



Strategic Plan

Reach, Rise, and Redefine 2024-29

Mission Statement

Robeson Community College ignites a vibrant learning environment where academic, technical, and real-world experiences intersect and creates a culture of success driven by relentless inquiry, tangible results, and a profound commitment to excellence.

Vision Statement

Robeson Community College is celebrated as a premier academic and career technical institution, transforming lives through unparalleled teaching, dynamic learning experiences, and an unwavering dedication to service.

We Succeed Through

- **Academic Excellence**, with expert faculty utilizing innovative teaching strategies and state-of-the-art technology to prepare students to compete in a future-focused workforce
- **Empowered Support**, prioritizing services meeting individualized student needs, encouraging self-advocacy, and connecting learners more deeply within the college, community, and workforce
- **Innovation**, cultivating programs to align with emerging industry needs and workforce demands while scheduling with the flexibility to accommodate students' lives
- **Integrity** through honest, compassionate, and responsive interactions with all stakeholders
- **Growth**, expanding partnerships, programming, service locations, technology, and opportunities based on data-informed decisions to serve the diverse needs of all citizens and learners
- **Professional Development**, actively promoting skill enhancement among faculty and staff to provide expert leadership and growth opportunities in an evolving educational environment

Tagline: Discover Your Purpose. Transform Your Future.

Strategic Aim One: Student Success

Increase student success rates, persistence, retention, and credential completion

| Objectives | Tactics | Existing Data | 5 Year Target |
|---|---|---|---|
| <p>1.1. Increase curriculum student success rates (A, B, C, or P) to current NCCCS system average of 76%</p> | <ol style="list-style-type: none"> 1. Analyze student success data to determine low success courses 2. Implement structured peer mentorship program between high success and low success instructors in the same disciplines 3. Expand proactive academic coaching based on faculty-initiated alerts to identify and assist at-risk students 4. Provide professional development for faculty on evidence-based teaching practices shown to increase student success | <p>70% (three-year average of all curriculum courses)</p> | <p>76%</p> |
| <p>1.2. Exceed the average NCCCS Performance Measure for First-Year Progression/Persistence</p> | <ol style="list-style-type: none"> 1. Review programs of study annually to ensure sequence of courses promote success 2. Develop degree planners tailored for part-time enrollment | <p>2021: 59.1%</p> <p>2022: .952</p> <p>2023: .885</p> | <p>2024-25 – Achieve “Average” Level</p> <p>2026-27 – Achieve “Above Average” Level</p> |

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| | <ol style="list-style-type: none"> 3. Create a process to ensure students are following the degree planners 4. Revise current drop form to include an instructor comments box. This will help the College gather more accurate data regarding why students are dropping) | | <p>2028-29 – Achieve “Excellence” Level</p> |
| <p>1.3. Increase program completion in health science AAS degree programs</p> | <ol style="list-style-type: none"> 1. Have all A10300XX students complete a career interest inventory. 2. Expand supplemental instruction offerings for health science students. 3. Connect incoming students with current 2nd year students as mentors. 4. Assign all A10300XX active students to the Health Science Enrollment Coordinator | <p>Data by cohort entry RN 2019: 73 enrolled, 37 graduated 2020: 73 enrolled, 48 graduated 2021: 75 enrolled, 25 graduated</p> <p>Radiography 2019: 11 enrolled, 10 graduated 2020: 12 enrolled, 9 graduated 2021: 12 enrolled, 9 graduated</p> <p>Respiratory Therapy 2019: 12 enrolled, 7 graduated</p> | <p>Increase completion (successful graduation) by 10% each cohort year beginning with 2024 cohorts</p> |

2020: 8 enrolled, 4 graduated
2021: 17 enrolled, 9 graduated

Surgical Technology:
2019: 12 enrolled, 3 graduated
2020: 16 enrolled, 11 completed
2021: 14 enrolled, 11 completed

EMS CU and TR
2019: 12 enrolled, 8 graduated
2020: 15 enrolled, 16 graduated (1 lateral entry)
2021: 8 enrolled, 9 graduated (1 lateral)

EMS BR
2019: 4 enrolled, 4 graduated
2020: 3 enrolled, 3 graduated
2021: 1 enrolled, 1 graduated

Strategic Aim Two: University Transfer Partnerships

Increase seamless pathways from public, private, and charter schools through RCC to a university

| Objectives | Tactics | Existing Data | 5 Year Target |
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| 2.1. Increase CCP enrollment as evidenced by 25 new students per academic year | <ol style="list-style-type: none"> 1. Increase marketing efforts to high school students, parents, and PSRC professionals 2. Continue utilizing Career Coaches 3. Increase number of recruiting events in community 4. Build stakeholder relationships | 2021-22: 791 students 2022-23: 752 students 2023-24: 975 students | 2024-25: 1000 2025-26: 1025 2026-27: 1050 2027-28: 1075 2028-29: 1100 |
| 2.2. Exceed the average NCCCS Performance Measure for College Transfer Performance | <ol style="list-style-type: none"> 1. Add this to discussion in Transfer Advisory Committee meetings 2. Continue utilizing ACUE as a resource 3. Increase professional development opportunities 4. Convene faculty groups with university professors in the discipline to share best practices | 2021: 81.5% 2022: .973 2023: .983 | 2024-25 – Achieve “Average” Level 2026-27 – Achieve “Above Average” Level 2028-29 – Achieve “Excellence” Level |

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| <p>2.3. Increase the number of students who complete university transfer degrees</p> | <ol style="list-style-type: none"> 1. Increase student use of tutoring services for student success 2. Increase student use of advising services for degree completion planning 3. Build stronger partnerships with four-year institutions 4. Increase student engagement in clubs and activities to increase retention 5. Hold more frequent transfer information sessions to encourage completion | <p>2021: 74 2022: 67 2023: 62</p> | <p>2026: 70 2027: 75 2028: 80 2029: 85</p> |
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Strategic Aim Three: Career/Technical and Short-Term Healthcare Programs

Strengthen workforce development and short-term healthcare training and employment opportunities

| Objectives | Tactics | Existing Data* | 5 Year Target |
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| 3.1. Increase enrollment in all job-ready CTE courses by 17% and short-term healthcare programs by 33% to provide a skilled workforce | <ol style="list-style-type: none"> Continuously assess and update curricula to ensure they meet industry standards Align CE/CU pathways Increase capacity with addition of CTE and short-term healthcare buildings | <p>CTE Program Enrollment 2021: 364 2022: 336 2023: 354</p> <p>Short-Term Healthcare Enrollment 2022: 1064, 412 FTE 2023: 845, 323 FTE 2024: 860, 360 FTE</p> | <p>Increase by 17%</p> <p>Increase by 33%</p> |
| 3.2. Increase number of students participating as registered apprentices and in work-based learning by 175% | <ol style="list-style-type: none"> Increase access by establishing new apprenticeships and work-based learning opportunities in existing and additional academic programs | <p>Apprenticeships: 12</p> <p>WBL: Fall 2020: 12 Spring 2021: 11 Fall 2021: 15 Spring 2022: 15 Fall 2022: 8 Spring 2023: 7</p> | <p>Increase by 175% by 2029</p> |
| 3.3. Exceed the average NCCC System Licensure and Certification Passing Rate (Performance Measure 6) | <ol style="list-style-type: none"> Ensure that current program pedagogies directly align with licensure examinations | <p>2023: Licensure Pass Rate Index System Baseline = 0.806 Average Band Min =</p> | <p>2025: System mean</p> <p>2025: Average Band Max</p> |

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| | <p>2. Provide additional test prep or study sessions as part of current tutoring program</p> | <p>0.938 System Mean = 0.982 Average Band Max = 1.026 System Excellence Level = 1.069 RCC = 0.958 (Yellow) Above the average band min but below the average band max</p> | <p>2029: System Excellence Level</p> |
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*Data for CTE Enrollment is based on the following programs: AHR, BLET, COS, CJC, ELC, EMS, IND, MEC, WLD

Data for Short-Term Healthcare enrollment is based on the following programs: Nurse Aide I, Nurse Aide II, Massage Therapy, Community Health Worker, EKG Cardiovascular Technician, Computed Tomography, Magnetic Resonance Imaging, Activity Director, Pharmacy Technician, Phlebotomy, Psychiatric Mental Health Technician, Dialysis Technician, Medical Administrative Assistant, Medical Clinical Assistant, Medical Office Assistant, Medical Billing and Coding, Medical Terminology

Strategic Aim Four: Campus Infrastructure and Accessibility

Ensure campus infrastructure and accessibility meet the needs of all students
and are compliant with ADA standards

| Objectives | Tactics | Existing Data | 5 Year Target |
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| <p>4.1. Increase campus infrastructure by 2029</p> | <ol style="list-style-type: none"> 1. Lease 1400 square foot space in Pembroke to facilitate new enrollment of at-risk students and provide extended support for our student services division. Occupy by July 1, 2024. 2. Construct a \$19 million dollar building on main campus to house career and technical education programs to facilitate the growing needs of the technical trades for our region. 3. Complete a \$21 million dollar building on our COMtech campus to meet the demands of short-term healthcare programs. 4. Secure funding by July 2028 for construction of an all-encompassing student success center on the main campus. | <p>New initiatives</p> | <p>As noted in tactics</p> |
| <p>4.2. Occupy CTE and short-term healthcare facilities by July 1, 2027</p> | <ol style="list-style-type: none"> 1. Secure the certificates of occupancy for each building 2. Furnish and equip the buildings 3. Facilitate the moves of faculty and staff to occupy the spaces | <p>New initiatives</p> | |

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| <p>4.3. Increase accessibility score in the online learning environment with all courses ADA compliant by 2027</p> | <ol style="list-style-type: none">1. Assess current ADA baseline with our online learning environment2. Identify deficiencies from the baseline and formulate a plan with a goal of 100% compliance3. Implement software and procedures to become ADA compliant on our website | <p>Baseline data will be gathered in 2024-25.</p> <p>Targets will be set upon analysis of baseline data.</p> | |
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Strategic Aim Five: Student Access and Services

Increase Equity of Access to Student Support Services

| Objectives | Tactics | Existing Data | 5 Year Target |
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| <p>5.1. Increase the number of students from underserved populations utilizing student support services (to include advising/registration, TimelyCare, Upswing, counseling, and career services)</p> | <ol style="list-style-type: none"> 1. Increase awareness of support services provided. 2. Monthly Resource Fair (internal and external resources – awareness and visibility) 3. Revise the support services module in ACA-111 and ACA-122 (include objective 5.3) 4. Student Testimonials – Robeson SOAR Magazine (visibility and awareness) (100.9 interviews) (QR Code) 5. Analyze monthly AVISO reports – alerts | <p>Baseline data will be gathered in 2024-25 – usage of TimelyCare, Upswing, counseling and career services consults. Targets will be set upon analysis of baseline data.</p> | |
| <p>5.2. Increase student satisfaction with student support services as measured by internal survey (with baseline to be determined after survey is first administered)</p> | <ol style="list-style-type: none"> 1. Create a survey that is representative of all services, or individual surveys for specific services (such as advising), and send via AVISO when an alert is closed 2. Analysis will drive determination of appropriate interventions by service area | <p>Baseline data will be gathered in 2024-25. Targets and service-specific interventions will be set upon analysis of data.</p> | |

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| <p>5.3. Increase the number of club-sponsored and athletics-related student engagement event opportunities offered</p> | <ol style="list-style-type: none"> 1. Hold Club Awareness Days during Welcome Back Week (1st Week of Fall Semester) and during Spring Fling (conduct an activity in conjunction with SGA) 2. Conduct a membership drive during Homecoming Week (October) 3. In conjunction with SGA, will have a presence at the BOO Event 4. Each club will sponsor at least one activity each semester 5. Create a shared Teams Channel for clubs/organizations (by-laws, shared calendar, funds) | <p>14 active clubs 35 activities sponsored by 7 different clubs in 2023</p> | <p>One event per active club per semester each year</p> |

Strategic Aim Six: Faculty and Staff Development

Create ongoing professional development opportunities to provide onboarding, teaching and learning support, and training for employees

| Objectives | Tactics | Existing Data | 5 Year Target |
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| 6.1. Establish new full-time employee mentoring program during probationary period focused on campus community, resources, and technology. | <ol style="list-style-type: none"> 1. Designate committee members 2. Create a mentoring guide 3. Initiate mentor training to include program area essentials 4. Establish a mentor recognition program with potential incentives | New initiative | <p>Create guide – Spring 2025</p> <p>Implementation – Fall 2025</p> <p>Ongoing evaluation and improvement</p> |
| 6.2. Establish a Center for Teaching, Learning, and Professional Excellence to serve as the hub for faculty and staff professional development | <ol style="list-style-type: none"> 1. Identify space and equipment needs 2. Identify staffing needs 3. Develop a mission for the center 4. Market to the campus community 5. Develop a system to document professional development hours | New initiative | <p>Begin professional development scheduling and reporting – Fall 2024.</p> <p>Ongoing evaluation and improvement</p> |
| 6.3. Assess and revise employee policy and reference manual to enhance understanding of college policies, practices, and work responsibilities | <ol style="list-style-type: none"> 1. Review present policies and procedures 2. Coordinate with legal experts to ensure compliance | New initiative | Review and consultation: 2024-25 |

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| | <ul style="list-style-type: none">3. Departmental policy training sessions4. Establish a single location for all policies and regulations/portal5. Address staffing needs in the HR department to include responsibilities related to onboarding and mentoring needs | | <p>Updates and training: 2025-26</p> <p>Ongoing evaluation and improvement</p> |
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