the Student Support Center, which will have staff available for triage, short-term counseling, and referral to outside counseling services.</p>
<p>Objective 2.2 Review College Policies and Procedures to Support Mental Health</p>	<p>Review and revise campus procedures for referring students in urgent and non-urgent situations.</p>	<p>Mental Health Task Force, President's Cabinet</p>	<p>Faculty and staff will find the process to refer students to be effective and efficient. Referrals include students in immediate distress well as students who need</p>

	Review and revise campus policies and procedures to support mental health.	EVP, President’s Cabinet	follow up but not urgent care. Improve timeliness of responses to students. Policies and procedures will support mental health
Objective 2.3 Improve 24/7 Telehealth Services	Contract with a company that provides online mental health care that offers talk therapy with qualified, licensed counselors. ACC will look for a company with quick response times, online resources, and a comprehensive, user-friendly platform.	Mental Health Task Force	Students will be able to access effective just-in-time mental health care 24/7.
Objective 2.4 Expand Partnerships with Community Mental Health Providers	Develop and maintain relationships with community mental health providers in order to provide referrals to students for longer-term counseling and assistance.	Mental Health Task Force and Student Support Center to include Director, Coordinator of Single Stop, Veterans Coordinator, Disability Services Coordinator, TRIO Advisor, and Recruiter/First Year Mentor	Students will be aware of community mental health resources and providers.
Objective 2.5 Support Faculty and Staff Mental Health	ACC will support employee mental health through wellness days, community resources, 24/7 telehealth services, and mental health and wellness programming.	Mental Health Task Force in partnership with Human Resources and Strategic Plan Team Grow	Employees will participate in support services and programming to maintain and strengthen their mental health.
Objective 3: Foster a Supportive and Inclusive Campus Environment			
	Prevention Strategies	Responsible Parties	Outcomes
Objective 3.1 Provide Faculty and Staff Training	Provide training to faculty and staff in practices that promote inclusivity, empathy, and cultural awareness in and outside of the classroom.	Mental Health Task Force in partnership with the CDL, Strategic Plan Teams, DEI Director	Faculty and staff will participate in professional development related to inclusive practices.

<p>Objective 3.2</p> <p>Foster a Sense of Community through Student Programs and Activities</p>	<p>Provide student activities and resources that promote inclusivity, empathy, and cultural awareness.</p>	<p>Mental Health Awareness Club and Office of Student Life & Engagement along with the Director of DEI</p>	<p>Students participating in activities will gain a sense of belonging and community.</p>
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Timeline

The following lists provide a timeline of activities by year.

Preparation Year: 2023-24

Fall 2023

- Hire Director of Wellness & Student Support
- Hire Coordinator of Disability Services
- Hire TRIO Advisor & Wellness Counselor
- Hire Outreach Recruiter/First Year Mentor
- Select QEP Director
- Launch campaign to raise awareness of the QEP and of mental health
- Select telehealth company for students
- Select external assessment tool
- Continue to offer strategic plan activities that foster mental and physical health of employees and students

Spring 2024

- Continue awareness campaign
- Form Mental Health Task Force
- Rebrand and refurbish Student Support Center
- Conduct assessment of campus referral processes
- Update campus referral processes
- Administer external assessment for baseline data

Implementation Year 1: 2024-25

Fall 2024

- Analyze baseline data from external assessment in spring 2024
- Continue awareness campaign
- Provide basic mental health “first aid” training for faculty, staff, and students
- Implement revised campus referral processes; provide training on updated processes
- Offer programming and activities for students that promote mental health strategies
- Support employee mental health through telehealth services, wellness days, and other activities

Spring 2025

- Continue awareness campaign
- Provide basic mental health “first aid” training for new faculty, staff, and students
- Provide faculty and staff training in inclusive practices
- Offer programming for students that promotes inclusivity, empathy, and cultural awareness

- Support employee mental health through telehealth services, wellness days, and other activities
- Administer external assessment
- Complete Year 1 QEP Report and present to President's Cabinet

Implementation Year 2: 2025-26

Fall 2025

- Analyze data collected in year 1, make corrections as needed
- Continue awareness campaign
- Launch review of College policies and procedures to support mental health
- Provide basic mental health "first aid" training for faculty, staff, and students
- Offer programming and activities for students that promote mental health strategies
- Support employee mental health through telehealth services, wellness days, and other activities

Spring 2026

- Continue awareness campaign
- Complete review of policies and procedures; submit changes to President's Cabinet; secure Board approval of new/revised policies
- Provide basic mental health "first aid" training for new faculty, staff, and students
- Provide faculty and staff training in inclusive practices
- Offer programming for students that promotes inclusivity, empathy, and cultural awareness
- Support employee mental health through telehealth services, wellness days, and other activities
- Administer external assessment
- Complete Year 2 QEP Report and present to President's Cabinet

Implementation Year 3: 2026-27

Fall 2026

- Analyze data collected in year 2, make corrections as needed
- Continue awareness campaign
- Provide basic mental health "first aid" training for faculty, staff, and students
- Offer programming and activities for students that promote mental health strategies
- Support employee mental health through telehealth services, wellness days, and other activities

Spring 2027

- Continue awareness campaign
- Provide basic mental health "first aid" training for new faculty, staff, and students
- Provide faculty and staff training in inclusive practices
- Offer programming for students that promotes inclusivity, empathy, and cultural awareness
- Support employee mental health through telehealth services, wellness days, and other activities
- Administer external assessment
- Complete Year 3 QEP Report and present to President's Cabinet

Implementation Year 4: 2027-28

Fall 2027

- Analyze data collected in year 3, make corrections as needed
- Continue awareness campaign

- Provide basic mental health “first aid” training for faculty, staff, and students
- Offer programming and activities for students that promote mental health strategies
- Support employee mental health through telehealth services, wellness days, and other activities

Spring 2028

- Continue awareness campaign
- Provide basic mental health “first aid” training for new faculty, staff, and students
- Provide faculty and staff training in inclusive practices
- Offer programming for students that promotes inclusivity, empathy, and cultural awareness
- Support employee mental health through telehealth services, wellness days, and other activities
- Administer external assessment
- Complete Year 4 QEP Report and present to President’s Cabinet

Implementation Year 5: 2028-29

Fall 2028

- Analyze data collected in year 4
- Continue awareness campaign
- Provide basic mental health “first aid” training for faculty, staff, and students
- Offer programming and activities for students that promote mental health strategies
- Support employee mental health through telehealth services, wellness days, and other activities

Spring 2029

- Continue awareness campaign
- Provide basic mental health “first aid” training for new faculty, staff, and students
- Provide faculty and staff training in inclusive practices
- Offer programming for students that promotes inclusivity, empathy, and cultural awareness
- Support employee mental health through telehealth services, wellness days, and other activities
- Administer external assessment
- Complete final report and present to President’s Cabinet

Mental Health Awareness Calendar

Programming for faculty, staff, and students throughout the year will take into account the mental health awareness calendar, which includes the following:

- **January** is Mental Wellness Month and Stalking Awareness Month.
- **February** is Black History Month and Heart Health Month, and includes World Cancer Day and Eating Disorders Awareness and Screening Week.
- **March** includes Self-injury Awareness Day, National Sleep Awareness Week, World Sleep Day, Brain Awareness Week, National Drug and Alcohol Facts Week, National LGBTQ Health Awareness Week, and World Bipolar Day.
- **April** is Sexual Assault Awareness and Prevention Month, BIPOC Health Month, National Arab Heritage Month, National Stress Awareness Month, Workplace Violence Prevention Awareness Month, and Alcohol Awareness Month and includes Alcohol Screening Day, GLSEN Day of Silence, and Volunteer Week.

- **May** is Mental Health Awareness Month, Women’s Health Month, and Asian American and Pacific Islander Month and includes Maternal Mental Health Awareness Week, Tardive Dyskinesia Awareness Week, National Children’s Mental Health Awareness Day, and the International Day of Women’s Health.
- **June** is Pride Month, PTSD Awareness Month, Men’s Health Month, and National Immigrant Heritage Month, and includes Multiracial Heritage Week.
- **July** is Bebe Moore Campbell National Minority Mental Health Month and BIPOC Mental Health Month and includes International Self-Care Day.
- **August** includes National Grief Awareness Day.
- **September** is Recovery Month and National Suicide Prevention Month and includes part of Hispanic Heritage Month, Suicide Prevention Week, and World Suicide Prevention Day.
- **October** is Hispanic Heritage Month, ADHD Awareness Month, Depression Awareness Month, Bullying Awareness Month, Domestic Violence Awareness Month, and Breast Cancer Awareness Month, and includes the Anniversary of the Mental Health Parity and Addiction Equity Act, Mental Illness Awareness Week, National Day of Prayer for Mental Illness, National Depression Screening Day, OCD Awareness Week, World Mental Health Day, and National Coming Out Day.
- **November** is National Family Caregivers Month, National Diabetes Month, and Native American Heritage Month, includes Transgender Awareness Week, International Survivors of Suicide Loss Day, Transgender Day of Remembrance, and Giving Tuesday.
- **December** includes International Day of Persons with Disabilities.

Resources to Initiate, Implement, and Complete the QEP

The College will ensure that human and financial resources are provided to initiate and sustain the Quality Enhancement Plan.

Human Resources

The QEP Director will provide overall leadership for the QEP and ensure the projected tasks and assessments are completed each semester. The QEP Director will report directly to the Executive Vice President for QEP-related duties. The EVP reports directly to the President. The Mental Health Task Force, to be chaired by the QEP Director and which operates as a QEP advisory committee, provides oversight for the QEP.

QEP Director Responsibilities include the following:

- Is responsible for overall management of the QEP
- Chairs the Mental Health Task Force
- Ensures that annual assessment measures are implemented, completed, and results disseminated appropriately
- Works with Task Force to analyze assessment results
- Works with Task Force to use results to improve the plan
- Creates the Annual QEP Report
- Ensures that activities and programming are being planned and implemented throughout the year
- Answers questions and shares information related to the QEP to internal and external stakeholders
- Monitors QEP budget
- Writes the Five Year Impact Report

In addition, the Task Force provides a formal platform for the Director of Wellness and Student Support and QEP Director to coordinate and align their efforts to improve overall wellness on campus.

Recommendations based on annual reports from the Task Force will be passed along by the QEP Director to the Executive Vice President and President's Cabinet for approval and implementation. The current QEP Committee (Plan Creation Committee) will continue to provide guidance for the QEP planning and implementation until the spring of 2024, after the College's SACSCOC on-site visit for reaffirmation takes place and suggestions from the on-site committee are implemented.

Financial Resources

ACC has a sound financial base and has demonstrated its financial stability as it supports the mission, programs, and services of the College. This stability will allow ACC to fund its QEP efforts.

The College has three distinct categories of sound financial resources: State Funds, County Funds and Institutional Funds. The College will leverage State and Institutional funding to support the Quality Enhancement plan.

State Funds: The financial support of North Carolina Community Colleges is provided for in the General Statutes of the State of North Carolina. The State funds the instructional and administrative costs of the College's educational programs and services, and the local government(s) hosting the College provide funds for facilities and operating costs. Institutions of the North Carolina Community College System are

primarily funded by governmental appropriations that are less driven by market forces than internally generated (or institutional) funding.

The North Carolina Community College System (NCCCS) Formula Budget Computation for budgeting includes curriculum and continuing education full-time equivalent (FTE) funding, the president's allotment, and instructional support. For fiscal year 2023, the College's total budget allotment was \$27,950,111. Student enrollment, judged via FTE (or full-time enrollment), has fluctuated over recent years and was impacted by the coronavirus pandemic. Student enrollment hit a peak in 2019-2020 but declined by nearly 10% after the pandemic. Since the 2021-22 academic year, the College has experienced a year and a half of increasing enrollment. Fall 2023 curriculum student enrollment is up by 5% over the previous fall semester. The College's Continuing Education Division saw a 22% increase in its recent reporting period. Given that the population of Alamance County is projected to grow by 12.2% over the next decade (NC OSBM, 2022), ACC is poised to see continued enrollment growth, which should continue to provide a stable financial base.

Though the College's FTE experienced an overall decrease in the two years following the pandemic, the amount of State aid has continued to increase, in general. The amount of State aid is allocated among 58 community colleges via funding formulas based upon budgeted FTE levels primarily, with some added performance-based funding. Allocations of State aid include incremental funding for State-approved salary increases and increases in the cost of benefits (primarily retirement and health insurance).

Local Funds: Alamance County also allocates funds for general administration, operation, equipment and maintenance of ACC campuses and sites within the county. During fiscal year 2023, the total County budget for all Alamance County centers and sites was \$3,529,889 for operating expenditures as well as \$334,000 to meet equipment and other capital needs. County support is mandated by North Carolina, including requirements to provide facilities and operational support for facilities, as well as furniture, equipment, and insurance. And, if available, the Board could allocate a portion of County support to supplement the programs supported by State aid.

ACC enjoys the support of Alamance County citizens. A local bond referendum was enacted in November 2018, which gave Alamance County the ability to provide over 39.6 million dollars of funding for capital projects for Alamance Community College. These funds, combined with a State funded (Connect NC) bond of over \$6,000,000 dollars, allowed Alamance Community College to make significant capital improvements. Over the past five years, ACC has renovated existing buildings, added two new instructional facilities, and is currently building an additional off-campus public safety training center.

Institutional Funds: Institutional Funds consist of resources not included in State or Local Funds. Those resources consist of pass-through funds, grants, fees from live projects, and capital funding. Live projects include monies collected from culinary, cosmetology, dental clinic, automotive, animal care, etc. The College's bookstore fund currently has a balance of nearly 1.6 million (ACC Finance Office, 2023).

Although legally separate, the Alamance Community College Foundation is an ACC blended component unit. The purpose of the Foundation is "to promote, develop, and encourage public support of" the College and "to solicit, acquire, receive and administer, and hold property, both real and personal, for the benefit of" the College. The ACC Foundation manages substantial financial assets (17.4 million as of June 30, 2023) to fund scholarships, a promise program providing free college to qualified students, and faculty-staff annual grants, among other projects. In 2022-23, the Foundation awarded \$803,000 in scholarships (ACC Foundation, 2023).

Grant proceeds provide a substantial, yet variable, revenue stream and aid in the expansion of program and service offerings for students. These special grants are outside normal allocations from federal and state sources and also sometimes include non-profit groups and others. In the last three years, ACC

received nearly \$30 million dollars' worth of grant funding (not including COVID relief funding), including Title III federal grants, state grants, special state and federal budget allocations, and other donations. ACC's internal grant processes and staffing model have matured over the last three years to provide a solid foundation for seeking, receiving, managing, and implementing grants.

Annual Financial Statements: ACC provides evidence of its sound financial resources and stable financial base through information contained in its annual financial statements. As per ACC Policy 6.2.12 - Sound Fiscal and Management Practices, each year, the annual financial statements are prepared in accordance with applicable regulations, namely the Governmental Accounting Standards Board (GASB) Standards. These annual financial statements provide a comprehensive, entity-wide perspective of revenues, expenses, equity (a.k.a. net position), changes in equity (a.k.a. net position), and cash flows, all of which are summarized in the Management's Discussion and Analysis and detailed in the Notes to the Financial Statements. And, each year, ACC's Board of Trustees reviews and accepts the budget.

Bi-annual Audit: For the year ended June 30, 2022, which is the most recent completed fiscal year, the external auditor, S. Preston Douglas & Associates, issued an unmodified opinion, which is the highest opinion that can be attained, and identified no deficiencies in internal control over financial reporting that were considered material weaknesses. In previous audited report for the fiscal year ended June 30, 2018, the external auditor, S. Preston Douglas & Associates, also issued an unmodified opinion, which is the highest opinion that can be attained, and identified no deficiencies in internal control over financial reporting that were considered material weaknesses.

Over recent years, the College's financial condition has remained stable, with slight improvement, which demonstrates continued financial stability.

Salaries and Stipends

The QEP Director will receive an annual stipend of up to \$8,194, or a reduction in duties, or some combination thereof, depending on the employee who is selected. The annual stipend amount was derived using an hourly rate of \$34.14, which is the College's rate for a master's credentialed instructor, times 5 hours a week for 20 hours a month of additional QEP-related duties.

The College committed to hiring counseling-credentialed employees in two open state-funded positions: a former Director of Student Success position revised into a new Director of Wellness & Student Support, a Disability Services Coordinator, and a grant-funded TRIO Advisor position. The TRIO position was revised to become a TRIO Academic Advisor & Student Wellness Counselor to be split funded with 50% paid by the grant and 50% by State funds (TRIO Advisor salary estimated at \$65,000).

These staff members will provide intervention as needed for students in distress as well as short-term counseling for students who need treatment while transitioning to a longer-term therapist. Job descriptions are provided in Appendix H.

Training

For QEP-related training, the College will leverage existing personnel and resources devoted to its established Center for Development and Leadership (CDL) (<https://www.alamancecc.edu/development-and-leadership/>), which coordinates professional development for faculty and staff at ACC. The Center provides weekly, monthly, and annual trainings. The Center is currently planning for its annual fall conference, titled "Engaging in Success and Wellness." Sessions under development can be found here: <http://events.r20.constantcontact.com/register/event?llr=5pmk9kdbb&oeidk=a07ek071xe0d6135c1c>

ACC plans to follow the train-the-trainer model, which provides a cost-effective method of providing training to many faculty and staff. ACC secured a small grant from the NC Governor's Office to provide QPR suicide prevention training (Appendix I). The grant funding will initially train 20 ACC trainers and

fund materials costs for all employees to receive training. The College will continue to fund trainer certification for one employee each year to ensure that there are always certified trainers at ACC as staff come and go over the five years of the project.

Given the number of employees who are already certified in Mental Health First Aid and Safe Zone training (Appendix J) it is feasible to provide much of the training at low cost. Mental Health First Aid provides free training online, but the College will also fund training to secure five additional certified Mental Health First Aid trainers over the span of the project. These trainers will be deployed to train employees college-wide.

As the QEP unfolds, the College may provide additional training in Safe Zone, Trauma-Informed Practices, and other models. As much as possible, ACC will employ a train-the-trainer model to keep costs to a minimum.

Professional staff will maintain membership in the American Counseling Association & American College Counseling Association (\$95 annually), as well as the North Carolina Counseling Association and North Carolina College Counseling Association (\$10 annually). National and state conference registration fees (\$723 annually) and travel (\$800 annually) are also included in the budget summary.

QEP Budget Summary

The following table outlines anticipated costs through the QEP preparation year and subsequent five years of implementation.

	Salaries/ Stipends	Healthy Minds Study	Tele- health**	Training	Awareness Campaigns	Total
Prep Year 2023-24	\$8,194 QEP Director Stipend \$36,875 50% of TRIO Advisor with fringes	\$6,750 for student and faculty/staff surveys	\$88,000 \$5,000 implem- entation fee	\$12,500 QPR training \$2,200 Mental Health First Aid trainer certification \$105 for association fees \$1,555 for association conference travel	\$3,000 for initial outlay of QEP- themed merchandise and print materials	164,179
2024-25	\$8,194 Director \$36,875 50% of TRIO Advisor with fringes	\$6,750	\$88,000	\$495 QPR training for one certified instructor \$2,200 Mental Health First Aid trainer certification	\$1,000 for refreshing QEP- themed merchandise and print materials	145,174

	Salaries/ Stipends	Healthy Minds Study	Tele- health**	Training	Awareness Campaigns	Total
				\$105 for association fees \$1,555 for association conference travel		
2025-26	\$8,194 Director \$36,875 50% of TRIO Advisor with fringes	\$6,750	\$88,000	\$495 QPR training for one certified instructor \$2,200 Mental Health First Aid trainer certification \$105 for association fees \$1,555 for association conference travel	\$1,000 for refreshing QEP-themed merchandise and print materials	145,174
2026-27	\$8,194 Director \$36,875 50% of TRIO Advisor with fringes	\$6,750	\$88,000	\$495 QPR training for one certified instructor \$2,200 Mental Health First Aid trainer certification \$105 for association fees \$1,555 for association conference travel	\$1,000 for refreshing QEP-themed merchandise and print materials	145,174
2027-28	\$8,194 Director \$36,875 50% of TRIO Advisor with fringes	\$6,750	\$88,000	\$495 QPR training for one certified instructor \$2,200 Mental Health First Aid trainer certification	\$1,000 for refreshing QEP-themed merchandise and print materials	145,174

	Salaries/ Stipends	Healthy Minds Study	Tele- health**	Training	Awareness Campaigns	Total
				\$105 for association fees \$1,555 for association conference travel		
2028-29	\$8,194 Director \$36,875 50% of TRIO Advisor with fringes	\$6,750	\$88,000	\$495 QPR training for one certified instructor \$2,200 Mental Health First Aid trainer certification \$105 for association fees \$1,555 for association conference travel	\$1,000 for refreshing QEP-themed merchandise and print materials	145,174
Funding Source	State	State - ACC Research & IE budget	Institutional Bookstore funds***	Grants or State – ACC Student Support Budget	State - ACC Marketing budget	

*Figure based on recent quote from Healthy Minds Study (HMS) for Student and Employee Surveys.

**Figures based on TimelyCare special fee structure for NCCCS colleges.

***Recent communication from TimelyCare and the NCCCS indicate that the NCCCS may be purchasing a statewide contract to cover colleges’ telehealth costs.

Assessment

ACC will use a variety of assessments to determine the success of the QEP’s direct and indirect outcomes. The Collee will track both overall and disaggregated results wherever possible to ensure that the lowest performing student populations show significant improvement. Tracking these results over time should answer the main question, “Is ACC improving student success through enhanced and integrated mental health awareness, support, and services?”

The College’s Office of Research & Institutional Effectiveness will work with the QEP Director to ensure that assessment measures are implemented and results disseminated appropriately.

Annual results will serve as formative assessments to be shared with the Mental Health Task Force, which will analyze the results and identify areas for improvement based on those results. Results will also be shared with the President’s Cabinet and college-wide. Summative assessments will provide the final metrics for the QEP Impact Report at the end of the five-year project.

Overall Scores: Direct Measures of Student Retention and Completion

The table below provides baseline data, annual targeted benchmarks for each implementation year, and the assessment measure that will be used to generate the data.

Outcome	Baseline	Target	Cohort (Fall Start)	Assessment Measure
Student fall-to-spring progression rates will increase.	77% 2022-23 results	78% - spring 2025 80% - spring 2026 82% - spring 2027 84% - spring 2028 86% - spring 2029	2024 2025 2026 2027 2028	Internal ACC fall-to-spring report generated for Annual Program Reports and Overall
Student first-year (fall-to-fall) progression rates will increase.	60% first-year progression, Fall 2021 cohort NCCCS Average – 69% Based on 2023 NCCCS Performance Measures report	61% - spring 2025 62% - spring 2026 65% - spring 2027 68% - spring 2028 71% - spring 2029	2023 2024 2025 2026 2027	NCCCS Performance Measures Report and NCCCS Dashboards
Student completion will increase (4 year rate including dual-enrolled).	52% curriculum completion, Fall 2018 cohort NCCCS Average – 57% Based on 2023 NCCCS Performance Measures report	53% - spring 2025 54% - spring 2026 55% - spring 2027 56% - spring 2028 57% - spring 2029	2020 2021 2022 2023 2024	NCCCS Performance Measures Report and NCCCS Dashboards

Unlike completion rates, which are lagging indicators, retention metrics provide immediate data, with results available each spring and fall. Fall-to-spring progression targets are based on the highest

percentages for the 2022-23 academic year. This data is disaggregated by curriculum program: Nursing had the highest fall-to-spring retention at 88%, followed by several programs in the high 70s (Automotive Technology, Welding), and the average for all university transfer programs is 71%. Most other ACC programs’ fall-to-spring retention rates fall in the 60s. First-year progression targets are based on the College’s current scores and the NCCCS average scores. ACC’s goal is to be above the average at the end of the QEP. Target scores for first-year progression reflect improvements in efficiency and effectiveness in delivery of programs and services over time as more employees and students engage in mental health awareness, programs, and activities.

The curriculum completion rates obviously require more time to generate results from interventions. Thus, scores increase more slowly and fewer students will be impacted by the QEP. Because the measure includes students who continue to be enrolled, ACC anticipates that some students will remain throughout the QEP years. However, tracking these completion rates during the QEP provides a significant context in which to view current activities, even if a percentage of the students in the cohorts may not have had the benefit of the QEP interventions.

Disaggregated Target Scores: Fall-to-Spring Progression

Data show that Black students have the lowest fall-to-spring progression rates at ACC as compared to their Hispanic and White counterparts. This data is derived from an internal report (2023 is baseline year).

Target Scores by Race/Ethnicity and Gender (baseline in blue)

	2023	2025	2026	2027	2028	2029
Black	60%	62%	64%	66%	68%	70%

Disaggregated Target Scores: First-Year (Fall-to-Fall) Progression

The baseline data provided in each table below is for the Fall 2021 cohort. The years shown denote the date of the NCCCS Performance Measures report, not the date of the cohort in question. The cohorts for each year are identified in the overall direct measures table above.

Target Scores by Race/Ethnicity and Gender (baseline in blue)

	Female	Male
Black	46%	43%
2025	48%	45%
2026	50%	47%
2027	55%	50%
2028	58%	53%
2029	60%	55%

NCCCS Average is 59% for black, female students and 54% for black male students in the fall 2021 cohort.

Target Scores by Pell and Under-Represented (URE) Groups, Non URE Group (baseline in blue)

Pell/URE	50%
2025	51%
2026	52%
2027	54%
2028	56%
2029	58%
Non-Pell/URE	56%

2025	58%
2026	61%
2027	65%
2028	67%
2029	69%

NCCCS Average is 52% for the Pell/URE group and 68% for the Non-Pell/URE group in the fall 2021 cohort.

Disaggregated Target Scores: Curriculum Completion

The baseline data is for the Fall 2018 cohort. The years shown denote the date of the NCCCS Performance Measures report, not the date of the cohort in question. The cohorts for each year are identified in the overall direct measures table above.

Target Scores by Race/Ethnicity and Gender (baseline in blue)

	Black Female	Hispanic Male
	39%	44%
2025	40%	45%
2026	42%	46%
2027	44%	47%
2028	46%	48%
2029	48%	49%

*Black male success rate is slightly higher for the year in question at 46%. Minority male mental health strategies will focus on both areas. NCCCS Average is 49% for Black females and 49% for Hispanic males, 40% for Black males.

Target Scores by Pell and Under-Represented (URE) Groups, Non URE Groups (baseline in blue)

Pell/URE	48%
2025	48.5%
2026	49%
2027	49.5%
2028	50%
2029	50.5%
Non-Pell/URE	41%
2025	41.5%
2026	42%
2027	43%
2028	44%
2029	45%

NCCCS Average is 36% for Pell/URE and 56% for Non-Pell/URE.

Overall Scores: Indirect Measures of Student Participation, Awareness, and Mental Health

In addition to direct measures of student performance, ACC will assess usage through attendance and counseling records as well as through self-reports using an external mental health survey issued as a part of the Healthy Minds Study (more information is provided below on this study). The College will also gather self-reports related to awareness, sense of belonging, and mental health issues.

Outcome	Baseline	Target*	Assessment Measure
Students will use the College’s mental health resources	Spring 2024 data will provide baseline	- spring 2025 - spring 2026 - spring 2027 - spring 2028 - spring 2029	Data collected from ACC Director of Wellness & Student Support and from telehealth provider showing number of students who utilized mental health services.
Students will be aware of the mental health resources available at ACC	Spring 2024 Student Survey will provide baseline	- spring 2025 - spring 2026 - spring 2027 - spring 2028 - spring 2029	Internal survey
Students will have a sense of belonging and a feeling of community	Spring 2024 ACC Student Survey will provide baseline	- spring 2025 - spring 2026 - spring 2027 - spring 2028 - spring 2029	Internal survey
Students will report reduced rates of stress, anxiety, and depression	Healthy Minds Survey Spring 2024 will provide baseline	- spring 2025 - spring 2026 - spring 2027 - spring 2028 - spring 2029	Healthy Minds Survey

*Targets will be set using the baselines determined by spring 2024 internal and external assessments. ACC will include demographic questions in internal surveys to disaggregate data and will create targets for race/ethnicity and other populations as appropriate using the baseline data. Healthy Minds will also include demographic questions to provide disaggregated data.

Assessing QEP Operations: Faculty and Staff Participation, Awareness, and Mental Health

In order to assess the remaining outcomes listed on pages 35-38, the College will also measure faculty and staff participation, awareness, and mental health through attendance data, self-reports, and an external survey.

Outcome	Baseline	Target	Assessment Measure
After receiving training, faculty and staff will have a basic understanding of mental health and wellbeing, will be able to recognize warning signs.	Faculty – 72% Staff – 90% Fall 2023 survey results	75% faculty, 92% staff - spring 2025 77% faculty, 93% staff - spring 2026 78% faculty, 94% staff- spring 2027 79% faculty, 95% staff - spring 2028 80% faculty, 96% staff - spring 2029	Internal survey Note: ACC’s Center for Development & Leadership assesses the quality of each of its sessions through participant surveys.
After receiving training, faculty	Faculty – 57%	58% faculty, 76% staff - spring 2025 60% faculty, 77% staff - spring 2026	Internal survey

Outcome	Baseline	Target	Assessment Measure
will be able to provide mental health “first aid.”	Staff – 76% Fall 2023 survey results	62% faculty, 79% staff- spring 2027 65% faculty, 81% staff - spring 2028 70% faculty, 86% staff - spring 2029	Note: ACC’s Center for Development & Leadership assesses the quality of each of its sessions through participant surveys.
Faculty will refer students to counselors in the Student Support Center, as needed, for mental health concerns.	Faculty – 43% Staff – 59% Fall 2023 survey results	43% faculty, 59% staff - spring 2025 45% faculty, 61% staff - spring 2026 47% faculty, 63% staff- spring 2027 50% faculty, 66% staff - spring 2028 55% faculty, 71% staff - spring 2029	Internal survey
Faculty will be aware of the mental health resources available at ACC.	Faculty – 50% Staff – 47% Fall 2023 survey results	50% faculty, 47% staff - spring 2025 55% faculty, 50% staff - spring 2026 60% faculty, 55% staff- spring 2027 65% faculty, 60% staff - spring 2028 70% faculty, 65% staff - spring 2029	Internal survey
Faculty will find the referral process to be efficient and effective.	Spring 2024 survey will provide a baseline	- spring 2025 - spring 2026 - spring 2027 - spring 2028 - spring 2029	Internal survey
Employees will participate in support services and programming to maintain and strengthen their mental health.	2023-2024 participation will provide a baseline	- spring 2025 - spring 2026 - spring 2027 - spring 2028 - spring 2029	Attendance at events Note: ACC’s Center for Development & Leadership assesses the quality of each of its sessions through participant surveys.
Faculty and staff will participate in professional development related to inclusive practices.	2023-2024 participation will provide a baseline	- spring 2025 - spring 2026 - spring 2027 - spring 2028 - spring 2029	Attendance at events Note: ACC’s Center for Development & Leadership assesses the quality of each of its sessions through participant surveys.
Faculty will report reduced rates of stress, anxiety, and depression	Spring 2024 external survey results will provide a baseline	- spring 2025 - spring 2026 - spring 2027 - spring 2028 - spring 2029	Healthy Minds Survey

External Assessment: Healthy Minds Study

ACC will administer annual surveys from The Healthy Minds Network (HMN), a national organization contributing to adolescent and young adult mental health (Healthy Minds Network, n.d.). HMN is dedicated to improving the mental and emotional wellbeing of young people through innovative, multidisciplinary scholarship. HMN has principal investigators at the University of California-Los Angeles, the University of Michigan, Wayne State University, and Boston University. The network serves as a resource for post-secondary educators, clinicians, and researchers. For 15 years the HMN has administered the Healthy Minds Study (HMS), a population-level survey of post-secondary student mental health, collecting over 740,000 responses at students from more than 530 colleges and universities, including two-year colleges. The network's research efforts have expanded to include studying the role and health of faculty and staff (Healthy Minds Network, n.d.).

The HMS data can be used to inform policy and practice, to advocate for mental health services and programs on campus, to evaluate existing programs, to assess the need for programs and services, to raise awareness of mental health and campus resources, and to make comparisons with peer institutions.

Student Survey: The HMS consists of three core modules: demographics, mental health status, and mental health survey utilization/help-seeking. In addition, elective modules provide student information related to substance use, sleep, eating and body image, overall health, mental health climate, resilience and coping, financial stress, and peer support, among other topics. Colleges may add up to 10 custom questions as well. The data is reported through an initial report, a clean data set, a customized school report, a customized national comparison report, the economic case memo, and an interactive data interface that allows institution contacts to log into a secure server to further explore the data and generate visualizations.

Faculty and Staff Survey: The survey identifies challenges and opportunities that exist with respect to recognizing and responding to student needs. The first three modules capture demographic, mental health, and mental health service utilization attitudes of faculty and staff. The fourth module examines faculty/staff views and experience in supporting students. The fifth module explores the campus climate regarding mental health, both for employees themselves and their perceptions of institutional support for students. The survey takes around 20-25 minutes to complete.

Conclusion

Through the Quality Enhancement Plan *Get on the RAFT – Rise and Flourish Together*, ACC will foster a health-promoting culture that empowers students to cope with life’s stressors in a healthy and productive way, with the goal of improving their retention and completion.

ACC seeks to embrace a culture of belonging, of understanding that “we are all in this together,” a culture in which students understand that College faculty and staff as well as their peers are here to support them in their educational goals and their mental and emotional health needs.

Prioritizing mental health among students, ACC will foster resiliency that will follow them throughout their lifetime. As one university professor put it, “the external metric of success is a student becoming a contributing member of society. Internally, success, at the end of the day, is, ‘Are we creating happy humans?’” (Tugend, 2023).

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Appendices

Helping Students in Distress

Constance Wolfe <crwolfe041@alamancecc.edu>

1 message

Carol Disque <cdisque793@alamancecc.edu>

Thu, Oct 20, 2022 at 10:35 AM

To: All_Employees <all_employees@alamancecc.edu>

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Dear Faculty and Staff:

How can you assist students to find help this semester for mental stress that is affecting their academic work? Attached is some information to help you make appropriate referrals.

Sincerely,
Carol

--

Carol S. Disque

Vice President, Student Success


Alamance Community College

E-mail: cdisque793@alamancecc.edu

Phone: 336-506-4138

Fax: 336-506-4264

Mail: P.O. Box 8000, Graham, NC 27253

 **Helping Students in Distress (Opt C_ QR Code),092222.docx**
251K



Helping Students in Distress: A Guide for Faculty/Staff

Introduction

College is often a difficult and stressful time for students. With students trying to juggle school, work, and family responsibilities, there are times when these demands can feel overwhelming and unmanageable. These feelings can easily disrupt academic performance and may result in emotional distress or harmful behaviors. As a faculty or staff member, you are in a key position to identify and help students who are in distress. If you are seen as caring and trustworthy, you may be a potential resource during stressful times. This may be particularly true for students who are uncomfortable talking to family or friends.

Your expression of concern and interest may be critical in helping students get back on their feet, both academically and personally.

Ways to Assist Students Experiencing Stress

I. Student Assistance Program (SAP)

- SAP is a confidential virtual counseling service available to students and family members offered through ACC.
- This program is available during or after business hours.
- Contact Information
Phone: 704-529-1428 or 800-633-3353
Email: mygroup.com

II. Referral to the Student Success Center

- Complete the Wellness Referral form located on the [Counseling webpage](#) or scan the QR code to access the form (bottom of second page).
- After the referral is received, a counselor will notify the faculty/staff contact. The counselor will reach out to the student within 24-48 business hours of receiving the referral.
- Additional information ***cannot be shared*** unless the student has provided written consent.

III. Referral to the Vice-President of Student Success

- Phone call or email the Vice-President of Student Success, Carol Disque
- Contact Information
Phone: 336-506-4138
Email: cdisque793@alamancecc.edu

Students Experiencing a Crisis

If a student has made any kind of suicide attempt, gesture, has threatened suicide or is violent or physically destructive or in active danger from another person.

How to Respond:

1. Immediately contact Public Safety at 336-506-4000 and Vice-President of Student Success at 336-506-4138
2. Stay with the student until Public Safety arrives
3. Complete the Wellness Referral form after the crisis

Wellness Resources

Encourage students to utilize the community counseling services, crisis management services and wellness resources located on ACC's Counseling webpage.

<https://www.alamancecc.edu/student-success-center-site/counseling-services/>

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How You Can Help Students in Distress: A Guide to Faculty and Staff. University of Texas at Austin. Retrieved August 30, 2022.

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Wellness Services Referral Process Adapted from Wake Technical College Community

10/2/2023
Option C



SCAN CODE

To access the Wellness Referral form

Wednesday, October 5th, 5:15pm

Thursday, October 6th, 2pm

Rest and Rejuvenate

QiGong in the Garden

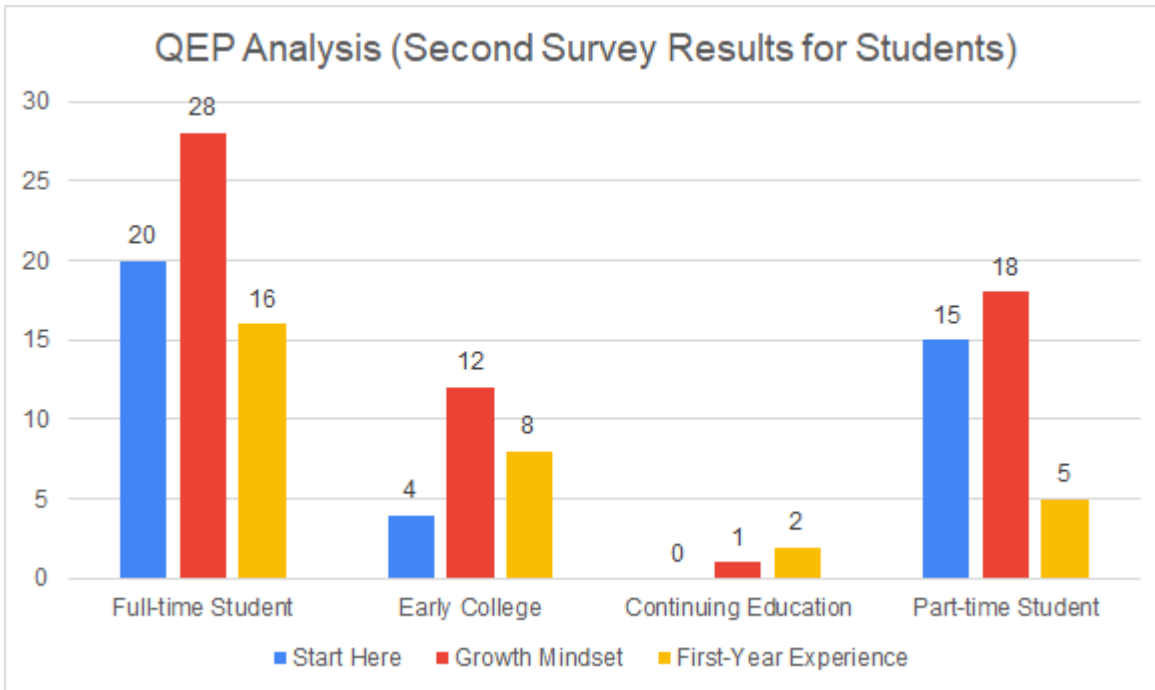
Behind A Building in the
Hawvest Community Garden

Limited space available

RSVP: accvista@alamancecc.edu



QEP Analysis (Survey Results)
November 2022



Comments from Students
<p>After having attended ACC for many years with a degree and a few certificates to that credit; the push to online courses has been a complete disappointment and has turned me away from wanting to continue pursuing my educational credits with ACC or any college that manages online learning so poorly. There is almost zero student:student engagement, no collaboration on collective learning, the responses from the instructors come across as hurried and they really have no idea of the context of the problem(s) facing the students. Online learning has merit for some courses that may not present much demand for student:instructor engagement but the courses I have taken thus far required an enormous amount of extra-curricular research, Web browsing, Youtube videos to learn what should be taught by the instructor... et al. If I am just learning the subject matter by those means of self-searching; what is the role of ACC in my education other than as proctor? It's a very disheartening experience and one of the reasons I did not register for classes this past semester.</p>
<p>Alamance Community College Dillingham Center doesn't get another attention. So whichever one picked can you take in consideration of Dillingham Center. Everything is on Main Campus</p>
Alignment of ACC schedule with ABSS schedule
<p>As a high school senior taking classes at ACC through the CCP program, and as a student who plans to go to ACC over the next few years, I feel that ACC-123 would be a great program to implement. I think it'll help students create essential connections with peers and faculty. I also think organizing groups and experiences to help students adjust and excel will help in a huge way. I also like the Growth Mindset idea; it addresses a very important struggle that students are dealing with, so that would be an easy second choice. Although I the idea to help students with online classes would be very helpful, I believe that the other two choices face issues on a larger scale and would be more beneficial over a longer period. Also, from all of the online classes I've taken, I think many of the teachers already go above and beyond to help students. That being said, the feedback idea could be helpful in guiding teachers and helping students have a voice.</p>

QEP Analysis (Survey Results) November 2022

As an early collage student it would have been nice to have a program that made it easy for me to make connections with my peers and the ACC faculty, especially other students in the same age bracket as me, since I am a younger than many of the other students.
Creating relationships with peers and instructors greatly increases the likelihood of success in a student's educational career. These relationships provide the student with a team-work atmosphere and encourage the student to work hard toward earning above-average grades. Utilizing first-year experiences facilitated by the college would help to increase the sense of community and morale that is often lacking at institutions like community colleges. The inability to live on campus and constantly be surrounded by their peers makes it hard for some students to feel inspired to work hard for their education. Creating a first-year experience program would boost the morale and inspiration of the college's students.
Don't have any feedback at this time
Great topics; any would be great plans
Growth mindset helps all students. Other topics are more focused on online and new students. This is why I would start with the growth one
Helping students better understand the online courses will majorly help their grades. It is also imperative to make sure the teachers are communicated well, as I have had great issues with a teacher and had to drop the class as a result.
I agree with the Growth option because so many people go through different things and mental health should be a top priority. A student cannot be successful without a healthy mental environment.
I am a first year student and I really wish that "ACC-123" could be implemented right now. I feel that the yearlong experiences can make the new students feel more welcomed and allows them to start building relationships with other students, teachers, and staff. I honestly wish that I could meet and make new friends, and I feel that this QEP would be a great start to that.
I believe all 3 programs would be beneficial. If we only have an opportunity to develop one, I think the "Growth Mindset" would be the most beneficial and be able to reach the greatest number of students. The other two are a bit exclusive in the fact that one is for predominately online students and the other for first year students. I think the Growth Mindset would benefit students whether they are online, first year, second year, continuing education or otherwise.
I believe mental health plays a big roll in why students drop out.
I believe that a lot of people especially younger people (students) have mental health issues and it should be normalized, people should be comfortable talking about their mental health and getting help along with learning how to deal with their mental health.
I believe that growth mindset is a vital component to the success of students, and by focusing on this aspect it could help to create a better learning environment.
I believe that supporting mental health on students is very important and should be pushed to others to spread awareness about it. Without good mental health you cant succeed, or rather it will be very difficult.
I believe that this will be very helpful for online students because it will provide me and student like me with the tools they need to be successful.
I feel like he "mindset idea" is crucial to have for students because it's important to have a certain mentality when going to college for the better of their future and mental health.
I feel like helping student learn how to work the online system is best because not everyone knows the in and outs of a computer
I feel that the option that i choose would be the best because moodle and the online resources are easy to navigate so they don't have to be changed, and i feel that aca 112 is good enough for pereperation to college. And because of those reasons i feel that the second option is the best option.
I found online classes to be difficult. Especially when using ProctorTrack

QEP Analysis (Survey Results) November 2022

<p>I have been attending ACC part-time online for a year now. One of the biggest factors that has helped my achievement has been the engagement of the instructors. Whether it is posting video lectures or just being available is so very important. I am in a course right now where the instructor is part-time and not local. This has been difficult for me and it seems to have lost the personal touch that my other courses have had.</p>
<p>I have been successful in online courses but I have also encountered a teacher who did not organize her Moodle course well or give off an attitude of friendliness or openness to suggestions, so I would love Start Here to have an instructor side to it where instructors learn how to communicate clearly and in an open/inviting manner to their online students and learn how to best organize their Moodle courses and any tips and tricks they may not have known about before.</p> <p>With Growth Mindset, I would love to see an event where students of all racial and ethnic backgrounds come together to work together and learn how to interact constructively with people of different backgrounds as well as maybe some tips on ways to start a friendly conversation with someone of another background about their background (since just walking around campus you can tell by skin color or other features that a person does not have the same racial/ethnic background that you do).</p>
<p>I like the growth mindset plan because a lot of people don't have resources to good mental health support.</p>
<p>I like the idea that students can give feedback to the instructors. From my time here I have felt that I had no control over my education. It was the instructors way or the highway. I had no help. So I think this will be amazing!!</p>
<p>I like the overall mission of all three ideas. I think all three are worth pursuing to better the student experience at ACC.</p>
<p>I myself struggle with getting through the semester due to mental health, I think project two would be beneficial to those like me.</p>
<p>I need more participation of the staff in continuing education program and making the education more easier for the students and more accessible</p>
<p>I really like the idea of a first year experience being easy to navigate. I'm not sure I would be too thrilled about a year long course. Maybe a semester with group activities and student life involvement specifically for first year students would appeal to others.</p>
<p>I really like the mental health project because I feel like kids would work better having resources that help them take care of themselves mentally. Kids have had so many things going on on top of the pandemic, myself included. My biggest problem with school has always been my anxiety. Sometimes it's so troublesome I find myself giving up completely. I wish that I would've had more mental health resources because when I did have even a little bit of any, it helped me so much to be able to get through school. For the other options, the online one is nice because it can show students how to maximize their work and time in school on the provided online work source, and the first year experience would be good because some kids have no idea how to navigate college and their resource options because they don't have an outside experienced resource to help them.</p>
<p>I take 1-2 classes per semester. I am a full-time employee working 40-60 hours a week and I have a family and house to take care of as well. I enjoy the online classes and learning environment; however, I feel some instructors could do more than post reading assignments and have the students more engaged with them and each other. I have had only two professors provide additional outside resources for learning. One provided short videos to expand on the reading topics which were like mini lectures. The other provided 5-9-minute videos of each topic and objective to be learned in the weekly assignment. In doing so she was able to use real world examples to enhance the learning environment. Most of my classes are uploaded books from Cengage with the corresponding assignment and tests. This seems like a large disconnect to the students who could be engaged. I have taken classes online before with much more engagement with students and instructors.</p>
<p>I think all the QEP topics are great but I'm especially in favor of the "Growth Mindset" one because in my personal experience, and probably many others' experiences, mental health was never really discussed seriously in k-12 so this may be the first time someone gets any education or information on how to take care of their mental health which is extremely important to be successful in college and beyond. It is important now more than ever because the past couple of years will interfere with many generations of college student's mental health. Students can be taught how to cope with stress, learn about resources, and who they can talk to on campus.</p>

QEP Analysis (Survey Results) November 2022

I think getting students connected with ACC staff and each other, as well as introducing them to all the different clubs is the best path for engagement. Covid pushed everyone online and I don't have the statistics but I'm guessing most students stayed online. They need a sense of community and I think after-class stuff like clubs related to their specialty would achieve this, they just need to be introduced and connected.
I think having an introduction to moodle would have made my first 2 weeks taking classes much easier.
I think improving online education is important. There are so many students who have full-time jobs and are parents. Each student has a story, and we don't know what they are going through until they express it. My mother is also a student at ACC; she has a full-time job as a TA at an elementary school in Chapel Hill. Her being able to get a degree from an online course is a blessing.
I think it would be great to get connected socially
I think my life as a student. even in early college would have been so much easier if I had something to follow during my first year. Something to look to for first year students.
I think that project 1 is a gray idea! As a online only student I wish I something like this to help me navigate and feel more confident online.
I think that really reaching the online students is integral to the success and graduation rate of those who remain remote through the duration of their attendance. Many online students get discouraged, as the learning experience is extremely self-guided, so offering an in-person seminar would be conducive to engaging many of these students. It should also be noted that online students are online for a reason! Many of these students are juggling parenthood, full time jobs, or other time consuming obligations. ACC should really promote an effort to reach out beyond the screen, and perhaps make certain resources MORE available/affordable for remote students than in-person students.
I think the first year of college can be hard for very many, and improving the experience of new students at ACC could help ease a lot of first year stress for very many. I was lucky to have a helicopter mom who helped me navigate the website and sign up for classes and help me with a lot. But I feel like most people don't, especially students who are first generation college students. As an online student I wish I had a way to be more involved with the school since most clubs are not running right now, and having a in-person peer group at the school sounds like a wonderful idea.
I think the First-Year-Experience is particularly cool because it would help kids who struggle to make friends and are maybe a bit more introverted. It also helps people who are intimidated by speaking or social situations. It could help more students reach out to find help if they are struggling and have a better overall experience from the start.
I think the mental health project is a great one! It is essential for students to learn not only about mental health, but how to cope and manage with the stress of the world as they transition into adulthood.
I think the state of students mental health is important in their studies depending on what their mental state is, it can make or break their experience at ACC.
I think this is a great project to be working on!
Improving the Experience of New Students at ACC will be a great idea. Since this improvement will help new student make connections with faculty and staff, I think that students will be more likely to have access to the resources and opportunities that ACC offers including mental health support.
In regards to my answer to the QEP question, I hope that this seminar would work around individuals that work full time and may not be able to attend in person.
it would be great
Make sure instructors at least give some type of extra credit and little bonuses for returning students who are new to a subject/struggle or who have been out of school for years already
Mental Health affects everything, and it starts with motivation. The most valuable skill that any student can develop is to love learning in all its forms. Learning how topic relate to real-life experience and problem solving would change everything. Students would reach out more, spend more time studying, be more engaged, and do more research about their own education.

QEP Analysis (Survey Results) November 2022

<p>Mental Health is extremely important especially for college students starting their college education and should be a priority for ACC.</p>
<p>Mental health is so important! Support for students will go a long way in contributing to their success. Having a way for students to reach out for help and support will help those that cannot find support in other places due to bad home lives, stressful work situations, and other life experiences.</p>
<p>Mental health seems to be getting buried , many people talk about helping others about it, and I'm hoping this will go forward and become a bigger part, so students will feel like they have a good place to turn to. Stress from classes can make big impacts</p>
<p>Mental health, growth, and planning are valuable when trying to pursue your dream. You have to be focused and remain in good mental to stay organized and resilient. These are vital keys to life, adulthood, careers, and parenthood. We need to teach these skills especially to the younger generation just now entering college to prepare them for what is to come in their journey!</p>
<p>Online classes can definitely be difficult so I would very much like the improvements of the first topic.</p>
<p>Online courses are great way to learn now days for a lot of people. To improve and make it easier for online courses is great I'm all for that. For me I wasn't computer savvy I had to learn to navigate through or bug the heck out someone. Sometimes there was no one to help and my work had to be turned in on time, which did not make it. This would help a lot for online classes for those who cannot make in class courses. Thanks!</p>
<p>On-line courses are very important for students currently working to support a family but want to continue getting a further education. Please keep up the good work.</p>
<p>prioritizing mental health is a great idea for students. I think it would really make people feel like ACC is aware of and willing to talk about things like mental health and racial issues.</p>
<p>QEP 1 and 2 both look like very promising plans. The reason I chose QEP 2 is because I think it benefits a larger range of students (all students as opposed to just online students). Furthermore, I think QEP 2 will be particularly useful to online students as well, since doing school online can be mentally draining. In any case, I look forward to seeing the progress that will be made!</p>
<p>Some of our young generation is experiencing a mental health crisis, it's imperative that someone addresses that issue appropriately. It would be a disservice if the option were possible but not taken by a system that already places stress on students. This isn't to say the ACC system is wrong or some big evil, but the potential is too much to ignore in this field.</p>
<p>Stress involves all our daily lives and students could benefit from helpful strategies in mental health.</p>
<p>Students will be reluctant share relative to #2, Both students and faculty seem to prefer in-person instruction if not for the pandemic so the emphasis on #1 is unclear.</p>
<p>Taking online classes are very convent since most of them you can do the assignments around your schedule. Not being face to face has its challenges when it is a course you are struggling with but I think the planed seminar can help out with that. One topic I would love to see talked about it the seminar for online education would be proper responses and communication. Many online classes conduct forms which promote student communication and educated responses. In my history of taking online classes I have seen many of the younger students either not take the forms seriously or really not understand how to respond in the forms. With responses containing one or two sentences that will just sum up to "you did a great post, I agree with you." is not helpful and is a waste of time. The forms are meant to be educational in which if you agree great but state why and what information brought you to agree with that topic. Quite a few students do not understand that concept and just try and state their opinion with no educational sources behind it.</p>
<p>The first class I ever took, I didn't have a great experience. It left me hesitant to take anymore. But now, I've taken seven more courses since then and it has helped me improve so much!</p>
<p>The Growth Mindset Plan impacts many students differently throughout the course of their time at ACC. The other impacts impact a set group of students in their environments.</p>

QEP Analysis (Survey Results) November 2022

The structure of online courses for the first year student or students who are also working is needed to be able to do well from home. Development of this program to succeed is key.

This is my first year on campus and I'm seeing so many new students having to drop courses because they were not ready or used to college yet.

To make sure the teachers are helpful in times of need

To me the online learning is going great. I wouldn't feel the need for change. I am thriving in my classes.

ACC 
FORWARD



2022-25

STRATEGIC PLAN



IN NOVEMBER 2021, Alamance Community College began work on a new three-year plan when the Strategic Planning Committee launched a process to review ACC's mission, vision, and values and identify institutional priorities. The Committee included faculty and staff representatives from all divisions of the College, a business representative, a student representative and a representative from the Board of Trustees.

THE COMMITTEE'S WORK PROGRESSED IN PHASES:

- Development of the 2022-2025 Strategic Planning Guidebook
- Reviewing the College's Vision, Mission, and Values
- Analyzing environmental scans and other county and regional demographics and trends
- Studying key performance indicators
- Gathering and analyzing input through focus groups and surveys involving internal and external stakeholders
- Identifying themes and developing objectives based on the review of data and extensive input from stakeholders
- Gathering employee feedback on potential themes and objectives
- Identifying metrics to assess progress and effectiveness of the plan
- Presenting the plan to the Board of Trustees for approval

2021-22 STRATEGIC PLANNING STEERING COMMITTEE

- Dr. Connie Wolfe
Executive Vice President and Co-Chair
- Bob Davis
Mathematics Instructor and Co-Chair
- Carolyn Rhode
Vice President, Institutional Advancement
- Gary Saunders
Vice President, Workforce Development
- Sarah Vetter
Webmaster
- Ashley Pryer
Admissions & Recruitment Coordinator
- Stephanía Garzón
Special Projects Coordinator, ACC Foundation
- Shawn Guy
TRiO Director
- Zak Mathews
Mathematics Instructor and Faculty Affairs Committee Chair
- Ben Shirley
University Transfer Coordinator
- Miasha Torain
Medical Assisting Department Head
- Erik Perel
Advertising & Graphic Design Department Head
- Josefvon Jones
Director, Diversity & Inclusion
- Miranda Kotarba
Welding Instructor
- Chris Swinton
Business Administration Instructor and Guided Pathways Chair
- Jennifer Jones
Director Distance Learning
- Jen Mock
Director, Academic & Career Readiness
- Barbara Thornton
Controller
- Yonnie Butler
Executive Director, Biotechnology Center of Excellence
- Cynthia Winters
ACC Board of Trustees Representative
- Lauren Staley
Student Representative (Horticulture)
- Luca Romano
Business and Industry Representative (AKG North America)

STRATEGIC PRIORITY #1: ENGAGE

ACC will engage with Alamance County communities in new and innovative ways that deepen existing partnerships and create new ones.

STRATEGIC PRIORITY #2: LEARN

ACC will involve all students in innovative and inclusive formal and informal learning experiences that improve student success, prepare students for jobs, and provide a strong foundation for continued learning.

STRATEGIC PRIORITY #3: EQUIP

ACC will equip faculty and staff with resources and experiences that enhance their engagement, sharpen their skills, and enable them to provide exceptional teaching and service.

STRATEGIC PRIORITY #4: GROW

ACC will ensure that students, faculty, and staff have access to the resources they need to grow as healthy individuals.

VISION

Transforming lives through excellence in teaching, learning, and service.

MISSION

Alamance Community College provides educational programs and services to prepare all members of our diverse community to succeed.

VALUES

- 1. Excellence** – We hold ourselves to the highest expectations and are committed to meeting them with integrity.
- 2. Learning** – We provide high-quality educational experiences that help people gain the knowledge, skills, behaviors, and values necessary to achieve their goals.
- 3. Community** – We promote collaboration and partnerships through respectful interactions.
- 4. Equity and Inclusion** – We embrace the diversity of our communities, work to ensure that each person feels a sense of belonging, and provide access to the resources people need to succeed.
- 5. Innovation** – We are open to change, creativity, and risk-taking that help us achieve our mission and goals.

STRATEGIC PRIORITY #1: *ENGAGE*

ACC will engage with Alamance County communities in new and innovative ways that deepen existing partnerships and create new ones.

OBJECTIVES:

1. Increase ACC's presence in the community by creating new partnerships and programs and enhancing existing ones.
2. Develop and implement comprehensive, data-based recruitment and marketing plans that address all Alamance County communities including those that are traditionally under-represented in higher education.
3. Increase alumni involvement.

METRICS TO ASSESS PERFORMANCE INCLUDE THE FOLLOWING:

- Number, description, and usage data of new partnerships and programs;
- Recruitment and marketing plans that contain enrollment metrics and benchmarks;
- Curriculum and continuing education enrollment disaggregated by race/ethnicity, gender, and age, compared to enrollment targets;
- Number and type of alumni involvement; and
- Surveys of partners and participants to determine satisfaction with programming.

STRATEGIC PRIORITY #2: LEARN

ACC will involve all students in innovative and inclusive formal and informal learning experiences that improve student success, prepare students for jobs, and provide a strong foundation for continued learning.

OBJECTIVES:

1. Develop and implement a first-year experience program for curriculum students.
2. Update general classrooms and program-specific spaces with cutting-edge technology and equipment that reflect higher education and industry best practices.
3. Enhance resources and programming to help students transition successfully from ACC to the workplace and to four-year institutions.
4. Expand student academic and non-academic support with a focus on equity.
5. Create a more inclusive and welcoming environment through inclusive instructional practices and through updated learning and gathering spaces that encourage a sense of belonging.

METRICS TO ASSESS PERFORMANCE INCLUDE THE FOLLOWING:

- Program-level and General Education student learning outcomes assessment;
- Student retention and completion;
- Performance of students after transfer;
- Post-completion employment rates and feedback from business and industry members who hire ACC graduates;
- Survey of participants and implementers of a first-year experience pilot program;
- Number of classrooms and labs updated with new technology;
- Curricula for new formal and informal programming on employability skills and the transition to four-year institutions, with satisfaction surveys; and
- Surveys and focus groups to assess progress on technology, enhancing student support, and creating a more inclusive environment; surveys include the Community College Survey of Student Engagement, the Trellis Student Financial Health Survey, and the ACC Completers' Survey.



STRATEGIC PRIORITY #3: *EQUIP*

ACC will equip faculty and staff with resources and experiences that enhance their engagement, sharpen their skills, and enable them to provide exceptional teaching and service.

OBJECTIVES:

1. Develop and implement a flexible work model where appropriate.
2. Develop a comprehensive communication plan to keep employees informed, engaged, and connected.
3. Create financial and other incentives for employees to excel.
4. Create a more inclusive and welcoming environment for employees through an enhanced employee onboarding experience, through workspaces that highlight and support diversity, and through diversity programming.
5. Enhance professional development offerings to include department-specific training as well as professional development that helps employees advance.
6. Improve employees' access to the technology necessary to excel in their jobs.

METRICS TO ASSESS PERFORMANCE INCLUDE THE FOLLOWING:

- Telework policy with usage data and satisfaction surveys of supervisors and employees who participate in a pilot program;
- Scan of communication plans and workflows and employee satisfaction surveys;
- Employment retention and separation reports from ACC Human Resources;
- Documented financial and other incentive programs for employees including usage data;
- Number, description, and usage data for diversity programming and surveys related to renovated workspaces;
- Number, description, usage data, and satisfaction surveys for participants in professional development; and
- Employee technology and satisfaction surveys.

STRATEGIC PRIORITY #4: GROW

ACC will ensure that students, faculty, and staff have access to the resources they need to grow as healthy individuals.

OBJECTIVES:

1. Support employees' and students' physical health through expanded wellness programs and renovated campus spaces.
2. Enhance mental health services and support for employees and students.
3. Improve student and employee wellness through healthier, more sustainable and esthetically pleasing campus facilities and grounds.
4. Explore and where possible implement intramural and/or club sports.

METRICS TO ASSESS PERFORMANCE INCLUDE THE FOLLOWING:

- Student retention and completion;
- Employee retention reports and engagement surveys;
- Number, description, and usage data for exercise, nutrition, and related programming;
- List of completed campus projects with employee and student satisfaction surveys;
- Number, description, and usage data for mental health services and support; and
- Membership rosters for intramural and/or club sports, along with surveys of participants.



MONITORING PROGRESS AND ASSESSING THE PLAN

College teams will lead each priority and identify benchmarks and targets for assessment metrics. Progress towards meeting the plan's goals and objectives will be reviewed regularly by the College teams leading each strategic priority as well as by the Institutional Effectiveness Committee and the President's Cabinet, and communicated at large. Progress on the plan will be shared with the Board of Trustees in a quarterly report.

alamancecc.edu/ACCFoward



Re: Staff Focus Group Discussions Re: QEP Topic

Constance Wolfe <crwolfe041@alamancecc.edu>

1 message

Constance Wolfe <crwolfe041@alamancecc.edu>

Tue, Oct 4, 2022 at 10:58 AM

To: all_staff@alamancecc.edu

Cc: Marissa Ritter <mlritter879@alamancecc.edu>, Lisa Johnson <lmjohnson463@alamancecc.edu>, Abigail Simoneau <ahsimoneau065@alamancecc.edu>

Links for this week's meetings are found below.

Topic: Staff Focus Group - QEP Topics**Time: Oct 4, 2022 04:00 PM Eastern Time (US and Canada)**

Join Zoom Meeting

<https://alamancecc-edu.zoom.us/j/93145340063?pwd=b1dJMjRtYjMwU2RtZkZITk1ZU0E1Zz09>

Meeting ID: 931 4534 0063

Passcode: 799904

One tap mobile

+13126266799,,93145340063# US (Chicago)

+16469313860,,93145340063# US

Dial by your location

+1 312 626 6799 US (Chicago)

+1 646 931 3860 US

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington DC)

+1 309 205 3325 US

+1 346 248 7799 US (Houston)

+1 386 347 5053 US

+1 564 217 2000 US

+1 669 444 9171 US

+1 669 900 6833 US (San Jose)

+1 719 359 4580 US

+1 253 215 8782 US (Tacoma)

Meeting ID: 931 4534 0063

Find your local number: <https://alamancecc-edu.zoom.us/u/askBdbKYV>

Constance Wolfe is inviting you to a scheduled Zoom meeting.

Topic: Constance Wolfe's Zoom Meeting

Time: Oct 7, 2022 09:00 AM Eastern Time (US and Canada)

Join Zoom Meeting

<https://alamancecc-edu.zoom.us/j/92974794855?pwd=M1JZdFp3SEM0bU1EQ3EwZjFVSG9pdz09>

Meeting ID: 929 7479 4855

Passcode: 607778

One tap mobile

+13017158592,,92974794855# US (Washington DC)

+13092053325,,92974794855# US

Dial by your location

+1 301 715 8592 US (Washington DC)

+1 309 205 3325 US

+1 312 626 6799 US (Chicago)

+1 646 931 3860 US

+1 929 205 6099 US (New York)

+1 386 347 5053 US

+1 564 217 2000 US

+1 669 444 9171 US

+1 669 900 6833 US (San Jose)

+1 719 359 4580 US

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

Meeting ID: 929 7479 4855

Find your local number: <https://alamancecc-edu.zoom.us/j/92974794855>

Topic: Staff Focus Group #2 - QEP Topics

Time: Oct 7, 2022 09:00 AM Eastern Time (US and Canada)

Join Zoom Meeting

<https://alamancecc-edu.zoom.us/j/92974794855?pwd=M1JZdFp3SEM0bU1EQ3EwZjFVSG9pdz09>

Meeting ID: 929 7479 4855

Passcode: 607778

One tap mobile

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+13092053325,,92974794855# US

Dial by your location

+1 301 715 8592 US (Washington DC)

+1 309 205 3325 US

+1 312 626 6799 US (Chicago)

+1 646 931 3860 US

+1 929 205 6099 US (New York)

+1 386 347 5053 US

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+1 669 444 9171 US

+1 669 900 6833 US (San Jose)

+1 719 359 4580 US

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

Meeting ID: 929 7479 4855

Find your local number: <https://alamancecc-edu.zoom.us/j/92974794855>

On Mon, Sep 26, 2022 at 10:25 AM Constance Wolfe <crwolfe041@alamancecc.edu> wrote:

Hello staff,

Please consider participating in a focus group for staff to review the three proposed topics for the Quality Enhancement Plan.

We took a survey recently to vote on one of the three proposed topics; however, the results were not clear and convincing, so we are conducting a round of focus groups with students, faculty, and staff to share more information and discuss the benefits and drawbacks of the proposals--as well as what it means to select one as the QEP topic.

After the focus groups, we will post another survey for employees and students to select a topic. We hope to achieve more consensus with the focus groups and second-round survey results.

The focus groups will take place via Zoom on:

--Tuesday, October 4 at 4:00 p.m.

--Friday, October 7 at 9:00 a.m.

I have included a summary of each of the proposed topics below. Zoom links will be sent with a reminder email a week from today.

Thanks,
Connie

Project #1: "Start Here": Improving Student Learning and Success in Online Courses at ACC

ACC will create a special introductory seminar for students that will give them the tools they need to be successful in online courses. Students will find that their online courses are easier to navigate and their instructors are even more engaged and helpful than usual. Students will be able to give feedback to their instructors through an early and mid-semester course check-in on how the Moodle course helps them learn (or not). Faculty will reflect on the student feedback and use it to make small but meaningful changes in their online courses in real time. Faculty will participate

in professional development in an Online Teaching Academy and will implement Quality Matters standards in their online courses. Faculty could also choose to have their courses certified by Quality Matters. The main goal of the project is to improve student learning and student completion of online courses at ACC.

Project #2: “Growth Mindset”: Improving Student Resilience and Mental Health Support at ACC

ACC will teach students how important a growth mindset is to success in college and life. The pandemic, economic downturn, and racial strife of the last several years have caused many students to feel isolated and anxious, and this project will provide enhanced mental health resources to help students remain resilient and achieve their goals at ACC. Special “growth mindset” lessons, resources, and experiences will teach students about the importance of mental health. Students, faculty, and staff will engage in a common reading, Carol Dweck's *Mindset*. Employees will receive professional development to help them integrate the growth mindset into their courses and their work at ACC. The College would provide more on-site services for students through an Office of Mental Health Care Services. The main goal of this project is to improve student resilience so that more and more students will be successful in achieving their goals at ACC.

Project #3: First Year Experience: Improving the Experience of New Students at ACC

Called “ACC-123,” this project will enable students to get off to a great start at ACC. ACC will plan and implement a special yearlong series of experiences for new students that helps them successfully navigate college life and make better connections with ACC faculty and staff, as well as with their peers. For example, students could join teams of peers that work together throughout the year to learn, encourage, and grow together. Faculty and staff would work together to streamline student onboarding experiences and revamp new student orientation. A second phase of the project would implement a strengths-based advising model, and the third phase would focus on helping all students create full-program academic maps. The main goal of the project is to improve student persistence early in their college career so that more and more ACC students achieve their goals as efficiently and effectively as possible.

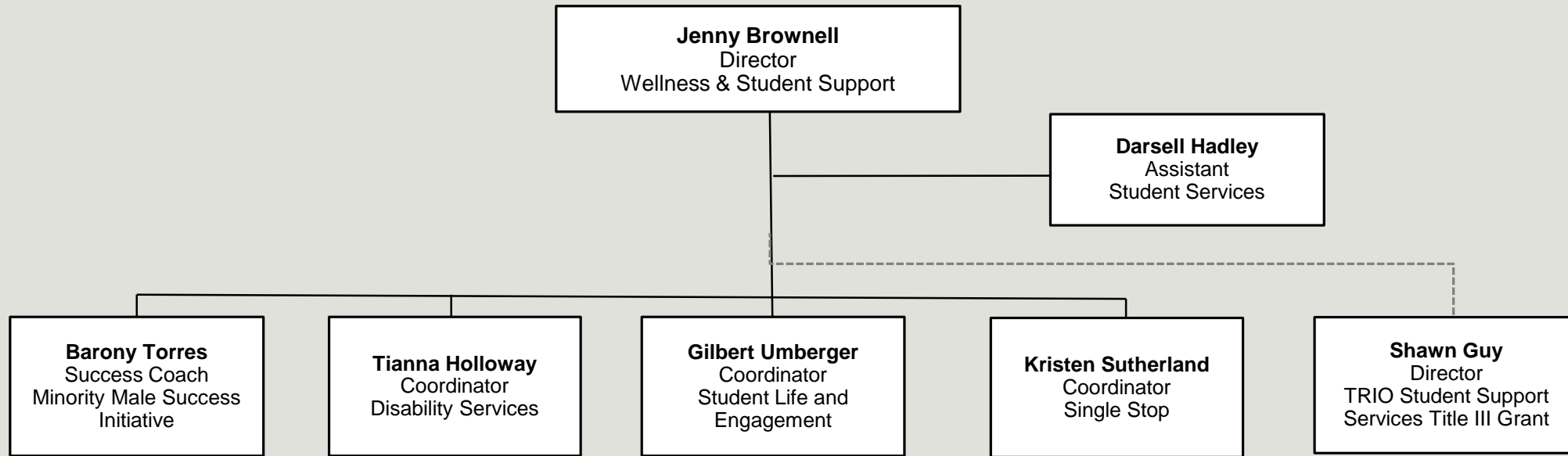
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Connie Wolfe, Ed.D.
Alamance Community College
Executive Vice President
Constance.Wolfe@alamancecc.edu
336-506-4154

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Connie Wolfe, Ed.D.
Alamance Community College
Executive Vice President
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336-506-4154

Alamance Community College

Student Support

Student Success Division





Job Description

Job Title: Director of Wellness and Student Support

Department: Student Success

Supervisor: Vice President of Student Success

FLSA Status: Exempt

Job Classification: C42

Prepared Date: March 28, 2023

Summary

The Director of Wellness and Student Support supervises and administers several program areas outside the academic classroom that provide wrap-around support for curriculum students. The Department of Wellness and Student Support offers non-academic services and programming to improve student retention and completion. The Department provides access to “safety net” services including mental health and wellness counseling and emergency financial support; it also helps students connect to community resources for financial, housing, and legal services. The department manages the food pantry, which provides free food and personal supplies for students. Additional programs provide targeted resources for specific populations, such as students with disabilities and first-generation college students. Program areas include but are not limited to Counseling and Wellness, Disability Services, Student Life & Engagement, Minority Male Success Initiative (MMSI), Single Stop, and TRiO Student Support Services. The Director works collaboratively with other College leaders to create and sustain a culture that promotes student learning, engagement, and belonging. The position reports to the Vice President of Student Success.

Duties and Responsibilities include the following. Other duties may be assigned.

- Manage and coordinate day-to-day operations of the department including but not limited to staffing, services, and general assistance to students from point-of-entry to completion at ACC.
- Provide counseling and coaching to students to increase coping techniques, promote self-advocacy, and build student resilience and management around their individual health and wellness.
- Provide individual and group counseling and triage for students in distress.
- Coordinate and provide wellness, prevention, and other legally required programming.
- Provide liaisons, consultation, and referral services for students to community agencies and mental health professionals, as needed.

- Develop and promote partnerships with community agencies focused on counseling, mental health, and wellness initiatives.
- Train and supervise the confidential counselors at ACC as a part of the Title IX program.
- Develop and implement annual passive and in-person programming opportunities for students related to mental health, domestic violence, sexual assault, healthy relationships, alcohol & drugs, hunger & homelessness, and health and wellness.
- Track student data as it relates to Wellness and Student Support including oversight of the SACSCOC goals for the department.
- Administer the Minority Male Success Initiative (MMSI) grant program at the College.
- Assist and guide students who are pursuing financial aid SAP (Satisfactory Academic Progress) appeals.
- Manage the ACC Student Food Pantry on the Graham campus.
- Oversee hiring, training, managing and evaluating of all department staff.
- Direct supervision of and responsibility for the following support areas: Counseling and Wellness, Disability Services, Single Stop, Student Life & Engagement, MMSI and TRiO Student Support Services, and the Administrative Assistant to the Success Center.
- Respect student confidentiality, maintain records, collect data and prepare reports.
- Remain knowledgeable of the newest laws, best practices and technology in student support services.
- Develop and implement workshops to educate faculty and staff regarding student wellness and support services, working with students in distress, and promoting student success.
- Provide expertise, programming, and consulting on topics related to student mental health and wellness.
- Serve on Threat Assessment Team and Behavioral Intervention Team.
- Assist in setting policy and establishing procedures to ensure compliance with federal regulations.
- Serve as Chair for the ad-hoc ADA/504 committee.
- Serve as a member of the ACC Quality Enhancement Plan committee.
- Participate in campus wide events and serve on college committees, as needed.

Qualifications and Competencies:

Required

- Minimum of Master's degree in counseling, higher education, or closely related field.
- Minimum of three years of previous experience and/or training that includes counseling, disability services, employee supervision, and/or project management.
- Evidence of strong oral and written communication skills.
- Team-oriented, with strong inter-personal skills.
- Ability to multi-task and to be flexible.
- Ability to create and sustain a welcoming environment for students and College employees.
- Ability to establish and maintain effective, positive relationships with diverse faculty, staff, students, employers, and others.

Preferred

- Five or more years of experience in a post-secondary institution.

- Direct experience with counseling and staff supervision.
- Familiarity with admissions and academic advising/success coaching in a community college setting or similar synergistic environment.
- Experience with improving student retention and completion.
- Knowledge of career services, academic advising, online student services, intervention skills.
- Experience with students in crisis.
- Word processing and web development/maintenance skills.
- Experience using the Colleague student information system.



Job Description

Job Title: Academic Advisor (TRiO) and Student Wellness Counselor

Department: Student Success

Supervisor: TRiO Director

FLSA Status: Exempt

Job Classification: C41

Prepared Date: July 1, 2023

Summary

The Academic Advisor/Wellness Counselor provides academic advising to student participants in the College's federally-funded TRiO Student Support Services (SSS) grant (50% of time) and provides student counseling and wellness programming to curriculum students across the College (50%). The Academic Advisor/Wellness Counselor works under the supervision of the TRiO SSS director and the Director of Student Wellness/Support to individually advise students, and to develop and monitor their academic plans of study in order to move efficiently to graduation in their declared programs and potentially through the university transfer process. The staff member provides counseling and referrals for students in distress and carries out wellness programming to enhance student resilience and coping skills.

Duties and Responsibilities include the following. Other duties may be assigned.

- Establishes and maintains productive coaching/advising relationships with case load of SSS participants to provide academic, career, and transfer advising.
- Guides participants to develop and follow their "Individual Academic Plans."
- Assists students with course registration as needed.
- Collaborates with department heads, course instructors, disability services counselors, financial aid staff, and tutoring/academic support staff to arrange individualized and group support programs and opportunities for students.
- Maintains confidential records and case notes of student participants as needed.
- Tracks and records student contact and participation using Aviso, Blumen and other appropriate data base management systems.
- Plans and facilitates educational and cultural enrichment opportunities, summer bridge activities, and similar to strengthen the academic and self-management skills of TRiO SSS participants and other curriculum students.

- Performs other administrative and service delivery tasks related to the TRiO SSS grant as directed by supervisor.
- Provides “triage” and referrals for students in distress who are referred by ACC instructors or who are self-referred.
- Plans and delivers, in collaboration with other Student Support staff, programs and activities to enhance students’ personal coping skills.

Qualifications and Competencies:

Required

- Master’s degree in education, student affairs, academic/career counseling, counseling, social work, or related area, or equivalent experience.
- Minimum of two years’ student advising experience in a postsecondary institution, preferably a community college.
- Experience providing personal counseling for students in distress.
- Experience serving low-income, first-generation students, students with disabilities, and/or students from diverse backgrounds.

Preferred

- Knowledge of theories and best practices in college student services.
- Knowledge of wellness topics appropriate to college students.
- Knowledge of content and structure of academic programs and ability to assist students with program and course selection.
- Knowledge of expectations for satisfactory academic progress for continuous college enrollment and financial aid eligibility.
- Knowledge of university transfer process and requirements.
- Effective interpersonal and oral/written communication skills.
- Ability to establish trust and rapport with a diverse constituency of students, and to effectively collaborate with internal college partners and external community resources in support of student success.
- Experience maintaining student records in a thorough and detailed manner.
Demonstrated willingness to advocate for disadvantaged students.

Preference given to individuals who have succeeded in overcoming barriers similar to those confronting the project's target population; preference for familiarity with Federal grant programs.



Job Description

Job Title: Disability Services Coordinator
Department: Student Support
Supervisor: Director of Wellness & Student Support
FLSA Status: Exempt
Job Classification: C41
Prepared Date: February 24, 2023

Summary

The Disability Services Coordinator works to provide an environment that supports the academic success of students with disabilities, consistent with the requirements of Section 504 of the Rehabilitation Act of 1973 and of the Americans with Disabilities Act of 1990 and Amendments. The individual is responsible for providing, for students who self-identify and document disabilities, an interactive process of determining eligibility and implementing reasonable accommodations for ACC students.

Duties and Responsibilities include the following. Other duties may be assigned.

- Manages and coordinates day-to-day operations of Disability Services including but not limited to budget, in-take interviewing, follow-up meetings with students as needed, scheduling of testing accommodations, and generally being a resource for students with disabilities.
- Evaluates disability documentation from qualified professionals; determines student-specific accommodation plans consistent with the postsecondary setting; and consults with faculty, advisors, and administrators to develop implementation of approved instructional, technical, and facility-related accommodations.
- Arranges contracted services as needed for approved reasonable accommodations. Examples: American Sign Language interpreters and Communication Access Real Time Translation (CART) reporters.
- Provides liaisons, consultation, and referral services for students to community agencies and professionals, such as Vocational Rehabilitation Services and the Division of Services for the Blind.
- Provides information for prospective students when they contact the College with questions related to enrollment and disability accommodations.
- Promotes positive student self-advocacy skills; provides counseling and coaching to students to increase effective study skills and coping techniques among students with

disabilities; assists with academic advising and registration of students registered with the Disability Services office.

- Tracks student data as it relates to the Disability Services Office including, but not limited to: number of registered students, course completion, persistence, retention, and services utilized.
- Hires, trains, manages and evaluates performance of Disability Services Office employees, including part-time staff, access/lab assistants, note takers and student worker(s).
- Maintains and manages electronic and printed records, collects data, prepares reports, and meets student confidentiality requirements under FERPA regulations.
- Prepares and disseminates relevant educational materials in print and online, and offers professional development training to faculty and staff as appropriate.
- Remains knowledgeable of relevant laws, services, techniques and technology.
- Consults with campus administrators on topics related to campus-wide ADA/504 compliance and coordination.
- Assists with academic advising and course registration of students registered with the Disability Services Office.
- Provides crisis intervention and counseling supports as needed.

Qualifications

- *Required:* Minimum of Master's degree in counseling, social work, school counseling, or closely related field; minimum of 3 years previous experience and/or training that includes disability services, ADA/504, FERPA knowledge, disability accommodation plans, student advising/counseling; or equivalent combination of education and experience. Skill in communicating and responding appropriately to the needs of students with a wide range of disabilities and diverse backgrounds. Evidence of strong interpersonal, oral and written communication skills; and demonstrated ability to interact with tact and sensitivity with a wide range of individuals, including students, families, staff, faculty, and members of the community, in a high-volume public contact setting. Evidence of counseling/coaching/advising skills and experience.
- *Preferred:* Disability Services experience in a post-secondary institution; familiarity with admissions and academic advising in a community college setting; experience with improving student retention; knowledge of academic advising and online student services; intervention skills and experience with students in crisis; word processing and web development/maintenance skills; experience with Colleague or similar student data system.

Appendix I: QPR Grant Award



DR. BETHANY D. MEIGHEN
VICE PRESIDENT FOR ACADEMIC & STUDENT AFFAIRS
University of North Carolina System
223 S West St, Suite 1800
Raleigh, NC 27603
(919) 843-6744 | bdmeighen@northcarolina.edu

Marissa Ritter
Alamance Community College

Dear Marissa Ritter,

The North Carolina Governor's Office tasked the UNC System Office with serving as the fiscal agent and program manager to support the implementation of the Question, Persuade, Refer (QPR) training to faculty, staff, and students at all higher education institutions in North Carolina. Institutions who have submitted a completed application will receive funding for this training opportunity based on the availability of funds, taking into consideration the amount requested by each interested institution and institution size.

After careful review of your institution's application, your institution has been awarded \$12,500.00 to provide QPR training that can be used now through June 30, 2024. A subaward will be sent to the appropriate institution contact within the next few weeks. Institutions are responsible for working with QPR Institute and making payments up front and then submitting monthly reimbursement invoices to the UNC System Office. If you have any questions, please contact me at bdmeighen@northcarolina.edu.

Many thanks to you and your team for applying and for your tremendous efforts to promote this important program at your institution.

Sincerely,

cc: Dr. Connie Wolfe

Appendix J: Employee Certifications

Certifications/Trainings	Active	Name
Certified QPR Gatekeeper Instructor	Yes	Aimee Gordon
Certified QPR Gatekeeper Instructor	Yes	Carol Disque
Certified QPR Gatekeeper Instructor	Yes	Kristen Sutherland
Certified QPR Gatekeeper Instructor	Yes	Gilbert Umberger
CPI (Crisis Prevention Institute) Trainer	No	Carol Disque
Critical Incident Stress Management	Yes	Nick Dunlap
Critical Incident Training, 2018	Yes	Maia Johnson
Licensed Clinical Mental Health Counselor 6/2024	Yes	Lori Woodard
MA in Pastoral Counseling	Yes	Carolyn Gibbs
MA in Professional Counseling 2010	Yes	Lori Woodard
Martial Arts (Jiu Jitsu)	Yes	Stephanie Shelton
Mental Health First Aid Certification	Yes	Aimee Gordon
Mental Health First Aid Certification	Yes	Carol Disque
Mental Health First Aid Certification	Yes	Jennifer Mock
Mental Health First Aid Certification	Yes	Kristen Sutherland
Mental Health First Aid Certification	Yes	Rhonda Pierce
Mental Health First Aid Certification	Yes	Tamara Norris
Mental Health First Aid Certification	Yes	Yholima Vargas-Pedroza
NCC (National Certified Counselor)	Yes	Carol Disque
NBCC (National Board of Certified Counselors) certification	Yes	Carol Disque
Reflexology 2009	Yes	Stephanie Shelton
Reiki 2010	Yes	Stephanie Shelton
Mental Health First Aid Certification	Yes	Rose Webster
QPR Gatekeeper	Yes	Kristen Sutherland
Mental Health First Aid Certification	Yes	Melanie Lewis
Certified Athletic Trainer (CAATE)	Yes	Melanie Lewis
Licensed Athletic Trainer VA Board of Medicine)	Yes	Melanie Lewis
Red Cross Certified CPR First AED Instructor	Yes	Melanie Lewis
Red Cross Certified CPR PRO Instructor	Yes	Melanie Lewis
Diversity, Equity, and Inclusion in the Workplace Certification	Yes	Melanie Lewis
Inclusive and Ethical Leadership Certification	Yes	Melanie Lewis



Get on the RAFT