Quality Enhancement Plan

A Comprehensive First-Year Experience

For the Southern Association of Colleges and Schools
Commission on Colleges
Reaffirmation Review
October 15-17, 2012
Message from the President

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Message from the President

Davidson County Community College’s dedication to student success is paramount to everything we do as a college community, and it actively drives our mission each day as we develop minds and inspire imaginations.

The Quality Enhancement Plan, a first-year experience, is an intentional and integrated component to DCCC’s overall Student Success Model. It embraces our college’s institutional culture of student-centeredness and creates a mutual environment of community, responsibility, planning, and confidence.

Our students face multiple barriers to success, and they come to us with many complex needs and competing priorities that hinder their completion of academic goals. The implementation of our Quality Enhancement Plan is designed with the following outcome in mind: to help all our students, many of whom struggle to meet the daily needs of life, meet their challenges with confidence, armed with the tools for success that will move them boldly toward academic success and career goal completion.

As an Achieving the Dream and Completion by Design college, the Quality Enhancement Plan reflects DCCC’s efforts to use best practices gleaned from colleges across the country to help clear these obstacles to success and to put our students firmly back on a straighter and quicker path to completion. Some of these strategies such as mandatory orientation sessions, more pro-active advising relationships, and study-success courses are already producing promising results.

We are confident that, day by day, our students will demonstrate a clearer understanding of why they are enrolled at DCCC, what they hope to accomplish while they are here, and increasing abilities to achieve not only a college degree but better knowledge of themselves. Along with their credentials, we want our graduates to leave DCCC with the tools and resources necessary to move to the next educational level, build and sustain life-long, positive educational relationships and workable strategies for continual improvement.

DCCC’s commitment to equity is campus-wide. As a team, we work together to afford each student the encouragement, support, and empowerment they need to recognize, value and take advantage of positive life-long educational opportunities that will give them a better quality of life.

[Signature]
Davidson County Community College’s mission is to develop minds, inspire imaginations and prepare students for enhanced career and educational opportunities within a changing global environment. In keeping with this philosophy, the College has embarked on a deliberate and specific Quality Enhancement Plan (QEP) to place student success at the heart of a comprehensive First-Year Experience.

The QEP team was formed in 2007 and began conversations about critical student success concerns. Based on institutional data, the team considered the question—“If you could do one thing to improve student learning at DCCC what would it be?” This question was also posed to the campus and community. Moving forward the QEP team determined that the data supported implementing a First-Year Experience.

A successful first-year experience is not one action, but rather a series of deliberate, planned, and well-positioned actions that build on previous efforts. Patrick Terenzini, noted higher education researcher, declares, “Do not zero in on finding the silver bullet. There aren’t any. The effects of college are cumulative across a range of activities” (CCCSE, 2012, p. 1).

Embracing this concept, the College has created a First-Year Experience built on three components:

- **Mandatory Orientation**
- **Centralized and Intrusive Advising**
- **ACA 090: Success and Study Skills**

DCCC has also established student learning outcomes for the First-Year Experience. Using Bloom's Taxonomy students will:

**First-Year Experience Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Demonstrate</th>
<th>Engage</th>
<th>Identify</th>
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<tbody>
<tr>
<td>» Study Skills</td>
<td>» Develop life-long goal planning and learning</td>
<td>» The Advising Process and College Expectations</td>
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<tr>
<td>» Knowledge of Self</td>
<td>» Create Effective Interdependent Relationships</td>
<td>» Campus Resources</td>
</tr>
<tr>
<td>» Setting Career and Academic Goals</td>
<td>» Formulate Strategies to identify and navigate appropriate resources</td>
<td>» Program of Study and Student Fit</td>
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This QEP reflects DCCC’s student-centered approach to learning and success with assessment guiding any proposed changes. Measuring the direct and indirect results of the three First-Year Experience components, qualitative and quantitative research will be used. DCCC is dedicated to its students, and any opportunity to improve student learning and overall success.

For more information, contact DCCC’s QEP Co-Chairs or QEP Director at (336) 249-8186: Jennifer Allen, ext. 6292 or Johnnie Mickel, ext. 6236, Stacy Holliday, ext. 6763.
II. Process Used to Develop the QEP

Campus Demographics and Organization

The past decade has been a time of dramatic change for Davidson County Community College and the communities that it serves. Davidson and Davie counties have experienced economic upheaval, with 1 in 10 citizens becoming unemployed since 2002. According to the North Carolina Division of Employment Security, nearly a quarter of these individuals have chosen to enroll in community college programs to update and expand their marketable skills. A marked change is occurring in the community as people re-imagine their capabilities, their futures, and the futures of Davidson and Davie counties.

Curriculum enrollment in 2010-2011 was 5,944. DCCC is funded through a BFTE (Budget Full-Time Equivalent) formula, and in those terms, the College experienced an increase of 12% from 2008-2011. While all socioeconomic levels are represented, a majority of DCCC students are economically challenged with 80% of curriculum students receiving need-based financial aid in 2010-11.

The student body is 66% female, and 34% male ranging in age from 15-79. The average student age is 29, but specifically 47% of students are 24 years of age or younger and 53% are 25 years of age or older. In Fall 2011, 72% of the students were identified as “White,” 24% of the students were “Students of Color,” and 4% of students were “Unknown.” Full-time students composed 47% of the student population, while 53% were part-time. Overall, 16,209 students took curriculum, College and Career Readiness (formerly Basic Skills), and continuing education courses at DCCC in 2010-11.

With this diverse population, in order to address the increasing need for collaboration and to ensure student success, the Five Schools of Learning were created in Fall 2009. These five schools consist of the School of Arts, Sciences, and Education, the School of Business, Engineering, and Technical Studies, the School of Foundational Studies and Academic Support, the School of Health, Wellness, and Public Safety, and the School of Community Education, Workforce Development, and Entrepreneurship. The development of the five schools of learning has provided a comprehensive and integrated foundation upon which to build distinctive academic and career technical competencies. With a strong commitment to the College vision of effective teaching and learning, faculty and staff are working together to shape opportunities and growth; with new leaders emerging, new programs sparking the community’s imagination, and a new sense of creativity and collaboration, the Schools are rekindling a sense of broad-based community support and engagement.
Identification of the QEP Team

The initial QEP steering committee was created in May 2007 by the College leadership team. These individuals were charged with the responsibility to educate themselves about the QEP process and to become familiar with the Principles of Accreditation: Foundations for Quality Enhancement and the SACS COC Handbook for Institutions Seeking Reaffirmation. In addition, the team’s responsibilities were established: review the QEP process and its impact on compliance, analyze student needs based on institutional data, research and explore potential topics in relation to student need, form a QEP topic and develop an implementation plan, promote QEP awareness, and oversee implementation and perform assessment measures. A full list of QEP team members is included in Table I on p. 10.

Researching a QEP Topic

The team studied QEP summaries from similar institutions and expanded the team by adding other campus constituents. In September 2008, the QEP team grew in representation adding representatives from faculty, administration, academic advising, student support staff, and others. In October 2008, the team began to identify the QEP topic through a review of information gathered from institutional program reviews, Noel-Levitz assessments, division meetings, focus groups, open forums, various student, faculty, and staff surveys, and trends and/or demographics of the larger community.

Several topics emerged from these conversations including:

» The transition of GED students into curriculum programs
» A growing number of ESL students
» Students not knowing enough about Student Activities
» Student expectations that are not in line with the college experience
» Concerns that students do not know how to study
» A high number of students, including recent high school graduates, with developmental needs
» A belief that the college does not help students learn to take responsibility for their own lives; the need to hold students more accountable for their actions
» Concerns about the variety of skills, knowledge and abilities our students bring with them
» A need to help students develop soft skills like teamwork and professionalism
Throughout the QEP process, the team gathered insight from faculty and staff, the Student Government Association, Faculty Senate, President’s Council, area high school students, Board of Trustees, and from multiple student focus groups. Additionally, representatives from the committee attended the Annual Conference on the First-Year Experience in February 2011, SACS-COC Summer Institute in July 2011, and the Annual SACS-COC Conference in December 2011 to gain knowledge on Quality Enhancement Plans and First-Year Experiences.

Analysis of Institutional Data

The question, “What do we know about our students?” drove the initial research; this question led to another, “Where are our students struggling and what do they need to be successful?”

Research from the Bill and Melinda Gates Foundation, “With Their Whole Lives Ahead of Them: Myths and Realities About Why So Many Students Fail to Finish College,” notes that college students have competing priorities such as work, family, and finances. These factors are significant barriers to making college a key priority resulting in only 20% of students at two-year institutions completing within three years (Johnson, 2009).

Cohorts entering in Fall 2007 and 2008 completed at a rate of 33% and 32% respectively. While these completion rates are slightly higher than the national average, these numbers also demonstrate a lack of success for the majority of DCCC’s students. A three-year analysis shows that 40% of first-year students will not return for the following academic year. Additional institutional data, including data from the Achieving the Dream initiative, showed that students with developmental math needs had a withdrawal rate twice the institutional percentage. In addition, these students had a higher percentage of unsatisfactory final grades compared to other courses.

Furthermore, Achieving the Dream data showed that male students struggled to complete courses as successfully as female students. Taken together, this data demonstrated that many students were not successfully progressing, ultimately hindering them from graduating.

Institutional surveys provided insight into student, faculty, and staff perspectives. The Noel-Levitz Student Satisfaction Survey of 2006, 2008, and 2010 provided data on what was deemed important by students and on what level they were satisfied with the college. All three surveys showed that students highly valued knowledgeable and accessible academic advisors, easily identifiable and helpful campus resources, and quality in their program of study. Analysis of the results demonstrated that there was a noticeable difference in student satisfaction and student importance in the following areas: communicating financial aid information, registering for classes with few conflicts, identifying campus resources, adequate student parking, timely faculty feedback regarding academic progress, and ongoing feedback about their progress toward academic goals.

Results from the Community College Survey of Student Engagement showed that out of the 547 respondents in 2010, 73% felt they were acquiring a broad general education, 59% expressed they were acquiring job or work related knowledge and skills, and 63%
indicated they were developing clearer career goals. Seventy-five percent of the students felt they were learning effectively on their own and 63% felt as though they had an understanding of themselves. Seventy-five percent of students indicated that tutoring services were important to them, however, 69% of students indicated they rarely or never used the services, or they were not aware the services were available. This disconnect reappears with career counseling when 80% indicated that this was important to them, while 67% indicated that they rarely or never used the service, or they did not know the service was available.

Overall, 77% of the respondents reported the college provides the support needed and 89% responded that their entire educational experience at DCCC was either “Excellent” or “Good.” However, the data also shows that students report not knowing of, or not accessing, many support services available to them.

To explore the reasons why, the College created the Student Drop/Withdrawal Survey. Analysis of this survey provided more individualized and specific responses regarding reasons why students dropped or withdrew from a course. The data demonstrate students’ overwhelming perception of competing responsibilities and their inability to balance their college and personal lives. Of the 520 survey respondents, 85% responded they were not dropping all of their courses but were dropping at least one. Of the respondents in the Student Drop Withdrawal Survey, 43.5% were ages 18-25, 35.5% self-identified as a single parent, and for 73%, it was not their first time attending college. The employment status of the dropped students varied; 30% employed full-time, 30% employed part-time, and 40% not employed while taking classes.

When asked the reason for withdrawing from the course, the highest percentage response was that the course was too difficult or they were failing. This reason accounted for 23% of the responses followed by the course load being too heavy, personal issues, dissatisfaction with instructor, and illness or personal family issues. Sixty-six percent of the respondents consulted with an advisor before dropping the course. Student enrollment status also changed from full-time to part-time for 50%. The survey showed that 88% of students applied for financial aid, and 82.5% of those students were eligible to receive financial aid.

The most beneficial analysis of the data comes from the narrative portion of the survey. When asked to explain what the respondent’s plans were after withdrawing from DCCC, 12 of the 19 narrative responses dealt with family issues, work, or illness. When asked to explain how they would rate their overall experience at DCCC, the institution was praised by the majority of the respondents in a multitude of areas. The respondents that noted concerns expressed dissatisfaction in the following:

» Frustration finding resources and information in registration and financial aid
» Unable to complete due to family and personal issues
» Time-management issues
» Lack of communication
» Feeling overwhelmed or unable to grasp the material
» Unable to complete due to medical reasons or illness
» Dissatisfaction with the Instructor
» Unable to complete due to financial hardships
Although there are considerable issues noted that would affect completing a course, many of the narratives express frustration or a lack of control as the primary reasons for withdrawing. The language in the narrative expresses a lack of persistence, the inability to effectively work through relationships with instructors, difficulty in locating resources, and a deficit in time management. The results of an Early Leaver survey emphasized similar concerns. When the respondents were asked why they are not currently enrolled at DCCC, they responded with the following:

» Family/Personal Reasons
» Work Conflicts
» Financial Reasons
» Attending another community college or university

This survey showed that 74% of the respondents had a goal of earning a degree, diploma, or certificate, and only 17% felt they accomplished that goal, while 44% felt they partially achieved their goal, and 39% reported they did not achieve their goal. Nearly 40% reported they planned to re-enroll at DCCC within the next year, 37% did not plan to return, and 25% were not sure if they would return. While 62% of the respondents did not plan to return or were unsure if they would return, the survey shows they were overwhelmingly satisfied with the institution and the services provided. Despite the nature of the survey, 89.5% of the respondents rated their overall experience at DCCC as either “Satisfied” or “Very Satisfied.”

The contradiction between student satisfaction with the institution, which is generally positive, and student completion at the institution, which needs improvement, is a common pattern throughout multiple surveys. Overall, the data suggests that students need effective guidance and encouragement in a multitude of areas. When drawing comparisons with the Community College Survey of Student Engagement and the Community College Faculty Survey of Student Engagement, 51% of faculty felt that the college places an emphasis on helping students cope with non-academic responsibilities while 34% of students indicated that this occurred “very little.” The overall data shows that students are struggling to complete not because they are dissatisfied with the institution; they are struggling to complete because they do not have a comprehensive network versatile enough to touch on their diverse needs.

At the time of the survey, 47% of the student respondents said they had not participated in an orientation program and 54% said that they had not participated in a study skills course. A Teaching and Learning survey administered to faculty showed that 47.5% of the respondents were interested in learning how to promote student responsibility.

Studying the institutional data demonstrates there is a need for a program focused on academic and personal success to effectively address these issues to ultimately promote student success.
Table I.

<table>
<thead>
<tr>
<th>QEP Team</th>
<th>Position</th>
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<tbody>
<tr>
<td>Jennifer Allen, QEP Co-Chair</td>
<td>Faculty, Criminal Justice and Paralegal Technology</td>
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<tr>
<td>Johnnie Mickel, QEP Co-Chair</td>
<td>Career Counselor</td>
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<tr>
<td>Bruce Bowman</td>
<td>Faculty, HVAC</td>
</tr>
<tr>
<td>Jennifer Boyle, QEP Writer</td>
<td>Faculty, English</td>
</tr>
<tr>
<td>Susan Burleson</td>
<td>Executive Director, Planning Research and Innovation</td>
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<tr>
<td>Christie Comer</td>
<td>Program Coordinator, Heath, Wellness, and Public Safety</td>
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<tr>
<td>Britney Cowan</td>
<td>Academic Advisor</td>
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<tr>
<td>Margaret Cutler</td>
<td>Academic Advisor</td>
</tr>
<tr>
<td>Ed Greenawald</td>
<td>Faculty, Developmental Studies, Math</td>
</tr>
<tr>
<td>Donnell Griffin</td>
<td>Faculty, Psychology</td>
</tr>
<tr>
<td>Julie Grimes</td>
<td>Faculty, Psychology</td>
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<tr>
<td>Stacy Holliday</td>
<td>Director, Campus Innovations and Student Success Initiatives</td>
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<tr>
<td>Jody Lawrence</td>
<td>Associate Dean, School of Arts, Sciences, and Education</td>
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<tr>
<td>Rita Matthews</td>
<td>Coordinator, Student Services, Davie Campus</td>
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<tr>
<td>Tina McDaniel</td>
<td>Faculty, Medical Laboratory Technology</td>
</tr>
<tr>
<td>Laura Perry</td>
<td>Faculty, Developmental Studies, Study Skills</td>
</tr>
<tr>
<td>Jennifer Starsick</td>
<td>Financial Services</td>
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<tr>
<td>Kim Sepich</td>
<td>VP, Student Services and Enrollment Management</td>
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<tr>
<td>Matthew Schill</td>
<td>Enrollment Services Technician</td>
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<tr>
<td>Patrick Shouse</td>
<td>Faculty, Mathematics</td>
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<tr>
<td>Dori Stanfield</td>
<td>Coordinator, Distance Learning and Instructional Technology</td>
</tr>
<tr>
<td>Lynne Watts</td>
<td>Director, Student Activities and Evening and Weekend Programs</td>
</tr>
<tr>
<td>Terri Smith</td>
<td>Executive Director, Marketing and Communications</td>
</tr>
<tr>
<td>Ex. Officio: Penny Jobe</td>
<td>Coordinator, Institutional Grants</td>
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</tbody>
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Discussion of Possible QEP Topics

After reviewing campus data, and multiple brainstorming meetings, the QEP team translated their original list of student success concerns into a list of possible QEP topics:

- GED to Curriculum
- Developmental to Curriculum
- ESL support
- A study skills program
- A soft-skills program
- A life transitions program
- A First-Year Experience from any entry level
- Actions to help students take responsibility for their learning
- Measures to address unrealistic student expectations
- A program to address reading skills and/or math literacy
- Advisement and major advisement plans
- Communication on Student Activities
- Measures to address developmental needs for any age student
- A “Last Year Experience” to prepare students for work or continued education
- Strategies to help students from a wide range of knowledge and ability
- Measures to address the quality of distance education

This list of proposed topics prompted further research into a program that would help students develop the knowledge and skills necessary to complete their degree. Common themes were: Learning Environments, Faculty Development and Instructional Technique programs, Improvement of Online Instruction, Creating a Common Faculty Experience, Learning Styles, Student Engagement, First-Year Experience and Faculty Engagement.

Narrowing the Topic

In October 2009, the committee organized these common themes into three categories: Active Learning, Faculty/Student Interaction and Critical Thinking. From these common themes, activities were researched and considered including: incorporating learning communities, cross-discipline course structures, team teaching methods, cohort groups of students, faculty training on active learning and the use of On Course, a program centered on personal responsibility and learning strategies for college and life success. With a focus forming around active learning and the interaction between students and faculty, the team became more interested in a first-year experience.

Analyzing the content of the College’s on-going study skills course as well as content and practices from other colleges, the team became highly interested in On Course by Skip Downing. On Course had already been in use for a study skills course aimed at pre-health majors. The program focuses on personal responsibility, study strategies, and life strategies
with the intention of guiding the student toward success in college and in life. This program would be appropriate for a first-year experience course because of its student-centered approach to learning soft skills, hard skills, and self-development.

*On Course* contains classroom activities, visuals, support projects, and professional training. These tools would engage active learning and interaction between students and faculty. The *On Course* program had the potential to change the culture of the learning environment by addressing active learning through personal responsibility while providing a multitude of assessments to track that progress.

With the course taking shape as an essential component of the QEP, three potential methods for incorporating *On Course* were identified:

» Geared up for Learning: Establishing a First-Year Experience (Including *On Course*)

» Increasing Student Engagement and Academic Success Using an Active Learning Model (Including *On Course*, learning communities, faculty development in active learning, student responsibility for learning, and cross discipline courses/team teaching)

» Enhancing Critical Thinking by using Problem-Based Learning (Including *On Course*)
Choosing the QEP

With strong data supporting the success of first-year experiences, the team continued their research searching for practices that would work with the community college student. In December 2009, the QEP team also began gathering data from colleges locally and nationally. The National Resource Center for First-Year Experiences and Students in Transition, based at the University of South Carolina, served as one of the main data providers for the QEP team. Two surveys provided an overview of current first-year experiences, the 2006 National Survey on First-Year Seminars and the 2009 National Survey on First-Year Seminars. Data from these three surveys are summarized in Table II on page 22.

The research question became “What would a first-year experience look like at Davidson County Community College?”

The team documented the following as initial concerns and goals of a first-year experience:

» Address the wide range of DCCC students
» Whether a separate course is practical
» Address student learning
» Training of faculty and staff
» Which students should be involved? Certificate and Diploma students may only have one year
» Imbedded in all that the College does, a philosophy of how to be educators
» Students need to see the benefits
» Model effective leadership training models
» Communicate to students in the beginning about expectations and objectives
» Address the needs of distance education students
» Encourage a culture of change
» Transparency in all that is done

The QEP team considered whether a course component was sufficient for a first-year experience or if a more holistic approach should be taken. In February 2010, the conclusion was drawn that the first-year experience should incorporate several components, specifically, a revitalized orientation, a student-centered study skills course, and a centralized and intrusive advising model (refer to Appendix A for Sample QEP Team Meeting Minutes).

The DCCC First-Year Experience

The QEP research teams evolved into sub-committees to explore strategies on individual components of the QEP, concentrating on the orientation process, academic advising, a first-year experience curriculum, and resources. Amy Baldwin from Pulaski Community College in Arkansas was identified as a potential external evaluator for the team in Spring 2011, and a member of the QEP team began composing the narrative portion of the document in Spring 2012.
**Mandatory Orientation**

Prior to 2009, Orientation at DCCC was an optional step. However, national student success data supports a required orientation process to aid in retention and completion. Currently, the two hour mandatory Orientation program at DCCC includes three thirty-minute information sessions (Get to Know DCCC, Academics and Advising, and Financial Aid) and one thirty-minute session where students schedule their advising appointment. Feedback from this Orientation model indicates that students want more information about their program of study.

As part of the QEP, an academically-centered Orientation program has been designed. The proposed agenda is included in Appendix B. After completing the placement test students will immediately meet with an academic advisor who will help the student construct their schedule. Students will then be scheduled for their Orientation session. At Orientation, Student Affairs information will be provided in a large group session and students will then be organized by their School of Learning. Each School of Learning will provide their own information session and will take students on a tour of the facilities. When both sessions are completed, students will be taken to a computer lab to register for their pre-selected courses.

**Centralized and Intrusive Advising**

The Centralized and Intrusive Advising component of the QEP stems from recommendations made by the Advising Task Force created in 2009. This task force was challenged to find new and innovative ways to impact academic advising at DCCC. Created from a group of cross-campus faculty and staff, the task force worked with a consultant from the National Academic Advising Association. When the College joined Achieving the Dream in 2010 and Completion by Design in 2011, additional cross-campus groups met to focus on student success with a primary emphasis on the new student enrollment process. As a new enrollment process emerged, the need for a comprehensive student success center and centralized advisement became more apparent.

Based on analysis of institutional data, the QEP team concluded that it was imperative to include Centralized and Intrusive advising as part of the First-Year Experience in order to guide students through their academic career. Cross-campus collaboration confirmed that students need a consistent resource from the moment they enter the college to the moment they are successful in completion. Student feedback also expressed a strong desire for a single point of contact during their entire college experience at DCCC.

Intrusive advising is a proactive student success initiative. The need for intrusive advising became clear when only 28% of students surveyed said that someone from the College contacts them if they are struggling in class. Early alerts, intervening when a student begins to struggle instead of after the student has failed, are an integral part of the process. Using an early alert system called Starfish, instructors can provide feedback on students concerning attendance, missing or late assignments, overall academic performance, and even to communicate praise (refer to Appendix C). Once the instructor has reported on the student, a flag is raised on the student and the Advisement Center is notified. In Fall 2011, the Starfish
program was piloted with all courses in which the pilot students were enrolled. After the pilot of Starfish in Fall 2011, a team gathered in Spring 2012 to provide feedback and suggestions on using the program.

This group represented cross-campus constituents in order to discuss Starfish’s potential at the College. The team worked with a Starfish representative to explore the system further as a future resource for students concerning academic support in the form of tutoring referrals and career exploration. As of Spring 2012, the following implementations had occurred:

- 103 faculty/staff have been trained to use the programs
- 6,080 students have been tracked since Summer 2011
- 4,307 flags have been raised for poor academic performance, attendance, missing or late assignments, and/or praise
- 309 individual classes have utilized Starfish

The Starfish early alert system will be fully implemented in Fall 2012 for every student enrolled in a curriculum course. The full implementation will require that an academic advisor email any student that receives three raised notifications or flags cumulatively from any of the student's instructors, and the advisor will call the student if six notifications or flags are activated by any instructor. Each time a flag or notification is raised by an instructor or automatically generated, the student will immediately receive an email from the Starfish program. The program will provide automatic feedback to the student, and the academic advisor will become a resource when needed.

**ACA 090**

The course development for ACA 090 began in Fall 2008, originally as a “Health Careers and Readiness” course. The *On Course* curriculum was first adopted in 2009, taught by two faculty members to pre-health students. The initial pilot of this course was funded by the Community Based Job Training Grant through the U.S. Department of Labor. Students in a health program of study were encouraged to take the ACA 090 course because successful completion of the course would give them an extra point in the selective admissions process of these programs. As the *On Course* curriculum grew through the enthusiasm of a core group of faculty believers in the program, more faculty became interested in professional development. The college brought an *On Course* trainer to campus in Summer 2010 and 21 faculty and staff members completed this training (refer to Appendix D for the Eight Foundational Principles in *On Course* Curriculum).

In Fall 2010, the College encouraged students who were on financial aid and academic alert or probation to take one of the 11 sections offered. The QEP team began collecting qualitative
and quantitative data about the students who took the course in Fall 2010. In Spring 2011, 11 sections were offered and the College hired a full-time instructor to specialize in teaching the course. Instructors teaching the course meet regularly to collaborate and share experiences and best practices (refer to Appendix E for the ACA 090 Course Syllabus Template).

In Fall 2011, all students on academic or Financial Aid probation, and all students with two or more developmental needs were required to register for ACA 090. As a part of the QEP, in Fall 2012, the College also began requiring all students in the School of Arts, Science, and Education who have just one developmental need to register for the course. Moving forward with the QEP, in Fall 2013, all students with one or more developmental needs will be required to register and ultimately, by Fall 2014, all new students will be required to register for ACA 090.

What makes the ACA 090 course at DCCC unique is the grass roots movement that created a desire for the *On Course* method. This student centered course speaks to the core of DCCC’s mission and practices. With a focus on responsibility, self-motivation, planning, and study skills, *On Course* provides an exceptional foundation to further education.

**Pilot Process and Data Collected**

Once the learning outcomes were developed, as will be described in Section IV, it was important to conduct a pilot study to ensure the components identified to be a part of the First-Year Experience would accomplish the outcomes desired. Analysis of the College data for Achieving the Dream revealed that male students are not progressing and succeeding as well as their female counterparts. For that reason, first-time, full-time male students in the School of Business Engineering and Technical Studies and the School of Arts Science and Education were selected as the pilot group for the QEP and Achieving the Dream initiatives. Assessing the students throughout the pilot period provided a continual flow of information and data.

**Mandatory Orientation**

The pilot began in Summer 2011 with the College’s new orientation process. The new Orientation process provided students with an experience that emphasized both the resources available to students and the importance of gathering information to make appropriate decisions along their college pathway. It was determined that as a part of the QEP, Orientation would be a mandatory requirement for all new students prior to registration. The length of time for the Orientation was extended and a family component was added to be delivered concurrently with the student orientation session.

Of the 260 survey respondents, the following quantitative data was obtained:

- 91% of the students reported the orientation was valuable
- 100% of the students were able to identify some of their responsibilities as a college student
- 98% reported they learned about campus resources available to them
- 89% reported they felt more connected to the college after orientation
- 96% reported they learned about academic expectations
- 99% reported they understood their academic performance could affect their financial aid
- 98% reported they understood they would be held accountable if they accept student loans
Qualitative data obtained was also very useful. Students reported they still had questions about specific programs of study, tutoring services, and technology related to email and navigating the college website. As a result, the Orientation design will be modified, as part of the QEP, to include an academic component which will provide students with more information about their specific programs of study and academic resources such as tutoring that are available to them. Moving ahead with the QEP, the orientation format will be rearranged so that students will participate in a hands-on technology session. This session will include email, the college website, and an opportunity for students to register for courses.

Other qualitative responses included:

“[Orientation] was extremely informative and everyone seemed eager to help. They definitely want me to succeed. I don’t feel as threatened or intimidated.”

“They made me feel as though they cared and I was not just another ID.”

“When I begin college I will not feel so lost because the orientation helped me know where my resources are and how to use them.”

“I have been to a university before and it was intimidating during orientation. Their orientation was boring and not as informative. This has been the most interesting, informative orientation that I have ever been to.”

Intrusive Advising

During the pilot for the Fall 2011 semester, all first-time students enrolled in ACA 090 were asked to complete a survey (an initial version of the FYE Survey) at the beginning of the term in September and at the conclusion of the term in December. This survey contained questions that addressed all three elements of the First-Year Experience. The survey results were analyzed in two sets: the responses of pilot group students only and the responses of all first-time students enrolled in ACA 090.

In the September survey, 58% of the pilot group rated their academic advisor meeting as “Excellent” and 32% of the students rated the experience as “Good.” Of the pilot group, 98% agreed or strongly agreed that the following occurred when meeting with their advisors: the advisor listened carefully, the advisor shared information clearly and accurately, the advisor answered their questions, and the advisor discussed the student’s major and whether it was an appropriate choice from them. Analyzing the results of all students surveyed in the initial survey, 45% of the students noted meeting with their academic advisor as the “Most” helpful experience in getting started at the college and 34% of the students rated it as “Very” helpful. Again, looking at all student respondents to the survey, 93% reported their advisor meeting as either “Excellent” or “Good.”

Qualitative data was gathered from faculty, staff, and students concerning the intrusive advising tool, Starfish. The early alert system received positive feedback from all constituents and the data supports scaling-up the Starfish Early Alert System for our full QEP implementation.
A few selected comments are below:

“One student that we really didn’t have any expectations for succeeding saw that his faculty member and us in Advising were putting a lot of effort into helping him succeed and mentioned receiving several emails from Starfish. We didn’t think he would come back because he came in so late for registration but when he came back he said, ‘I’m coming in now and getting ready for the spring, even though I didn’t get off to a good start and I am going to put forth more effort next semester.’ I really feel like it is because they saw us working together to support them.” – Academic Advisor

“Starfish is a wonderful program. It makes students feel special and it lets us know our efforts are worthy.” – Student

“I received an email because I hadn’t done an assignment. I didn’t know we had to do it, so I talked to the instructor and made sure I did the next one on time.” – Student

**ACA 090 – Student Success Course**

Since all new students in ACA 090 completed the survey in class, data was also disaggregated when viewing their responses on items specific to the course. For all first-time students who were enrolled in ACA 090 in the fall semester, 66% reported that their experience in the course was “Excellent,” while 29% of the respondents rated the course as “Good” in the end of course survey. This satisfaction rate was considerably higher than any other aspect of the first-year experience. In the end of term survey, when compared with the other components of the First-Year Experience, 77% of the respondents reported the course was either the “Most” or “Very” helpful to them. When specifically analyzing the pilot students’ responses, 97% of the respondents reported the course to be either “Excellent” or “Good” and 63% of the respondents reported the course was either the “Most” helpful aspect of the First-Year Experience or was “Very” helpful.

The division of Research, Planning, and Innovation also held focus groups in the ACA 090 courses during the Fall 2011 semester. These focus groups provided valuable qualitative data from students concerning the course and the overall first-year experience. The students provided some of the following qualitative data:

“[The course] taught me ways to plan my goals, how to track them, and helped me to understand my learning style and how to better prepare myself for success.”

“[The course] helped build my self-confidence in attending college and really applying myself. It has helped me to think about the choices that I have made during the semester and that I will make going forward in life.”

“[The course] taught me self-control and responsibility. I can see my future more clearly now.”

“It gave me a way to succeed and to realize when I’m on the wrong path.”

“[The course] helped me learn a lot about myself and how I learn best. Everything I learned I will be using the rest of my college experience.”
In addition to collecting feedback from students it was extremely important to hear the voices of faculty who taught the course. At the end of the Fall 2011 semester, all ACA 090 instructors were asked to provide a “Strengths, Weaknesses, Opportunities, and Threats” analysis of the course as they had experienced it that particular semester. The Dean of Foundational Studies gathered the results and they are included in Table III on page 24. The course instructors were also asked to complete a survey at the end of the Fall 2011 semester. Overwhelmingly, 100% of the respondents answered “Yes” to the following questions:

» Have you observed favorable changes in attitude among your students since the semester began?

» Do you see evidence that your students are embracing and using On Course principles in their classes and lives?

» Do you feel that this class should be a requirement for all students to take during their first semester?

The survey also asked about the instructors' thoughts on curriculum content, teaching approach, and delivery method. The textbook and curriculum received positive feedback and 50% of the respondents reported altering their approach to the material once getting to know the students in that particular class. The respondents showed an interest in exploring different delivery methods for the course including hybrid and online mediums. As the QEP is implemented, alternate delivery methods will be explored.
As the course progressed, all survey respondents noted significant changes in knowledge, skills, behaviors, and values. Sample comments are provided below:

“The biggest change that has occurred is their ability to be honest about themselves and the track they are on. In the first week of school, I got “everything’s fine.” Throughout the course, they have learned how to express themselves and be okay with saying this is what is working, this is what is not working, and they are beginning to develop the ability to act on that change.”

“Students love the class and have stated that they are more aware of their inner dialogue and time management.”

“Student stated that she now promotes her inner creator voice and no longer listens to the victim voice. Most students manage their time more effectively by using the time scheduler I had them fill out. Most students are able to identify time wasters, such as Internet, games, TV, and unfocused friends.”

“Some of my students had an “I don’t care about anything attitude at the beginning, but now they are starting to change their way of thinking, especially when it comes to taking personal responsibility for themselves.”

“They have shared examples of “stinkin thinkin” [negative thoughts] which they have turned around into positive thoughts.”

“Student had an ‘F’ and was failing in math. She pursued tutoring in the Learning Commons and went to her instructor to share her concerns. She restructured her learning habits and figured out how to harness her in quadrants [On Course strategy] so that she can get better grades in Math. She now has high ‘B’.”

“My students are more positive about their ability to succeed.”

To broaden the scope of the course, the instructors were asked, “In what way do you think that ACA 090 contributes to learning at DCCC?” The instructors felt as though the course provided “a framework for learning,” creating an environment of community, responsibility, planning, and confidence.

Conclusions derived from the noted assessment measures support the current course curriculum as a vital component to the comprehensive First-Year Experience. The First-Year Experience surveys report that students find the course material helpful and they are satisfied with their experiences. The faculty feedback shows there are many opportunities associated with the course but there are also still many challenges moving ahead. The data collected support the QEP, including the plan to scale-up the ACA 090 course to a wider campus population.

**Supporting the Decision**

In addition to developing a First-Year Experience for the QEP, the College has also been involved in *Achieving the Dream* and *Completion by Design*. The goals and interventions in these three programs have often overlapped, and because of the size of the College, faculty and staff working on the projects overlap as well. In the spring of 2012, a new position was
created. The Director of Campus Innovations and Student Success coordinates the various student success initiatives on campus and will serve as the QEP Director.

To assist in data analysis, an additional institutional research position was created to focus primarily on College student success initiatives. To support scaling up intrusive advising, four new academic advisors are being added to the Advisement Center staff. During Summer 2012, the Mendenhall Building on the main campus was renovated to house Admissions, Career Development, Financial Aid, and Academic Advising in a space that will allow students to move easily from one service to another. At the same time, a search is underway to staff a new Associate Dean, Student Enrollment and Information Services position who will be responsible for ensuring a learning-centered enrollment experience for students.

In Fall 2011, the SACS Steering Committee created a communication plan that was carried out in the Spring and Summer of 2012. The QEP Chairs and committee members visited faculty and staff meetings, the Student Government Association, President’s Staff, Board of Trustees, President’s Council, Faculty Senate, Academic Leadership Team, Marketing, and Program Advisory Boards to discuss the work of the QEP team and get feedback on the initiatives. In each of these meetings, there was a great deal of excitement and support for creating an effective First-Year Experience to help students be more successful.
### National FYE Survey Data

<table>
<thead>
<tr>
<th></th>
<th>2006 National Survey</th>
<th>2009 National Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>*968 surveys completed</td>
<td>*1,019 surveys completed</td>
<td>*890 institutions reported that they offer a first-year seminar</td>
</tr>
<tr>
<td>*821 institutions reported that they offer a first-year seminar</td>
<td>41% of respondents reported extended orientation as a primary component; 16% reported an academic seminar as the primary component</td>
<td></td>
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<tr>
<td>A FYE might include: extended orientation, academic component, basic study skills, pre-professional or discipline-linked</td>
<td>Two most frequently selected objectives: “develop academic skills” (64%) and “orient students to campus resources and services” (53%)</td>
<td></td>
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<tr>
<td></td>
<td>Three most reported objectives: “campus resources” (42%); “study skills” (40%); academic planning/advising (36%)</td>
<td></td>
</tr>
<tr>
<td>Five most important topics to comprise content: 1) study skills, 2) critical thinking, 3) campus resources, 4) academic planning/advising, 5) time management</td>
<td>60% of two-year institutions reported study skills as a first-year seminar course topic; 52% of public institutions listed campus resources as a course topic</td>
<td></td>
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<tr>
<td>46% require the FYE for all first-year students, 35% require the FYE for some but not all students</td>
<td>57% reported offering at least “one special section” of the first-year seminar (for learning communities, academically under-prepared, honors students, among others)</td>
<td></td>
</tr>
<tr>
<td>38% do not offer special sections for “unique populations,” 22% offer sections for “honor students, 20% offer sections for “academically underprepared students,” and 18% offer sections for “learning community participants”</td>
<td>14% reported requiring “academically under-prepared” students to take a first-year seminar</td>
<td></td>
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<tr>
<td>43% reported the first-year seminar to be one credit hour, 33% reported the seminar counts for three credit hours, and 40% offer the seminar as an elective</td>
<td>53% of all institutions reported the first-year seminar counted for general education requirements; 40% counted for elective credit; 10% counted for major requirements; 9% counted for other credit.</td>
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<td></td>
<td>68% reported the first-year seminar to be one semester; 13% reported half a semester; 6% reported one quarter; 4% reported one year; 10% reported “other”</td>
<td></td>
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<tr>
<td>88% of Instructors for the seminar are “faculty” at public institutions</td>
<td>FYS (first-year seminar) Instructors for seminar: 61% Tenure-track faculty; 54% full-time non-tenure track faculty; 48% Student affairs professionals; 46% Adjunct faculty; 30% other campus professionals; 6% Graduate students; 5% Undergraduate students</td>
<td></td>
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<tr>
<td>77% offered training for their first-year seminar instructors; 52% require training</td>
<td>76% of institutions offer FYS training; 50% require FYS training</td>
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</tbody>
</table>
### National FYE Survey Data

<table>
<thead>
<tr>
<th>2006 National Survey</th>
<th>2009 National Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% “indicate they have conducted a formal program evaluation since fall 2003,” using course evaluations (97%), survey instruments (82%), and institutional data (79%)</td>
<td>Assessment Measures Used:</td>
</tr>
<tr>
<td></td>
<td>56% reported “formally assessing or evaluating the FYS, however one-third of survey respondents reported no formal assessment or evaluation and nearly 10% reported not knowing if formal assessment or evaluation existed for their institutions”</td>
</tr>
<tr>
<td></td>
<td>84% reported using a “locally developed survey instrument” for assessment or evaluation; 52% reported using a national survey</td>
</tr>
<tr>
<td></td>
<td>Quantitative Assessment Strategies:</td>
</tr>
<tr>
<td></td>
<td>Student course evaluations (95%)</td>
</tr>
<tr>
<td></td>
<td>Survey instrument (75%)</td>
</tr>
<tr>
<td></td>
<td>Analysis of institutional data (75%)</td>
</tr>
<tr>
<td></td>
<td>Qualitative Assessment Strategies:</td>
</tr>
<tr>
<td></td>
<td>Focus groups with instructors (51%)</td>
</tr>
<tr>
<td></td>
<td>Individual interviews with instructors (46%)</td>
</tr>
<tr>
<td></td>
<td>Focus groups with students (43%)</td>
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<tr>
<td></td>
<td>Individual interviews with students (30%)</td>
</tr>
</tbody>
</table>

### Seminar improved or increased (at public institutions):

- Persistence to sophomore year (54%)
- Student connection with peers (46%)
- Student use of campus services (36%)
- Out-of-class student/faculty interaction (30%)
- Level of student participation in campus activities (34%)
- Student satisfaction with the institution (39%)
- Student satisfaction with the faculty (24%)
- Academic abilities (29%)
- Persistence to graduation (21%)
- Grade point average (29%)
- Other (20%)

### Top three outcomes reported by survey respondents:

- Persistence to sophomore year (74%)
- Satisfaction with faculty (71%)
- Satisfaction with institution (65%)

### Open-ended responses related to the findings of assessment or evaluation initiatives:

1. Improved persistence/retention
2. Recommendations and action items for course improvement
3. Student satisfaction with course/useful course overall
4. Increased grade point average/academic performance
5. Development of academic abilities, skills, and engagement
### Table III.

**SWOT Analysis of ACA-090**

<table>
<thead>
<tr>
<th>Strengths</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>An emerging group of dedicated faculty and staff with a desire to teach the course</td>
<td></td>
</tr>
<tr>
<td>Dr. Rittling’s vision and support of ACA 090</td>
<td></td>
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<tr>
<td>Supportive faculty, staff, and administration of the program currently</td>
<td></td>
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<tr>
<td>School culture and DCCC’s commitment to student success</td>
<td></td>
</tr>
<tr>
<td>The course curriculum, lessons, activities, and the <em>On Course</em> text</td>
<td></td>
</tr>
<tr>
<td>The course promotes college success techniques</td>
<td></td>
</tr>
<tr>
<td>It makes students aware that they are accountable for their own success or failure.</td>
<td></td>
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<tr>
<td>It opens up the ideas of self-exploration and personal growth to the student</td>
<td></td>
</tr>
<tr>
<td>The idea that the course must be a part of a comprehensive approach to an overall First-Year Experience that requires collaboration between schools and divisions across the College</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Weaknesses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Three hour class difficult for many students to fit into their program of study</td>
<td></td>
</tr>
<tr>
<td>Consistency in obtaining data and knowing what each instructor is doing (tests, journals, activities, etc.)</td>
<td></td>
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<tr>
<td>Low number of male instructors</td>
<td></td>
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<tr>
<td>Diversifying the course—male students to female students</td>
<td></td>
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<tr>
<td>Students’ varying responses to course based on the instructor</td>
<td></td>
</tr>
<tr>
<td>Not all students are open to the ideas presented in the course</td>
<td></td>
</tr>
<tr>
<td>Balancing life qualities with study skills</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty in other Schools of Learning need release time from one of their classes to regularly teach ACA 090 for consistency, quality, and effectiveness</td>
<td></td>
</tr>
<tr>
<td>Coordinate more with Basic Skills, ACE, and TRIO programs to recruit students who need ACA 090, especially when they are finishing Basic Skills and coordinate more with the Learning Assistance Center and Academic Advisors to recommend ACA 090 to students needing this class</td>
<td></td>
</tr>
<tr>
<td>Create a Student Advisory Board of those students that have taken ACA 090 and are now doing well in finishing their degree for input and suggestions</td>
<td></td>
</tr>
<tr>
<td>Motivate all ACA 090 faculty to use tools to communicate and build commonality</td>
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</tr>
<tr>
<td>Make ACA 090 available to all new or in-coming students and require them to take the course in the 1st semester and/or make ACA 090 a regular curriculum requirement for all majors</td>
<td></td>
</tr>
<tr>
<td>Limit each class size to no more than 20 students to facilitate more interaction and discussion</td>
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</tr>
<tr>
<td>Possibly offer a more basic or abbreviated version for developmental students (there exists a wide variety of academic levels and learning styles in the same class where some excel easily and others struggle greatly)</td>
<td></td>
</tr>
<tr>
<td>Bring in successful individuals as real-life role models—preferably those that have attended a community college</td>
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<tr>
<td>Meet with other ACA 090 faculty to share resources and ideas and offer more team teaching opportunities</td>
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<tr>
<td>Make the course a hands-on approach to success strategies in academia and in life</td>
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<tr>
<td>The program could build and produce tangible evidence and data concerning how we approach student success and the effects of that approach</td>
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<tr>
<td>The program could build commonality between faculty, staff, the college community, and the local community concerning the positive changes that a student success course can produce</td>
<td></td>
</tr>
</tbody>
</table>
Table III.

<table>
<thead>
<tr>
<th>SWOT Analysis of ACA-090</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>» Budget</td>
<td></td>
</tr>
<tr>
<td>» Other Schools’ perceptions/support of ACA 090</td>
<td></td>
</tr>
<tr>
<td>» Lack of appropriate ACA 090 faculty</td>
<td></td>
</tr>
<tr>
<td>» Keep class size small enough to effect desired outcomes</td>
<td></td>
</tr>
<tr>
<td>» Difficulty meeting with all ACA 090 faculty to improve communication, collegiality, quality</td>
<td></td>
</tr>
<tr>
<td>» Registering students in their gateway classes right after completing ACA 090 to increase their chance of success</td>
<td></td>
</tr>
<tr>
<td>» Classroom space in relation to class size</td>
<td></td>
</tr>
<tr>
<td>» Differences in learning styles, attitudes, and academic levels among students</td>
<td></td>
</tr>
<tr>
<td>» Differences in grading, attendance, and course requirements among ACA 090 faculty</td>
<td></td>
</tr>
<tr>
<td>» Balancing out-of-class paperwork and class preparation with regular job duties (for faculty in other Schools of Learning)</td>
<td></td>
</tr>
<tr>
<td>» Improving student attendance</td>
<td></td>
</tr>
<tr>
<td>» Deciding who and how to target students for the course and overall program</td>
<td></td>
</tr>
<tr>
<td>» Challenge—Scaling up to an entire campus population</td>
<td></td>
</tr>
<tr>
<td>» Challenge—Obtaining teachers that can reach and motivate students</td>
<td></td>
</tr>
<tr>
<td>» Challenge—Accomplishing the delivery of all materials that should be included in a first year experience</td>
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</table>
Davidson County Community College’s First-Year Experience, Storm Toward Success, empowers students to achieve academic success and engages them to own their education and direct their lives.

The goals of the QEP are to:

» Provide a mandatory, extended orientation focused on decision-making for all new students
» Successfully implement a centralized, intrusive advising model
» Transition to a required student success course in the first semester that focuses on the development of personal life skills and college study skills
» Improve student persistence and progression rates
» Improve student completion rates

To arrive at the purpose and goals listed above, the QEP team utilized the four categories from the Commission on Colleges definition of Student Learning: changes in knowledge, skills, behaviors, and values. The following questions guided the creation of outcomes:

» What should students know after the implementation of the QEP that they do not know now? (Knowledge)
» What should students be able to do that they are not able to do now? (Skills)
» How should their behavior change? (Behaviors)
» What changes in values are anticipated? (Values)

Aiming for the outcomes to be specific, focused, and measurable, the team brainstormed items that could fit into each of the four categories and initially created the following:

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Behaviors</th>
<th>Skills</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program of Study</td>
<td>Time management</td>
<td>Appropriate for the situation</td>
<td>Responsibility</td>
</tr>
<tr>
<td>DCCC Resources</td>
<td>Start and complete projects</td>
<td>Active - participating in work and engaging in education</td>
<td>Community</td>
</tr>
<tr>
<td>College Learning Competencies</td>
<td>Good manners</td>
<td>Ethos</td>
<td>Ethics</td>
</tr>
<tr>
<td>How to learn—test taking, reading, note taking</td>
<td>Taking responsibility for their own learning</td>
<td>Inclusion</td>
<td></td>
</tr>
<tr>
<td>Master college work</td>
<td>Taking responsibility for their direction in life</td>
<td>Diversity</td>
<td></td>
</tr>
<tr>
<td>Meet academic expectations</td>
<td>Taking responsibility for their behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage in active learning</td>
<td>Expand world view</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time management</td>
<td>Problem solving</td>
<td></td>
<td></td>
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<tr>
<td>Collaboration and individual work</td>
<td>Critical thinking</td>
<td></td>
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<tr>
<td>21st Century Skills</td>
<td>Career decision making</td>
<td></td>
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<tr>
<td>Understand plagiarism</td>
<td>Life-long learning</td>
<td></td>
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<tr>
<td>Educational technology</td>
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<td></td>
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<tr>
<td>Self-awareness</td>
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</tbody>
</table>

IV. Desired Student Learning Outcomes
In October 2010, the team asked:

» What resources, steps, expectations, etc. should students be familiar with?
» What, generally, is important for students to know about college, self, and life?
» What knowledge, skills, and values warrant an enduring understanding?

The results of these questions included multiple lists of skills, values, experiences, and behaviors (to be encouraged and discouraged). In December 2010, the team established the initial set of learning outcome goals:

1. **Self-efficacy – becoming self-aware, evaluating self, and making decisions based upon self-knowledge.**
   a. Knowledge of self
   b. Self-motivation
   c. Personal responsibility
   d. Professionalism and appropriate behavior
   e. Critical thinking
   f. Claiming education
   g. Learning from failure
   h. Managing stress
   i. Self-exploration
   j. Delaying gratification
   k. Valuing work
   l. Do vs. due

2. **Planning – identifying short and long-term goals and the appropriate steps needed to reach them.**
   a. What to expect from the college experience
   b. College may challenge beliefs
   c. Why am I here?
   d. Career exploration and assessment (What do I like? What am I good at?)
   e. How do I define success?
   f. Learning from failure
   g. Knowing when it may be necessary to change majors and how to do so
   h. Roadblocks and landmines
   i. Realistic expectations and limitations
   j. Participating in advisement and registration
   k. Taking responsibility for the future
   l. Career preparation
   m. Time management

3. **Information Literacy and Resources – assessing need for information, finding it, and evaluating its appropriateness.**
   a. Using technology in education
   b. Calculating GPA and understanding academic standing (good, alert, probation, suspension)
c. Assessing assets and resources at all points in life  
d. Verbal and written communication  
e. Evaluating resources  
f. Gathering information  
g. Opportunities for gaining practical experience  

4. **Interpersonal Skills – developing mutually supportive relationships.**  
   a. Conflict resolution  
   b. Valuing differences  
   c. Collaborative work  
   d. Social competence  
   e. Written and verbal communication  

In March 2011, after extensive comparison and consolidation, the following goals and drafted student learning outcomes emerged:  

1. **Identify:**  
   • Campus resources  
   • Purpose of education  
   • Program of student and appropriateness of fit  
   • Advising process and expectations  

2. **Demonstrate:**  
   • Study skills  
   • Knowledge of self  
   • Goal-setting skills (academic and career)  

3. **Engage in:**  
   • Life-long goal planning and learning  
   • Interdependence  
   • Identification and navigation of appropriate resources  

In May 2011, the team discussed how the three components of the First-Year Experience would be used to assess the goals above and complete the following:  

1. **Identify:**  
   • Campus Resources (Orientation, ACA 090)  
   • Purpose of Education – Why am I here? (ACA 090 and Advising)  
   • Program of study & Appropriateness of Fit (Advising and ACA 090)  
   • Advising Process and Expectations (Advising)  

2. **Demonstrate:**  
   • Study Skills (ACA 090)  
   • Knowledge of Self (ACA 090)  
   • Goal-setting Skills-career and academic (Creation of Educational Plan of Study, ACA 090 & Advising)  

3. **Engage in:**  
   • Life-long Goal Planning and Learning (Focus groups, Mentors, and Advising)  
   • Interdependence (ACA 090, Mentors, and Advising)  
   • Identification and Navigation of Appropriate Resources (Mentors and Advising)
In September 2011, a smaller work team attended a seminar on establishing successful student learning outcomes. The team reviewed the drafted student learning outcomes and evaluated whether the goals naturally progressed using Bloom’s Taxonomy. The group formulated the following:

**Identify: (Levels One and Two—Remember and Understand)**
- Campus Resources (Orientation)
- Purpose of Education – Why am I here? (Orientation, ACA 090, and Advising)
- Program of Study and Student Fit (Advising and ACA 090)
- Advising Process and Expectations (Advising)

**Demonstrate: (Levels Three, Four, and Five—Apply, Analyze, and Evaluate)**
- Study Skills (ACA 090)
- Knowledge of Self (ACA 090)
- Goal-setting skills - career and academic (ACA 090 and Advising)

**Engage in: (Level Six—Create)**
- Develop Life-long Goal Planning and Learning (Advising and ACA 090)
- Create effective interdependent relationships (ACA 090)
- Formulate strategies to identify and navigate appropriate resources (Advising and ACA 090)

The QEP team adopted the above student learning outcomes as the final draft in December 2011 (refer to Appendix A for Sample QEP Team Meeting Minutes). Throughout the formulation of the comprehensive student learning outcomes for the First-Year Experience, the QEP work teams also focused on individual goals for each component of the program. The specific outcomes for each component are explained in “Section VI. Actions to be Implemented and Timeline.”
V. Literature Review and Best Practices

Data Collection

The College identified best practices and conducted its data collection through targeted first-year experience articles and empirical studies, case study reviews, and conference attendance. Representatives from the QEP team attended two First-Year Experience Conferences (2011, 2012) as well as two SACS conferences (summer and fall 2011) and the National On Course Conference (2012) in order to gather data on various areas of the QEP.

The most current trends in first-year experiences came from studying the 2009 National Survey of First-Year Seminars: Ongoing Efforts to Support Students in Transition by Ryan D. Padgett and Jennifer R. Keup. Research from this text reports that first-year experiences are primarily formatted in five types: extended orientation, academic with uniform content across sections, academic on various topics, pre-professional or discipline-linked, and basic study skills. Research also shows that while First-Year Experiences are common in four-year institutions, with 74% of respondents to the national survey reporting such a program, only 26% of two-year institutions reported the existence of a first-year experience program. Of the 26% of the two-year institutions that offer a first-year experience, only 31.5% of them require all first-year students to engage in the program.

When the national survey asked the institutions to “describe the most significant findings from your assessment and evaluation of first-year seminar outcomes”, the response of improved persistence and retention was the primary result (Padgett & Keup, 2011, p.49). Overall, research from the national study communicated a few crucial points to the QEP team.

- There is no one format when creating a first-year experience, but there is a precedent of a mandatory or extended orientation and some type of course component.
- While first-year experiences are well researched and documented at four-year institutions, two-year institutions lack this type of program.
- The data shows that first-year experiences contribute to improved persistence and retention.

After reviewing the institutional data and determining student needs, the team researched concepts and methodologies in cultivating a first-year experience that would build connections between the student and the college. The National Conference on the First-Year Experience provided bountiful resources concerning key concepts when forming a first-year experience. In the lecture “Supporting the Transition of First-Generation Students and Students of Color: Reexamining our First-Year Programs,” Dr. Aaron Thompson emphasizes the critical practice of building relationships in the classroom and at the college. He explains
that college constituents should not avoid sensitive questions; rather colleges should collaborate and open the lines of communication in a non-threatening environment. He urges, “We must teach our students to acknowledge and communicate to someone what they don’t have but need to be successful” and “we must teach them how to locate their resources” (Thompson, 2011, Powerpoint).

Thompson speaks of empowering the student, making them realize that they are co-facilitators of their knowledge. One note that resonated with the team was Thompson’s comment, “Ineffective advising does so much damage.” While advising had not been viewed as a key component to first-year programs at other institutions based on previous research, this poignant note provoked the team to consider advising as part of the first-year experience at DCCC.

The National Conference on First-Year Experiences provided multiple success stories of First-Year Programs and the methodology that seemed to generate the most success began with understanding the students. In Dr. Constance Staley’s presentation, “Who Stole My Trophies: Developing an Academic Work Ethic in Today’s First-Year Students,” a recent study revealed that 80% of community college students feel they are academically prepared. Based on the college’s institutional data, this is a tremendous misconception provided that over 80% of all-incoming students have at least one developmental need.

To this point, Staley argues, “Self-knowledge is far more important than self-confidence” (Staley, 2011, Powerpoint). Staley further notes that students today have a difficult time understanding and practicing emotional intelligence. She reported that in 2008, 1 in 5 young adults demonstrated characteristics of a personality disorder (Staley, 2011). The QEP team studied whether the college currently offered any resources that allowed students to self-evaluate, reflect, and obtain self-knowledge.

The team took notice of a prevailing conversation for a “holistic” first-year experience. In “The Empirical Case for the First-Year Seminar: Evidence of Course Impact on Student Retention, Persistence to Graduation, and Academic Achievement,” Dr. Joe Cuseo (2011) reports that “national research suggests that holistic first-year seminars have the most significant influence on student outcomes” and that “the most effective first-year seminars are those that are designed to facilitate first-year student success in both academic and non-academic facets of college life” (p. 4). He concludes, “Collectively, these findings and observations point strongly to the conclusion that first-year seminars should move beyond just cognitive and academic-skill development to address development of the student as a whole person” (p. 4).

Cuseo utilizes data from nearly 80 studies and sources to demonstrate that “the weight of evidence indicates that first-year seminar participation has statistically significant and substantial, positive effects on a student’s successful transition to college and the likelihood of persistence into the second year as well as on academic performance while in college and on a considerable array of other college experiences known to be related directly and indirectly to bachelor’s degree completion” (p.5). In this report, Cuseo identifies specific two- and four-year institutions “that demonstrate the first-year seminar’s positive impact on student persistence through and beyond the first year of college” (p.5). The team overwhelmingly
found support to continue forward with a First-Year Experience and researched known best practices concerning content and implementation.

First-year experience advocate, Dr. Betsy Barefoot and co-author, Paul Fidler (1996), argue that there are nine characteristics of successful first-year seminars:

- They carry academic credit.
- They are centered in, rather than tangential to, the first-year curriculum, serving as an integral part of general education, core, or major requirements.
- They include academic content—often extra—or interdisciplinary content that is woven into essential process elements such as study skills, library use, writing, etc.
- Faculty are involved in all stages of program design and instruction.
- Student affairs professionals are also involved in all stages of program design and instruction.
- Instructors are trained in basic methods of group facilitation and active learning pedagogies: Course process becomes as important as course content.
- Instructors are paid or otherwise rewarded for teaching the seminar.
- Upper-level students are involved in course delivery.
- Courses are evaluated on a regular basis, and results of this evaluation are made available to the entire campus (Barefoot & Fidler, 1996).

Even though Barefoot and Fidler published these characteristics in 1996, they still remain defining factors in successful first-year seminars (Hunter, 2012). Evaluating these characteristics reinforced that the QEP team needed cross campus constituents to create a holistic approach and to avoid the following comment by John Gardner, “Success has many parents and disaster is an orphan” (Gardner, 2011, Powerpoint). Accountability and ownership of the first-year experience by several divisions within the college would encourage collaboration and increase stakeholders. In addition, “external stakeholders can benefit from knowing that student learning, consistent with institutional mission and purpose, occurs both in and outside the classroom” (Schuh & Gansemer-Topf, 2010, p.7). The team concluded that the Davidson County Community College First-Year Experience would create components that included orientation, advising, and a student success course, integrating resources from both Academic and Student Affairs.

Working within the structural framework of a three-component first-year experience, further research was needed in each of the three categories. When the QEP team divided into sub-committees, the course component group discovered an early preference in curriculum content for Skip Downing’s text, On Course: Strategies for Creating Success in College and in Life. Research shows that the On Course curriculum is used at over 500 colleges and universities across the United States and Canada.
Multiple data reports are available to show the curriculum’s success at two and four year institutions:

- Aurora University in Illinois reported a retention rate of 78% in Fall 2007 and then a 97% retention rate in Fall 2008 after adopting the On Course curriculum. They also experienced an increase in the number of students with a 2.0 or higher GPA.
- Baltimore City Community College in Maryland reported a 21% increase in retention and a 22% increase in “pass rates” using the On Course curriculum.
- Many other higher education institutions report that the On Course curriculum had a positive impact on their students including retention, pass rates, and/or GPA. (Downing, 2011).

The methodologies and student learning concepts applied in the On Course curriculum are strongly supported in research focused on removing student learning barriers. Dr. Saundra McGuire (2011) explains in Metacognition: The Key to Improving Student Learning that “most students do not understand that learning is a process” and “most faculty don’t know how to move from teaching emphasis to learning emphasis” (Powerpoint). She further explains that colleges must teach students how to learn. She suggests approaching learning through metacognition which allows the student “the ability to think about one’s own thinking, be consciously aware of oneself as a problem solver, monitor, plan, and control one’s mental processing, and accurately judge one’s level of learning” (Powerpoint). McGuire also stresses that “active learning is more lasting than passive learning” and “the level at which learning occurs is important,” referencing Bloom’s Taxonomy.

Potentially one of the most poignant parallels between the On Course curriculum and McGuire’s research is the opportunity of a growth intelligence mindset and the hindrance of a fixed intelligence mindset. Those of a fixed mindset feel that intelligence is static and that each individual only contains a limited amount it. Set as a binary, a growth mindset contains intelligence that can be developed and it can grow with actions. While McGuire urges the importance of mindset, the On Course curriculum provides tools for students to understand this concept and apply it in their daily lives. McGuire provides the following examples to illustrate the differences in mindsets as opportunities or barriers:

<table>
<thead>
<tr>
<th>Stimulus</th>
<th>Fixed Mindset</th>
<th>Growth Mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenges</td>
<td>avoid</td>
<td>embrace</td>
</tr>
<tr>
<td>Obstacles</td>
<td>give up easily</td>
<td>persist</td>
</tr>
<tr>
<td>Tasks requiring effort</td>
<td>fruitless</td>
<td>path to mastery</td>
</tr>
<tr>
<td>Criticism</td>
<td>ignore</td>
<td>learn from</td>
</tr>
<tr>
<td>Success of Others</td>
<td>feel threatened by</td>
<td>find lessons and inspiration in</td>
</tr>
</tbody>
</table>

While it is evident that research supports the content of the On Course curriculum, research also supports the methodology and resources provided by the text. In “Teaching Generation Next: A Pedagogy for Today’s Learners,” Mark Taylor (2010) argues, “too much time in most classes is spent delivering content; time that can be better spent helping students actively identify the uses of the content, learn skills, or identify why the learning matters to them.”
This model moves faculty from the traditional pedagogy of delivering content in class and expecting students to apply it out of class, to moving the content out of class and facilitating the application of content under the guidance of the professor during class.” The College wanted to select a curriculum that provided instructors the resources to practice and adopt this student centered approach to learning.

Common themes emerged throughout the research that could enhance student success not only in the course, but during orientation and advising as well. Overall, the College needed to build relationships, address sensitive issues and understand the student, empower the concepts of self-knowledge, metacognition, and growth mindsets, introduce resources, adopt active learning and demonstrate applicability, strengthen the student as co-facilitator of their learning, and ultimately, cultivate a holistic learning environment through the First-Year Experience.

After researching methodologies and First-Year Experience concepts, the focus shifted to studying implementation and assessment strategies. The team studied several case studies of First-Year Experience programs across the country including the program at the University of Houston. The University of Houston compared an implementation process that would generate a “transformative QEP” rather than an “obligatory QEP” (Tran, 2009). They presented the following:

<table>
<thead>
<tr>
<th>Obligatory QEP</th>
<th>Transformative QEP</th>
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</thead>
<tbody>
<tr>
<td>Top-Down Planning</td>
<td>Bottom-Up Planning</td>
</tr>
<tr>
<td>Limited Participation</td>
<td>Broad-Based Participation, Transcending Existing Boundaries</td>
</tr>
<tr>
<td>Narrow Topic</td>
<td>Topic Expanded for All Disciplines</td>
</tr>
<tr>
<td>Impacts Limited Number of Students</td>
<td>Impacts Majority of Students</td>
</tr>
<tr>
<td>Short-Term Projects</td>
<td>Sustainable Programs</td>
</tr>
<tr>
<td>Unfunded Mandate</td>
<td>Budgeted Investment</td>
</tr>
</tbody>
</table>

A case study from William Rainey Harper College stresses the urgency of the program: “Campuses should change policies which have the greatest potential to improve student outcomes on a substantial scale; require first time college students to take a first-year experience course around which initial advising is structured; [and] require students to develop a career and college plan—including a timetable for completion” (Ender, 2011, Powerpoint). In support of their arguments, the institution provided data showing that students who had taken the course had an 89% retention rate from Fall 2009 to Spring 2010 and that the program had shown strong student success indicators in terms of GPA and retention since the early 1990’s. Evaluating both of these research sources, the DCCC QEP team knew that if the program were to impact a majority of its students, a change in policy would be inevitable due to the number of diverse programs.

Linking the actions that would occur during the implementation period to how and when they would be assessed made the team evaluate why each strategy was important and what it was designed to accomplish. Research dictated that if the College created a culture of evidence, the bridge between implementation and assessment should build a connection,
instead of two isolated pieces of the process. In “Creating and Working Within a Culture of Evidence,” Dr. Jeffrey Seybert (2011) suggests student cohort tracking to begin and manage a culture of evidence. The QEP team decided that a student cohort would be the best option for piloting the First-Year Experience and assessing the efficacy of the proposed program. He also suggests to “employ multiple methodologies and sources” to assess student learning (PowerPoint).

Potentially the most valuable framework for assessment for the team came from the article, “Nine Principles of Good Practice for Assessing Student Learning” from the American Association for Higher Education. This document is authored by a compilation of educators and experts in the field of assessment. The team studied the following framework as suggested in the article:

1. The assessment of student learning begins with educational values.
2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
4. Assessment requires attention to outcomes but also equally to the experiences that lead to those outcomes.
5. Assessment works best when it is ongoing not episodic.
6. Assessment fosters wider improvement when representatives from across the educational community are involved.
7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
9. Through assessment, educators meet responsibilities to students and to the public (Astin et al., 2003).

Described in the evaluation plan, the College’s division of Research, Planning, and Innovation followed this framework to create assessment tools that would assess the pilot students qualitatively and quantitatively to capture the efficacy of the proposed implementation model.

Continued Exploration

Three national reports have confirmed, and continue to guide the focus and implementation of, DCCC’s student success initiatives: A Matter of Degrees: Promising Practices for Community College Student Success by the Center for Community College Student Engagement, With Their Whole Lives Ahead of Them: Myths and Realities About Why So Many Students Fail to Finish College by Public Agenda for the Bill and Melinda Gates Foundation, and Reclaiming the American Dream: Community Colleges and the Nation’s Future by the American Association of Community Colleges.

The CCCSE report, “A Matter of Degrees”, provided the team with national data specific to community colleges. Comparing DCCC’s CCCSE survey data to the data in the report,
DCCC’s students are very similar to the national statistics. One figure worth noting is nationally, 66% of students entering the community college need at least one developmental course and at DCCC, over 80% of entering students have at least one developmental need (CCCSE, 2012). The “A Matter of Degrees” report demonstrated positive results related to mandatory orientations, showing that “orientation services lead to higher student satisfaction, greater use of student support services, and improved retention of at-risk students”. The report also confirmed that first-year experiences are effective, explaining that “students who participate in first-year experience programs demonstrate more positive relationships with faculty, greater knowledge and use of campus resources, more involvement in campus activities, and better time-management skills than their non-participating peers” (p. 11).

The Public Agenda report offers four major myths that create misconceptions when attempting to address barriers to success. The report then offers data to show the realities of student barriers.

**MYTH NO. 1:** Most students go to college full-time. If they leave without a degree, it’s because they’re bored with their classes and don’t want to work hard.

**REALITY NO. 1:** Most students leave college because they are working to support themselves and going to school at the same time. At some point, the stress of work and study just becomes too difficult.

**MYTH NO. 2:** Most college students are supported by their parents and take advantage of a multitude of available loans, scholarships, and savings plans.

**REALITY NO. 2:** Young people who fail to finish college are often going it alone financially. They’re essentially putting themselves through school.

**MYTH NO. 3:** Most students go through a meticulous process of choosing their college from an array of alternatives.

**REALITY NO. 3:** Among students who don’t graduate, the college selection process is far more limited and often seems happenstance and uninformed.

**MYTH NO. 4:** Students who don’t graduate understand fully the value of a college degree and the consequences and trade-offs of leaving school without one.

**REALITY NO. 4:** Students who leave college realize that a diploma is an asset, but they may not fully recognize the impact dropping out of school will have on their future.

The AACC report analyzes the concept of the American Dream and what it looks like for today’s students noting that “since 2000, [the] median family income has decline by 7%” (p. 3). This report challenges the community colleges to be bold: “The nation can take great pride in what America’s community colleges have accomplished, but the message of the
Commission is simple and direct: If community colleges are to contribute powerfully to meeting the needs of 21st-century students and the 21st-century economy, education leaders must reimagine what these institutions are—and are capable of becoming” (p. 7). Countless resources call for the same action, to be bold and storm toward student success.

The research noted in this section only reflects a portion of the resources referenced to generate ideas, strategies, and assessment measures. Empirical support and data collected from DCCC students clearly demonstrates the necessity of a first-year experience. From this evidence Davidson County Community College designed a Quality Enhancement Plan that is strongly rooted in the College’s values and boldly moves toward student success through a comprehensive First-Year Experience.

As further evidence of the College’s commitment to developing a culture of inquiry through continual research and professional development, all faculty and staff were given Dr. Ruby Payne’s Bridges out of Poverty: Strategies for Professionals and Communities for discussion in Fall 2012. Given that nearly 80% of DCCC students are eligible for some type of financial assistance the book provides a lens for understanding the perspectives and behaviors of many of the College’s students. A workshop is planned for the opening of the Fall 2012 semester to discuss the book and identify strategies that can be utilized in all areas of the college to impact student success. Professional development and discourse such as this is typical of the institutional culture and demonstrates the capacity and commitment of DCCC to truly enhance the quality of education for students.
VI. Actions to be Implemented and Timeline

**Development of Mandatory Extended Student Orientation**

- Orientation is mandatory for all new students
- Components:
  - a. Academic Expectations
  - b. Getting to Know DCCC
  - c. Financial Aid
  - d. Schedule Advising Appointment

2011

- Pilot of Orientation in student’s School of Learning
- Pilot student registration at the end of Orientation

2012

- Orientation occurs in student’s School of Learning
- Students register for courses at the end of registration

2013

**Orientation Student Learning Outcomes**

- Students will demonstrate an understanding of their responsibilities as a college student.
- Students will understand academic expectations.
- Students will be aware of campus resources.
- Students will make a connection with the college.
- Students will find Orientation valuable and engaging.
- Students will demonstrate an understanding of how academic performance affects financial aid.
- Students will understand their accountability if accepting student loans.
- Students will have an understanding of the advising process.
Centralized and Intrusive Advising

The idea for centralized and intrusive advising first surfaced with the Advisement Task Force in 2009. The Advisement Task Force was a cross-campus group of faculty and staff who worked with a consultant from the National Academic Advising Association to determine a model that would optimize student success. The committee recommended that the best model for DCCC students would utilize professional advisors in a centralized location, who would practice intrusive advising.

Advising Student Learning Outcomes

Students will demonstrate they **know:**
- Curricular requirements, college policies, and procedures
- Campus resources and support services to accommodate their unique needs
- Educational opportunities that will enhance their learning and help achieve goals
- Skills needed to be successful in meeting academic and career goals
- Entry level requirements for their chosen academic, transfer, and career path

Students will demonstrate they **can:**
- Critically assess strategies needed to successfully reach academic, career, and life goals
- Initiate, schedule, and attend regular academic advising meetings
- Select activities and opportunities that enhance their educational and career goals
- Identify and utilize campus resources, faculty and staff, academic planning tolls, and online technology to evaluate and modify educational plans and explore career goals
- Develop and describe to their advisor an on-going self-assessment of progress toward their goals
- Utilize decision-making skills by gathering information, assessing alternatives, and examining consequences
- Complete college transfer documents within the required timelines
- Create a resume and submit applications for employment

Students will demonstrate they **value:**
- The advising relationship
- The purpose, relevance, and value of an educational plan
- The opportunities offered to be an active member of the campus community
- The resources (curricular and co-curricular) offered by the college that support student success
- The importance of creating, implementing, assessing, and adjusting their personal and educational plans to meet career goals
- The relevance and purpose of the general education core curriculum
- Persistence, success, and life-long learning
**Strategies for Centralized and Intrusive Advising**

**Advisors**
- Members of the AtD and QEP Pilot Group assigned a professional advisor (Fall 2011)
- Two additional advisors added, and each advisor was assigned to a School of Learning (Spring 2012)
- Two additional advisors added (Fall 2012)
- All students participate in centralized and intrusive advising (Fall 2012)

**Starfish**
- Starfish, an early alert system, piloted with instructors for their classes in which a member of the Pilot Group were enrolled (Fall 2011 and Spring 2012)
- All faculty use Starfish (Fall 2012)

**Student Success Center**
- Remodel of Mendenhall Building to house Enrollment and Financial Aid on one floor and Advising and Career Development on the other (Fall 2012)
- Associate Dean, Student Enrollment and Information Services position created (Summer 2012)

*The Starfish early alert allows instructors to “raise flags” on students who are missing class, not doing well on assignments, or not turning in their work, as well as to provide positive feedback to those who are doing extremely well. The flags generate an email to the students informing him or her of the flag and asking them to contact the instructor. An academic advisor will email any student who receives three raised flags, and will call a student with six flags.*

**The Course – ACA 090**

The team decided in 2009 that the course component of the First-Year Experience would utilize ACA 090: Success and Study Skills. The course curriculum utilizes the *On Course* program by Skip Downing. The *On Course* curriculum focuses on development of characteristics of successful students and traditional study skills including the following:

**Characteristics of Successful Students**
- Personal Responsibility
- Self-Motivation
- Self-Management
- Interdependence
- Self-Awareness
- Lifelong Learning
- Emotional Intelligence
- Belief in Self

**Study Skills**
- College Customs and Resources
- Reading Comprehension
- Taking Notes
- Organizing Study materials
- Rehearsing and Memorizing
- Test Taking
- Writing Effectively
- Managing Money
Student Learning Outcomes for ACA 090

» Outline the eight choices for successful students
» Recognize college resources
» Locate and explain the DCCC Learning Competencies
» Determine the consequences of Victim and Creator Language
» Employ a variety of self-management techniques
» Analyze academic goals to incorporate the On Course strategies
» Select appropriate resources
» Create an academic plan

History of ACA 090 at DCCC

Professional Development for ACA 090

The College has required ACA 090 instructors to complete On Course training. To date, 103 faculty and staff members have completed On Course Training.

Scaling up ACA 090 at DCCC

fall 2012
All new students with one pre-curricular need in the School of Arts, Science, and Education are required to take ACA 090

fall 2013
All new students with one pre-curricular need are required to take ACA 090

fall 2014
All new students are required to take ACA 090
Campus Marketing and Involvement

With the identification of the QEP topic and initial pilot data from the implementation of all three components with a select group of students, the QEP team began college-wide marketing in Spring 2012. QEP team members made presentations announcing the topic and components of the QEP through meetings with faculty and staff, including the Faculty Senate, the President’s Council, the Board of Trustees, and the Student Government Association. In February 2012, the team held a contest among faculty and staff for naming the QEP. This contest was sent as a survey by email to all faculty and staff. The communication through this email explained the topic of the QEP and the three main components. The survey asked, “What name would best describe our QEP – The First-Year Experience?” and “What components should be included in the QEP icon?” Once responses were captured, a second survey was sent to allow faculty and staff to vote for their preferred title and “Storm Toward Success” won with 39.6% of the vote.

Once the title was determined, focus shifted to designing an icon to accompany the name. The decision was made to provide students in the College’s graphic art classes the opportunity to design the icon. In partnership with the graphic design instructor, another contest was created for the design of the icon by the College’s art students. The team received several icon entries and the faculty and staff voted for the winner. The winning icon was revealed at the final Faculty and Staff meeting in Spring 2012 and the student was recognized for her design. This meeting demonstrated how the QEP is integrated into an overall Student Success Model and highlighted the implementation plan. In Spring 2012, members of the QEP team met with the Executive Director of Marketing and Communications to discuss methods of educating the entire campus population on the QEP. To capture the attention of incoming students, the team created a flyer for new student orientation. The flyer announces the steps of success and is included in each new student orientation folder (refer to Appendix F). The team also designed a plan to create two brochures, one for current students and one for faculty. During the Fall 2012 opening session, all faculty and staff were presented with tee shirts printed with the College icon on the front, and with the various students success initiatives on the back. Both the QEP Topic and student-created icon were included. Faculty and Staff were also given a brochure called, “Storm Toward Success: SACS Reaffirmation Information.” Current students will also receive a similar brochure early in the Fall semester.

Prior to the targeted QEP marketing campaign in 2012, sessions were provided to faculty and staff on accreditation, the QEP, and student success in both the Fall 2011 and Spring 2012 Faculty and Staff opening sessions. In coordination with the Achieving the Dream and Completion by Design initiatives, a student panel discussed their needs and expectations at a Faculty and Staff meeting in Fall 2011. This student panel gave a voice to the student body and created an opportunity for conversation. The students spoke positively about the ACA 090 course and recommended this component as mandatory for future students. During the Fall 2011 Faculty Symposium, representatives from the QEP team educated groups of faculty about the course component. The presentation, “Two Roads Diverged and I Chose to be a Creator,” discussed student needs and related how the ACA 090 course could address some
The QEP and overall Student Success Model is a prominent topic of discussion planned for meetings throughout the implementation period.

**Integrating the QEP into the College’s Comprehensive Student Success Model**

Davidson County Community College is focused on student success. In addition to our QEP initiative, the College is also a participant in *Achieving the Dream* and *Completion by Design*. The intentional efforts by the College to integrate these three student success initiative ensure that the QEP is, and will remain, a priority for the College. The following chart visually depicts the relation among the three initiatives and provides a timeline for implementation of the proposed strategies.
Student Success at Davidson County Community College

**2012-2013 Proposed Strategies**

<table>
<thead>
<tr>
<th>Accelerated Pathways*</th>
<th>Mandatory Placement Re-Test Review</th>
<th>Redesign Programs of Study</th>
<th>Update the Comprehensive Articulation Agreement (CAA)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Core to College Alignment; Career &amp; College Promise; Early College; Contextualized Curriculums in College &amp; Career Readiness Placement Testing &amp; Transition</td>
<td>• Mandatory Placement Measures</td>
<td>• Structured, Efficient, Focused Choices</td>
<td>• Provide Incentives to Community College Students to Complete Associates Degree prior to transfer*</td>
</tr>
<tr>
<td></td>
<td>• Mandatory Orientation</td>
<td>• Aligned to learning outcomes, field competencies, further education requirements</td>
<td>• Tuition reduction guarantee for completers</td>
</tr>
<tr>
<td></td>
<td>• Mandatory Enrollment in Success Course/Experience</td>
<td>• Stackable Credentials</td>
<td>Provide Incentives for faculty/staff who impact completion</td>
</tr>
<tr>
<td></td>
<td>• Mandatory consecutive enrollment in math</td>
<td>• Possible concurrent enrollment for almost college-ready students</td>
<td></td>
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<tr>
<td></td>
<td>• Intrusive Advising</td>
<td></td>
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<tr>
<td></td>
<td>• Starfish Early Alert</td>
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</tbody>
</table>

**Connection**

- Proportion of students coming directly from high school that place below college level

**Entry**

- Proportion of students who start below college level and complete recommended remediation within 1 year

**Progress**

- Proportion of students persisting fall to fall term.
- Proportion of students earning 12 college credits in 1 year
- Proportion of students 24 college credits in 2 years
- Proportion of students who enter a program of study within 1 year and 2 years

**Completion**

- Proportion of students who received in 5 years:
  - less than 1 year certificate
  - 1-2 year certificate
  - 2 + year certificate
  - 2 year degree
  - Transferred to a 4 year institution with credential
- Excess college credits earned per credential (accumulated beyond # required for credential)
- Total Cost per Credential

*System Office
Storm Toward Success: Davidson County Community College’s QEP

Proposed Student Success Timeline

**Fall 2012**
- Starfish full-scale
  - 3 flags: email
  - 6 flags: call
- Intrusive Advising full-scale
  - New students/Alert & Probation students – individual meeting
  - Current students in good academic standing – group session during advising period
- New Orientation Format
  - Pilot this summer (June)
- Career Development Process
  - Pilot this fall
- Enrollment Case Management
  - Fully implemented this fall
- ACA 090 required in 1st semester
  - 1 pre-curricular need for AA/AS/AGE students
  - 2 pre-curricular needs
  - Probation (FA or Academic)
- Mid-term Grade Reports

**Spring 2013**
- Mandatory Placement Review for Re-test
  - CbD populations entering Spring 2013
  - Online or ACE
- Pilot High School GPA as Placement Measure
  - For entering new students for Spring 2013
- Complete redesign of 4 Programs of Study
  - College Transfer
  - Allied Health
  - Business
  - Computer Technologies
- Professional Development
  - Intrusive Advising
  - Mentoring
  - Program of Study Redesign
- New Orientation Format full-scale
  - For entering summer/fall students

**Fall 2013**
- Educational Planning (MAPS)
  - Academic Plan
  - Career/Transfer Plan
- Faculty Mentoring
  - For 2nd year degree-seeking students
- Mandatory Placement Review for Re-test
  - All students
- Pilot High School GPA as Placement Measure
  - For additional students
- Begin redesign of additional Programs of Study

**Spring 2014**
- High School GPA as Placement Measure
  - For all students meeting criteria
- Begin redesign of additional Programs of Study
  - All complete by end of Spring 2014
- ACA 090 required in 1st semester
  - All new students entering in Fall 2014
- Career Development Process
  - For all new students entering Summer/Fall 2014
  - Scale up
VII. Organizational Structure

Organizational Chart
The following individuals will oversee the implementation of the First-Year Experience:

- **President**
  - Dr. Mary Rittling

- **Executive Director of Research, Planning, and Innovation**
  - Susan Burleson

- **Vice President of Student Affairs**
  - Kim Sepich

- **Vice President of Academic Programs and Services**
  - Jeannine Woody

- **Institutional Researcher for Student Success Initiatives**
  - Michael Sullivan

- **Director of Campus Innovations and Student Success Initiatives**
  - Stacy Holliday

- **Orientation Associate Dean, Student Enrollment and Information Services**
  - TBA

- **Advising Director of Academic Advising**
  - Ron Giddings

- **ACA 090 Course Dean of Foundational Studies and Academic Support**
  - Christy Forest
The First-Year Experience model requires human resources from cross campus constituents. The involvement of cross campus constituents was a deliberate decision based on research showing that “what happens to students during college is a complex, multi-faceted process requiring multiple measures and cooperation by the two groups on campus that spend the most time with students—faculty members and student affairs professionals;” furthermore, “the impact of college on desired outcomes is cumulative, the result of many experiences inside and outside of class over a substantial period of time” (Shuh & Gansemer-Topf, 2010, p. 4).

The course component is overseen in the division of Academic Programs and Services, by the Dean of Foundational Studies and Academic Support because ACA 090 is a developmental course. This Dean is responsible for monitoring the need for course instructors throughout the implementation period to meet the increasing need through Fall 2014.

The orientation and advising components are overseen by the division of Student Affairs. A Director of Academic Advising was hired in Spring 2012 to oversee the transition from a decentralized, shared model, to a centralized, intrusive model of advising. The Director of Advising will oversee eight academic advisors as of Fall 2012 and will assist in assessing the need for expansion of resources in that area. Orientation will be overseen by the Associate Dean, Student Enrollment and Information Services.

The division of Research, Planning, and Innovation oversees all student success initiatives and will ultimately oversee the Quality Enhancement Plan. A Director of Campus Innovations and Student Success Initiatives was hired in Spring 2012 to work directly with each initiative’s implementation plan. This position will also serve as the QEP director. In order to improve data informed decision making, the college hired an Institutional Researcher for Student Success Initiatives beginning in Fall 2012 to develop and implement data collection and analysis strategies to support the College’s student success agenda. The overall vision and progression of the First-Year Experience is driven and supported by the College’s President, Dr. Mary Rittling.
The QEP team designed a plan to support implementation of the First-Year Experience with sufficient human, financial, and physical resources. The funding for the QEP is budgeted from sources including Academic Affairs, Student Affairs, Completion by Design, Marketing and Communications, Financial and Administrative Services, and Research, Planning, and Innovation. Each of these divisions is accountable for funding specific components of the QEP.

<table>
<thead>
<tr>
<th>QEP Component</th>
<th>Description of Item</th>
<th>Year 1 2012-13</th>
<th>Year 3 2014-15</th>
<th>Year 4 2015-16</th>
<th>Year 5 2016-17</th>
<th>Source of Funding</th>
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<tbody>
<tr>
<td>Orientation</td>
<td>Materials</td>
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<td>Development</td>
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<td>9 month faculty to</td>
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<td>assist with summer</td>
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<td>orientation</td>
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<td>hours)</td>
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<td>Information services</td>
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<td>Advising</td>
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<td>Academic</td>
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<td>Professional</td>
<td>Development</td>
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<tr>
<td>QEP Component</td>
<td>Description of Item</td>
<td>Year 1 2012-13</td>
<td>Year 2 2013-14</td>
<td>Year 3 2014-15</td>
<td>Year 4 2015-16</td>
<td>Year 5 2016-17</td>
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<td></td>
<td>Full-time ACA Coordinator</td>
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<td>Adjunct ACA 090 Instructors</td>
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<td>On Course Train the Trainer</td>
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<td>On Course Training</td>
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<td>Assessment</td>
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<td>Director, QEP/Campus Innovations*</td>
<td>50,000</td>
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<td>Institutional Researcher, Student Success*</td>
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<td></td>
<td>Renovation of Student Success Center</td>
<td>250,000</td>
<td></td>
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<td>Marketing the QEP</td>
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</table>

*Refer to Appendix G for Sample Position Descriptions.
QEP Evaluation Plan

A comprehensive evaluation plan will measure the impact of the QEP and guide decisions as the components are more fully implemented throughout the next five years. Measurable objectives and outcomes will provide quantifiable evidence of progress toward achieving the purpose of the QEP. The Director, Campus Innovations and Student Success Initiatives will provide leadership for the implementation and evaluation of the QEP. As the QEP Director, she will be responsible for facilitating the assessment of the QEP with the assistance of the Institutional Research staff, the Student Success Implementation Team, Core Team, and Data Team.

The evaluation plan will focus on both student learning and on the effectiveness of the overall initiative. Therefore, assessments will be conducted on each component individually and at the institutional level. The plan is designed to be both comprehensive and flexible to allow for adjustments as data is used to determine what is working and what is not. The assessment results will be used to make continuous improvements to the strategies of each component.

Student learning outcomes have been established for the QEP with each being connected to one or more of the 3 components of the QEP. In addition to these outcomes, each component is evaluated periodically through the program planning and review process at the College. Learning outcomes have been identified and are measured periodically for the purpose of continual improvement for mandatory orientation, intrusive advising and ACA 090. Beginning in 2012-13, a standard format for documenting outcomes assessment will be utilized and those units related to the QEP will link their applicable outcomes to the QEP initiatives.

The QEP will be fully incorporated into the next DCCC Strategic Plan which will be prepared in 2013. With a central focus in the Strategic Plan, the QEP will be established as a main institutional priority allowing the evaluation plan results to be integrated into the College’s institutional effectiveness process. This process occurs systematically and at approximately the same time each year such that assessment results can be used to improve programs, services, and operations at all levels of the institution as well as be incorporated into decisions about the following year’s budget.

Assessment at the Institutional Level

Currently, the 2010-2012 Strategic Plan establishes the creation of opportunities to promote student success as one of the College’s primary goals and objectives. With the recent focus on completion at both the local and national level, DCCC has begun to closely examine the performance data of our students to determine which opportunities will create the most impact. Measures of persistence, progression and graduation are expected to be impacted by the QEP and will be tracked as indicators of progress toward the goals of the QEP.

While these measures are broad indicators of student success, these data do not provide information about student perceptions of the learning environment or the extent to which they believe that certain interventions have impacted their success. To acquire insight of this type, results from the Noel-Levitz Student Satisfaction Survey (administered every Fall of even years), the Community College Survey of Student Engagement (CCSSE, administered every
Spring of odd years), the Survey of Entering Student Engagement (SENSE, administered every Fall of odd years), and the DCCC Graduate Survey (administered every Spring to the graduating class) will be analyzed and compared longitudinally to further assess the impact of the QEP at the institutional level. While the results from these surveys cannot necessarily be tied into specific first-year experience components, with the exception of a few items assessing Advising, they do provide data which will help assess the overall impact of the first-year experience. For instance, the SENSE is administered to new students during the third week of their first semester. This survey measures how connected students feel to DCCC and whether they have utilized campus resources.

**Assessment of the QEP Goals and Institutional Outcomes**

The goals of the QEP are:

- Provide a mandatory, extended orientation focused on decision-making for all new students
- Successfully implement a centralized, intrusive advising model
- Transition to a required student success course in the first semester that focuses on the development of personal life skills and college study skills
- Improve student persistence and progression rates
- Improve student completion rates

The institutional outcomes of the QEP are for students to:

- Feel the orientation session was valuable and, as a result, feel a stronger connection to the college
- Develop a positive relationship with their advisor who will assist the student in creating an educational plan and tracking their progress toward completion
- Value their overall experience in ACA 090 and use those experiences to be better prepared to achieve college success

In addition to these goals and outcomes, student learning outcomes have been identified for the First-Year Experience. These outcomes will be achieved through the three individual components of orientation, advising and a student success course. The following tables will describe the evaluation plans for the QEP goals and outcomes.

**Assessment of the Individual Components**

The purpose of the QEP is to create a First-Year Experience that will enhance student learning through a mandatory orientation, an intrusive advising model, and a student success course (ACA 090). Student learning outcomes have been established by the units specifically associated with these components. Both quantitative and qualitative data will be used to demonstrate the effectiveness of these components and of the QEP in achieving its goals and outcomes. The following assessment plans specify the evaluation of each of three components of the QEP. The plans include the specific outcomes for each component as well as the related QEP goals and outcomes, method(s) of evaluating, assessment timeframe, and person(s) responsible for ensuring each outcome is met. Multiple measures have been utilized for many of the outcomes.
In addition to assessments designed to measure each component, the Research, Planning, and Innovation team created a comprehensive assessment tool, the First-Year Experience (FYE) survey, which will be administered to all first-year students enrolled in the ACA 090 course at the beginning and end of the first semester. This survey is included in Appendix H. Since this data will be captured at the beginning and end of the term several items will provide pre-test and post-test data. There are items on the survey that will assess each of the three QEP components. There will also be a survey administered near the end of the students’ second semester which will provide a longitudinal perspective of the student success course and assess the ongoing intrusive advising. The data collected from these surveys will be used to continuously assess the effectiveness of each individual component as well as the overall effectiveness of the entire First-Year Experience.

**Mandatory Orientation**

As described in Section III, a new orientation process was implemented in Spring 2011. Changes included making Orientation mandatory, longer, and more interactive. Feedback on Orientation has been and will continue to be collected to guide the College’s efforts to successfully meet the needs of new students. For instance, student feedback regarding the new orientation format indicated a preference for more program specific information; therefore the QEP plan now incorporates a mandatory orientation that will have a contextualized component in conjunction with Academics.

All students participating in Orientation will complete surveys at the conclusion of the session. Additionally, students who take the student success course will be asked again about their orientation experience through items on the initial FYE survey and student focus groups. This provides a longitudinal perspective since students will be looking back after starting classes, and will then be able to identify what information was most valuable and what information they would have liked to have known that was not covered. The feedback will be used to make modifications to ensure the orientation process helps students begin their college experience with the knowledge necessary for success in the crucial first semester.
<table>
<thead>
<tr>
<th>Specific Outcome</th>
<th>Method of Evaluating</th>
<th>Timeframe</th>
<th>Target</th>
<th>Responsible Party*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Outcome: After completing orientation, students will feel the session was valuable and as a result feel a stronger connection to the college.</td>
<td>Orientation Survey</td>
<td>At the end of each session</td>
<td>90% indicate that the orientation session was valuable 90% indicate they feel more connected as a result of orientation</td>
<td>Associate Dean, Student Enrollment &amp; Information Services</td>
</tr>
<tr>
<td>FYE Survey (Pre)</td>
<td>Orientation Survey</td>
<td>Each semester in ACA 090</td>
<td>90% indicate a rating of ‘Excellent’ or ‘Good’ for the overall orientation experience</td>
<td>Director, Campus Innovations</td>
</tr>
<tr>
<td>Student Focus Group</td>
<td>Orientation Survey</td>
<td>November and April</td>
<td>Positive qualitative responses to questions about orientation experience</td>
<td>Director, Campus Innovations</td>
</tr>
<tr>
<td>SLO #1: After completing orientation, students will be able to identify at least one of their responsibilities as a student.</td>
<td>Orientation Survey</td>
<td>At end of each orientation session</td>
<td>90% will be able to identify at least one responsibility as a student</td>
<td>Associate Dean, Student Enrollment &amp; Information Services</td>
</tr>
<tr>
<td>QEP SLO (Identify – Advising Process &amp; Expectations): After completing orientation, students will have a better understanding of the advising process and the expectations of them.</td>
<td>Orientation Survey</td>
<td>At end of each orientation session</td>
<td>90% will indicate orientation helped them to better understand their responsibilities the advising process to ensure their own success</td>
<td>Director, Campus Innovations</td>
</tr>
<tr>
<td>SLO #2: After completing orientation, students will indicate that they understand how academic performance affects financial aid and provide examples.</td>
<td>Orientation Survey</td>
<td>At end of each orientation session</td>
<td>90% will understand how academic performance affects financial aid and list one example.</td>
<td>Associate Dean, Student Enrollment &amp; Information Services</td>
</tr>
</tbody>
</table>
Intrusive Advising

Following the recommendations of a cross-functional campus task force focused on advising, the College began to take steps to move toward a centralized, intrusive advising model in 2010. Beginning this summer, all students will now be advised by a professional advisor located in the Advisement and Transfer Center. Advisors have been assigned and closely connected to one School of Learning. Intrusive advising is based on developing relationships with students with the primary goal of involving and motivating them to seek help when needed. Interactions are intended to be proactive, “with the intention of connecting with them before a situation occurs that cannot be fixed” (Varney, 2007).

The new centralized advising model is a major shift in a central process for both College employees and students. An intentional effort was made to best meet the needs of students in terms of availability, consistency, and stability of their advisor during their community college career but also meet the desires of faculty to maintain a role in the process. Therefore, an advising model that builds a team of “success partners” for the student has been created. In this model, the professional advisor is the initial contact that connects the new student to the educational process and assists the student in planning and registering for classes. The advisor monitors the progress of students toward their educational goals and intervenes to assist in academic recovery. During the second year, a faculty mentor will be added to the student’s success network. The faculty mentor will partner with the student to share knowledge, skills, information, and perspective to foster the student’s personal and professional growth.

Given the magnitude of this change, the College and individual units recognize the importance of monitoring the effectiveness of student advisement as this transition occurs at scale. Multiple measures will be used to inform decisions related to advising. As explained in Section III, students in the pilot group who experienced the initial version of intrusive advising were surveyed and participated in focus group discussions. This feedback has been instrumental in shaping the current version of intrusive advising. It is expected that student feedback will be even more important now that the process had been changed for all students. Faculty and staff feedback will be collected as well. Assessment data will be used to
ensure that the intrusive advising process is an action-oriented approach that creates positive and beneficial relationships with students which in turn leads to increased academic motivation, persistence, and ultimately completion.

<table>
<thead>
<tr>
<th>Specific Outcome</th>
<th>Method of Evaluating</th>
<th>Timeframe</th>
<th>Target</th>
<th>Responsible Party*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional/QEP Outcome: Increase student persistence and progression</td>
<td>Persistence Rates</td>
<td>February and September</td>
<td>Increase persistence by 10% by 2017</td>
<td>Director, Campus Innovations</td>
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<tr>
<td></td>
<td>Progression Rates</td>
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<tr>
<td>Institutional Outcome: Develop a positive relationship with their advisor who will assist the student in creating and tracking their progress toward an educational plan to completion</td>
<td>Orientation Survey</td>
<td>At end of each orientation session</td>
<td>85% will indicate their advisor listened, shared information, and appropriately answered questions</td>
<td>Associate Dean, Student Enrollment &amp; Information Services</td>
</tr>
<tr>
<td></td>
<td>FYE Survey (Pre/Post)</td>
<td>Each semester in ACA 090</td>
<td>85% will indicate an overall positive experience with their advisor</td>
<td>Director, Campus Innovations</td>
</tr>
<tr>
<td></td>
<td>Student Focus Group</td>
<td>November and April</td>
<td>Positive qualitative responses to questions about the relationship with their advisor</td>
<td>Director, Campus Innovations</td>
</tr>
<tr>
<td></td>
<td>Graduate Survey</td>
<td>At graduation rehearsal</td>
<td>85% will indicate they are satisfied with their advising experience</td>
<td>Director, Campus Innovations</td>
</tr>
<tr>
<td>SLO #1/ QEP SLO (Demonstrate – Goal Setting Skills – Career and Academic): Students will know the importance of having academic and career goals.</td>
<td>Student Advisement Portfolio</td>
<td>After student’s first semester</td>
<td>75% will set realistic and appropriate goals that correlate with their major</td>
<td>Director, Academic Advising</td>
</tr>
<tr>
<td>QEP SLO (Identify – Program of Study and Student Fit): Through the advisor relationship, students will have a better understanding of the “fit” between their program of study and career goals.</td>
<td>FYE Survey (pre/post)</td>
<td>Each semester in ACA 090</td>
<td>85% will agree that the advisor discussed their major choice and its fit to their professional goals</td>
<td>Director, Campus Innovations</td>
</tr>
<tr>
<td>Specific Outcome</td>
<td>Method of Evaluating</td>
<td>Timeframe</td>
<td>Target</td>
<td>Responsible Party*</td>
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<tr>
<td><strong>SLO #2</strong>: Students will know the educational requirements for their chosen field.</td>
<td>Student Advisement Portfolio</td>
<td>After student's first semester</td>
<td>75% will correctly list all general education courses and all major courses needed for program of study</td>
<td>Director, Academic Advising</td>
</tr>
<tr>
<td><strong>SLO #3</strong>: Students will demonstrate awareness of campus resources that accommodate and promote academic success.</td>
<td>Advising Survey</td>
<td>After student's first semester</td>
<td>75% will correctly identify appropriate resource(s) to be used to solve a particular problem</td>
<td>Director, Academic Advising</td>
</tr>
<tr>
<td><strong>QEP SLO (Create – Formulate strategies to identify and navigate appropriate resources):</strong> Students will be able to identify and utilize the appropriate campus resources to solve particular problems.</td>
<td>Advising Survey</td>
<td>After student's first semester</td>
<td>75% will correctly identify appropriate resource(s) to be used to solve a particular problem</td>
<td>Director, Academic Advising</td>
</tr>
<tr>
<td></td>
<td>Learning Commons Survey</td>
<td>Each Semester</td>
<td>75% of students will correctly identify and utilize appropriate resource(s) to solve a particular problem</td>
<td>Director, Campus Innovations</td>
</tr>
<tr>
<td><strong>SLO #4</strong>: Students will value the purpose and relevance of having an educational plan for completing degree requirements.</td>
<td>Educational Plan Rubric</td>
<td>After student's second semester</td>
<td>75% will complete an educational plan with courses that align with DCCC’s suggested course sequence for their program and a course load that is reasonable based on the student’s life responsibilities</td>
<td>Director, Academic Advising</td>
</tr>
<tr>
<td><strong>QEP SLO (Engage in – Develop life-long goal planning and learning):</strong> Through the advising experience, students will feel more confident in planning for the future.</td>
<td>Graduate Survey</td>
<td>At graduation rehearsal</td>
<td>75% of respondents will report that they feel more confident in planning for the future because of the advising process</td>
<td>Director, Campus Innovations</td>
</tr>
<tr>
<td></td>
<td>FYE Survey (2nd Semester)</td>
<td>April and November</td>
<td>75% of respondents will report that they feel more confident in planning for the future because of the advising process</td>
<td>Director, Campus Innovations</td>
</tr>
</tbody>
</table>
ACA 090 – Student Success Course

The course component of the First-Year Experience is ACA 090: Success and Study Skills. The course curriculum utilizes the On Course program by Skip Downing. This curriculum focuses on personal development and traditional study skills. Faculty have identified student learning outcomes and will assess them each semester. This course has been optional for most students until now, but as a part of our QEP it will be required for a subset of students this fall and by Fall 2014, all new students will be required to complete this Student Success course.

A learning rubric has been designed that will be used at the beginning and the conclusion of the course to assess growth in the learning outcomes and other skills taught in the On Course curriculum. These rubrics are included in Appendix I. In addition, ACA 090 instructors will administer an Academic Progress survey at the 25% and 50% time points of the course. This is a self-reflective survey that will provide students the opportunity to evaluate their progress in the course. The instructors will examine each survey and either verify or correct the student’s response. This dual perspective survey will provide a conversation point for the instructors to assess each student’s understanding of his or her academic progress. The student self-reflective survey is the same one that instructors are required to complete and turn in to the School of Foundational Studies. These progress reviews will capture information concerning absences, completion and quality of assignments, and an overall assessment of whether the student was “on track” in the course. Other assessment methods will include open-ended questions (refer to Appendix J), assigned projects, and specific journal entries which will analyze students’ self-awareness, and their goal-setting ability, both of which are required to create both educational and life plans.

<table>
<thead>
<tr>
<th>ACA 090 and QEP Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition to a required student success course in the first semester that focuses on the development of personal life skills and college study skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific Outcome</th>
<th>Method of Evaluating</th>
<th>Timeframe</th>
<th>Target</th>
<th>Responsible Party*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Outcome: Value their overall experience in ACA 090 and use those experiences to be better prepared to achieve college success</td>
<td>FYE Survey (Post)</td>
<td>Each semester in ACA 090</td>
<td>85% will indicate an overall positive experience in ACA 090</td>
<td>Director, Campus Innovations</td>
</tr>
<tr>
<td>Institutional/QEP Outcome: Increase Semester-to-Semester persistence</td>
<td>Persistence Rates</td>
<td>February and September</td>
<td>Increase persistence by 10% by 2017</td>
<td>Director, Campus Innovations</td>
</tr>
<tr>
<td>Institutional and QEP Outcome: Increase completion</td>
<td>Graduation Rates</td>
<td>June</td>
<td>Increase graduation by 10% by 2017</td>
<td>Director, Campus Innovations</td>
</tr>
<tr>
<td>Specific Outcome</td>
<td>Method of Evaluating</td>
<td>Timeframe</td>
<td>Target</td>
<td>Responsible Party*</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------</td>
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<td>--------------------</td>
</tr>
<tr>
<td>SLO #1: Students will outline the 8 choices for successful students.</td>
<td>ACA 090 Assignments/ Final Exam (embedded questions)</td>
<td>During ACA 090</td>
<td>75% will correctly outline 8 choices for successful students</td>
<td>ACA 090 Coordinator</td>
</tr>
<tr>
<td>QEP SLO (Demonstrate – Study Skills): Upon completion of ACA 090, students will be able to demonstrate appropriate study skills.</td>
<td>FYE Survey (Pre/Post)</td>
<td>During ACA 090</td>
<td>85% will show increases in their pre-and post-test ratings of their own study skills</td>
<td>Director, Campus Innovations</td>
</tr>
<tr>
<td></td>
<td>ACA 090 Embedded Questions in Final Assessment</td>
<td>At the end of ACA 090</td>
<td>85% will indicate having developed better study skills</td>
<td>Director, Campus Innovations</td>
</tr>
<tr>
<td></td>
<td>Student Focus Groups</td>
<td>November and April</td>
<td>Positive qualitative responses to the most helpful things learned in the course related to study skills</td>
<td>Director, Campus Innovations</td>
</tr>
<tr>
<td>SLO #2: Students will recognize college resources.</td>
<td>ACA 090 Assessments</td>
<td>During ACA 090</td>
<td>75% will correctly recognize college resources</td>
<td>ACA 090 Coordinator</td>
</tr>
<tr>
<td>SLO #3: Students will locate and explain DCCC learning competencies.</td>
<td>ACA 090 Assessments</td>
<td>During ACA 090</td>
<td>75% will correctly locate and explain DCCC learning competencies</td>
<td>ACA 090 Coordinator</td>
</tr>
<tr>
<td>SLO #4: Students will determine the consequences of Victim and Creator language.</td>
<td>ACA 090 Assessments</td>
<td>During ACA 090</td>
<td>75% will correctly determine the consequences of Victim and Creator language</td>
<td>ACA 090 Coordinator</td>
</tr>
<tr>
<td>QEP SLO (Create – Effective Interdependent Relationships): Upon completion of ACA 090, students will understand how to develop mutually supportive relationships that help them achieve their goals.</td>
<td>ACA 090 Learning Rubric (Pre/Post)</td>
<td>During ACA 090</td>
<td>75% will report increases in interdependence</td>
<td>ACA 090 Coordinator</td>
</tr>
</tbody>
</table>
### ACA 090 and QEP Goal:
Transition to a required student success course in the first semester that focuses on the development of personal life skills and college study skills

<table>
<thead>
<tr>
<th>Specific Outcome</th>
<th>Method of Evaluating</th>
<th>Timeframe</th>
<th>Target</th>
<th>Responsible Party*</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO #5: Students will employ a variety of self-management techniques.</td>
<td>ACA 090 Journal Entries and Assessments</td>
<td>During ACA 090</td>
<td>75% will demonstrate the use of 2 or more self-management techniques</td>
<td>ACA 090 Coordinator</td>
</tr>
<tr>
<td>QEP SLO (Demonstrate – Knowledge of Self): Upon completion of ACA 090, students will be able to demonstrate a knowledge of self.</td>
<td>ACA 090 Learning Rubric (Pre/Post)</td>
<td>During ACA 090</td>
<td>75% of students will report increases in knowledge of self</td>
<td>ACA 090 Coordinator</td>
</tr>
<tr>
<td></td>
<td>FYE Survey (Pre/Post)</td>
<td>During ACA 090</td>
<td>75% of students will report increases in understanding of self</td>
<td>Director, Campus Innovations</td>
</tr>
<tr>
<td></td>
<td>Journal entries</td>
<td>During ACA 090</td>
<td>75% will earn a C or higher on the overall journal grade</td>
<td>ACA 090 Coordinator</td>
</tr>
<tr>
<td></td>
<td>Academic Progress Surveys (student &amp; faculty)</td>
<td>During ACA 090</td>
<td>70% match between students responses and faculty responses of students’ academic progress</td>
<td>ACA 090 Coordinator</td>
</tr>
<tr>
<td>SLO #6: Students will analyze academic goals to incorporate the On Course strategies</td>
<td>ACA 090 Assignment (Personal Completion Plan)</td>
<td>During ACA 090</td>
<td>75% will demonstrate the ability to analyze academic goals with On Course strategies incorporated.</td>
<td>ACA 090 Coordinator</td>
</tr>
<tr>
<td>QEP SLO (Identify – Program of Study and Student Fit): Upon completion of ACA 090, students will have a better understanding of the “fit” between their program of study and career goals.</td>
<td>ACA 090 Assignment (Personal Completion Plan)</td>
<td>During ACA 090</td>
<td>75% of students will align their program of study with their long term goals</td>
<td>ACA 090 Coordinator</td>
</tr>
<tr>
<td>QEP SLO (Demonstrate – Goal Setting Skills): Upon completion of ACA 090, students will have improved their ability to set academic and career goals.</td>
<td>ACA 090 Assessments and Embedded Questions in Final Assessment</td>
<td>During ACA 090</td>
<td>75% will report an increase in their ability to set personal and educational goals</td>
<td>ACA 090 Coordinator</td>
</tr>
<tr>
<td></td>
<td>FYE Focus Groups</td>
<td>November and April</td>
<td>Positive qualitative responses to the most helpful things learned in course related to goal setting</td>
<td>Director, Campus Innovations</td>
</tr>
<tr>
<td>Specific Outcome</td>
<td>Method of Evaluating</td>
<td>Timeframe</td>
<td>Target</td>
<td>Responsible Party*</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------</td>
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<td>--------</td>
<td>-------------------</td>
</tr>
<tr>
<td>SLO #7: Students will be able to select appropriate resources for particular situations.</td>
<td>FYE Survey (Post)</td>
<td>During ACA 090</td>
<td>75% will correctly select resources for particular situations</td>
<td>Director, Campus Innovations</td>
</tr>
<tr>
<td>QEP SLO (Create – Formulate strategies to identify and navigate appropriate resources): Upon completion of ACA 090, students will identify and navigate appropriate resources.</td>
<td>FYE Survey (2nd Semester)</td>
<td>April and November</td>
<td>75% will commit to utilizing appropriate campus resources if struggling academically</td>
<td>Director, Campus Innovations</td>
</tr>
<tr>
<td>SLO #8: Students will create an academic plan.</td>
<td>ACA 090 Assignment (Personal Completion Plan)</td>
<td>During ACA 090</td>
<td>75% will complete an educational plan with courses that align with DCCC’s suggested course sequence for their program and a course load that is reasonable based on the student’s life responsibilities</td>
<td>ACA 090 Coordinator</td>
</tr>
<tr>
<td>QEP SLO (Engage in – Develop life-long goal planning and learning): Upon completion of ACA 090, students will feel more confident in planning for the future.</td>
<td>FYE Survey (Pre/Post)</td>
<td>During ACA 090</td>
<td>85% will report an increase in their ability to plan for the future 85% will report having a clear understanding of exactly how college fits into their future goals and plans</td>
<td>Director, Campus Innovations</td>
</tr>
<tr>
<td></td>
<td>Student Focus Group</td>
<td>November and April</td>
<td>Positive qualitative responses to questions about their confidence in planning for the future.</td>
<td>Director, Campus Innovations</td>
</tr>
</tbody>
</table>

*Responsible Party refers to the individual who is responsible for ensuring that the outcome is met.
X. Appendices

A: Sample of QEP Team Meeting Minutes

B: New Student Orientation Agenda

C: Information on Starfish Program

D: Eight Foundational Principles in On Course Curriculum

E: ACA 090 Course Syllabus Template

F: Storm Toward Success Checklist for Incoming Students

G: Sample of Position Descriptions

H: First Year Experience (FYE) Survey

I: Learning Rubric from ACA 090

J: Open Ended Questions from ACA 090
Appendix A - Sample of QEP Team Minutes

Davidson County Community College
QEP Team
Minutes
August 30, 2010

Attending
- Jennifer Allen
- Jennifer Boyle
- Bruce Bowman
- Steve Camp
- Ed Greenawald
- Jody Lawrence
- Johnnie Mickel
- Kim Sepich
- Matt Smith
- Dori Stanfield

Members Unable to Attend
- Matt Huntanar
- Randy Ledford
- Rita Matthews
- Lynn Owens
- Lynne Watts
- Laura Yannuzzi

The committee brainstormed Student Learning Outcomes for the First Year Experience, dividing the goals into three categories:
- Worth being familiar with
- Important to know and do
- Important to have an enduring understanding

Laura Yannuzzi, Kim Sepich, and Jennifer Allen will review the results of the brainstorm listed below and narrow them down to a few specific Student Learning Outcomes. These Outcomes will then be reviewed by the QEP team.

Worth Being Familiar With
- Campus resources and opportunities (tutoring, writing center, disabilities services, student organizations, etc.)
- What you can expect from the college experience
- Knowledge of self – self-motivation, responsibility
- College may challenge your beliefs
- Other programs of study
- Why are you here?
• Opportunities for practical experience
• Professionalism and appropriate behavior
• Failure and learning
• Roadblocks and land mines
• What is success?
• Limits/realistic expectations

Important to Know
• Engagement
• Managing time/self
• Technology as a compliment to learning
• Overcome/deal with test anxiety
• Dealing with stressful situations
• Case analysis and problem based learning
• Verbal and written communication
• Claiming your education – relevance
• Participate in advisement and registration process
• Independent thinking and collaborative work
• Social competence
• Evaluate progress of self
• Engage instructor
• Expect change
• Interpersonal skills

Important to Have Enduring Understanding
• Assessing assets and resources at all points of life
• Problem solving
• Gathering information
• Conflict resolution
• Critical thinking
• Engagement
• Interdependence
• Knowledge of self
• Identify the value of education for self
• Valuing difference
• Learn from failure
Davidson County Community College
QEP Team
Minutes
May 6, 2011

Attending
Jennifer Allen
Jennifer Boyle
Susan Burleson
Stacy Holliday
Allison Palmadessa
Laura Perry
Dori Stanfield
Laura Yannuzzi

Members Unable to Attend
Denise Barnhardt
Bruce Bowman
Christie Comer
Ed Greenawald
Matt Huntanar
Jody Lawrence
Rita Mathews
Tina McDaniel
Ann McMurray
Johnnie Mickel
Lynn Owens
Kim Sepich
Patrick Shouse
Lynne Watts

External Evaluator
Amy Baldwin, an English Instructor at Pulaski Technical College in Arkansas, is considering our offer to be our external evaluator for the QEP.

Amy Baldwin earned a B.A. in English Literature at Rhodes College (Memphis, TN) and an M.A. in English and British Literature at Washington University (St. Louis, MO). Since 1996, she has been teaching student success, composition, and literature at Pulaski Technical College (North Little Rock, AR). In 2007, she co-founded the National Student Success Institute with Steve Piscitelli at Florida State College at Jacksonville and Dr. Robert Sherfield at the College of Southern Nevada, which provides faculty development and resources to community colleges.
Since 2009, she serves on the Advisory Board for the newsletter Student Health 101, an online publication, which also publishes a community college version, which is sent to students all over the country and focuses on maintaining a healthy lifestyle while in college. Her other community college connections include serving as co-director of her college’s Achieving the Dream initiative and the recent appointment as a technical assistance provider (TAP) to the new Developmental Education Initiative (DEI), funded by the Bill and Melinda Gates Foundation. She also serves on the Executive Committee of the Two-Year College English Association-Southwest Region. In 2006, she won the TYCA-SW Teaching Excellence Award.

Student Learning Outcomes
The committee approved the following learning outcomes. The outcomes will be taking to the President’s staff for their feedback. Possible assessment areas are listed in parentheses.

Identify:
- Campus Resources (Orientation)
- Purpose of Education – Why am I here? (Enrollment Services & Advising)
- Program of study & Goodness of Fit (Enrollment Services)
- Advising Process and Expectations (Orientation & Advising)

Demonstrate:
- Study Skills (ACA 090)
- Knowledge of Self (ACA 090)
- Goal-setting Skills-career and academic (Creation of Educational Plan of Study, ACA 090 & Advising)

Engage in:
- Life-long Goal Planning and Learning (Focus groups, Mentors, MAPS)
- Interdependence (ACA 090, Mentors, MAPS)
- Identification and Navigation of Appropriate Resources (Mentors, MAPS)

Assessment of the FYE
We have begun the creation of an assessment plan for the first year experience. We need to align our plan with the Achieving the Dream, and the evaluation of ACA 090 for the School of Foundational Studies and Academic Support, so our focus group is not overwhelmed by assessment! Below are some methods of assessment we will consider:

<table>
<thead>
<tr>
<th>Quantitative</th>
<th>Qualitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Course completion rates</td>
<td>o Student and faculty surveys</td>
</tr>
<tr>
<td>o Course success rates</td>
<td>o Student and faculty focus groups</td>
</tr>
<tr>
<td>o Persistence and retention rates</td>
<td>o CCSSE</td>
</tr>
<tr>
<td>o Degree attainment rates</td>
<td>o SENSE</td>
</tr>
<tr>
<td>o</td>
<td>o Noel Levitz</td>
</tr>
<tr>
<td>o</td>
<td>o Learning rubrics</td>
</tr>
<tr>
<td>o</td>
<td>o Classroom Assessment Techniques (CAT)</td>
</tr>
<tr>
<td>o</td>
<td>o Student reflection</td>
</tr>
</tbody>
</table>
QEP Planning Meeting
1-23-12

Attending
- Susan Burleson
- Jennifer Boyle
- Jonnie Mickel
- Stacy Holiday
- Jennifer Allen

Adding a Student Member to QEP Team
- Select from SGA and Student Ambassadors
- 2012-13 SGA President should be a member (election in April)

Communication Plan – Make sure that all areas are addressed during spring semester. Most sessions should include Susan talking about SACS in general and Compliance, and Jennifer A and/or Johnnie talking about QEP
- Board of Trustees April/May
  - Student Outcomes Committee
  - Finance Committee
- Foundation Board
- Faculty Senate
- President’s Council
- Faculty Meeting
- Student Affairs
- Advisory Meetings
- Open Forums
- Early College

Marketing
- Send out a survey to all faculty/staff which includes a brief summary of the QEP process and topic. Ask for responses to:
  - Name of the QEP
  - Logo components for the QEP
- Select top three – prize(s)
- Ask graphic design class to create logo

QEP Work Teams – Advisement, Orientation, ACA 090
Focus on assessment for spring. By April, each team should answer these questions:
- What assessment has been done? (include Davie)
- What are the results of that assessment?
- What assessment still needs to be done?
QEP Issues

- What assessment has been done with Davie students?
- What appendices should be added to the QEP?
- The mentoring piece seems the weakest component of the QEP. AtD, Student Success, and QEP will gather mentors to discuss the process.
- Director of QEP – Stacy Holiday as Director, Campus Innovations and Student Success Initiatives

31st Annual Conference on The First-Year Experience February 17-21, 2012

- Johnnie Mickel?
- Pat Phillips?

QEP Writing Team

- Jennifer Boyle
- Donnell Griffin
- Penny Jobe
- Dori Stanfield
- Britney Cowan
- Julie Grimes
- Rita Mathews
- Susan Burleson
- Stacy Holiday
- Johnnie Mickel
- Jennifer Allen

QEP Budget Team – Human, Physical, and Financial Resources

- Christy Forrest
- Penny Jobe
- Jennifer Starsick, Laura Yarbrough, Rusty Hunt
- Mary Rittling
- Jenny Varner
- Susan Burleson
- John Canty
- Jennifer Allen
- Johnnie Mickel
## Appendix B - New Student Orientation Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:20</td>
<td>Opening Session</td>
<td>Brinkley Gym</td>
</tr>
<tr>
<td></td>
<td><em>Welcome to Davidson County Community College!</em></td>
<td></td>
</tr>
<tr>
<td>9:30-10:20</td>
<td>Major Information</td>
<td>Gee Auditorium</td>
</tr>
<tr>
<td></td>
<td><em>Hosted by the School of Arts, Sciences, and Education, you will learn about your program of study, academic expectations for college students, and have the opportunity to meet your peers and potential instructors.</em></td>
<td></td>
</tr>
<tr>
<td>10:30-11:20</td>
<td>College 101</td>
<td>Mendenhall 226</td>
</tr>
<tr>
<td></td>
<td><em>Hosted by Student Affairs, you will learn about the many campus resources available to help you achieve your educational goals.</em></td>
<td></td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>Technology and Registration</td>
<td>Finch 112</td>
</tr>
<tr>
<td></td>
<td><em>Faculty and staff will assist you in activating your student accounts and registering for classes.</em></td>
<td></td>
</tr>
<tr>
<td>12:00-1:00</td>
<td>Picnic Lunch</td>
<td>Courtyard</td>
</tr>
<tr>
<td>1:00-2:00</td>
<td>Campus Tour</td>
<td>Brooks Student Center Patio</td>
</tr>
</tbody>
</table>
Appendix C - Starfish Information

**Starfish at DCCC**

Starfish is an initiative supported by our president, Dr. Mary Rittling to improve student success and retention.

Starfish will help DCCC:
- **Identify**: Which of our students are at risk now?
- **Guide**: Where should students go to get help?
- **Connect**: How students make appointments to get help.
- **Optimize**: How can we improve our services?

The goal of Starfish is to identify at-risk students as early as possible in the term in order to connect them with support which will positively impact student success and retention, a campus-wide initiative.

Fall 2012 Progress Survey dates →

- August 29
- September 19
- October 24
- November 14

**Starfish can be located by logging in to Moodle and clicking on the “Starfish” tab or log on directly from the DCCC Faculty Staff website using your Stormtrac username and password**

At DCCC, you will interact with **Starfish** in two ways:

**EARLY ALERT**
Early Warning & Student Tracking System
- Academic concerns will be flagged manually when observed AND through periodic Progress Surveys
- Facilitate communication to students
- Appropriate personnel will be informed of flags raised and cleared
- Faculty will be notified of progress
- Attendance can also be tracked in Starfish

**CONNECT**
Educational Support Networking System
- Online scheduling for appointments made easy
- Appointment confirmation by email
- Documentation of contact with students through private and shared notes
- Each student has personal “My Success Network” of instructors and campus staff

Specific Expectations:

**Instructors**
- Manually raise flags when appropriate
- Submit flag surveys when emailed (4x a term)
- Add notes to students’ folder to provide more detail

**Advisors and Other Support**
- View flag notifications from Starfish
- Follow up as necessary
- Record actions taken in Starfish
- Add notes
- Schedule appointments
- Clear flags

**Students**
- Receive email notifications when flagged
- Contact appropriate support office

**Everyone**
- Complete your Profile so students know more about you
- Utilize online appointment scheduling to facilitate student meetings

**For more information or if you have questions/concerns, please contact Stacy Holliday, Director of Campus Innovations and Student Success at ext. 6763 or sjhollid@dccc.edu**
### Appendix D - Eight Foundational Principles in *On Course* Curriculum

<table>
<thead>
<tr>
<th>Successful Students…</th>
<th>Struggling Students…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. …accept personal responsibility, seeing themselves as the primary cause of their outcomes and experiences.</td>
<td>1. …see themselves as victims, believing that what happens to them is determined primarily by external forces such as fate, luck, and powerful others.</td>
</tr>
<tr>
<td>2. …discover self-motivation, finding purpose in their lives by discovering personally meaningful goals and dreams.</td>
<td>2. …have difficulty sustaining motivation, often feeling depressed, frustrated, and/or resentful about a lack of direction in their lives.</td>
</tr>
<tr>
<td>3. …master self-management, consistently planning and taking purposeful actions in pursuit of their goals and dreams.</td>
<td>3. …seldom identify specific actions needed to accomplish a desired outcome. And when they do, they tend to procrastinate.</td>
</tr>
<tr>
<td>4. …employ interdependence, building mutually supportive relationships that help them achieve their goals and dreams (while helping others do the same).</td>
<td>4. …are solitary, seldom requesting, even rejecting, offers of assistance from those who could help.</td>
</tr>
<tr>
<td>5. …gain self-awareness, consciously employing behaviors, beliefs, and attitudes that keep them on course.</td>
<td>5. …make important choices unconsciously, being directed by self-sabotaging habits and outdated life scripts.</td>
</tr>
<tr>
<td>6. …adopt lifelong learning, finding valuable lessons and wisdom in nearly every experience they have.</td>
<td>6. …resist learning new ideas and skills, viewing learning as fearful or boring rather than as mental play.</td>
</tr>
<tr>
<td>7. …develop emotional intelligence, effectively managing their emotions in support of their goals and dreams.</td>
<td>7. …live at the mercy of strong emotions such as anger, depression, anxiety, or a need for instant gratification.</td>
</tr>
<tr>
<td>8. …believe in themselves, seeing themselves as capable, lovable, and unconditionally worthy human beings.</td>
<td>8. …doubt their competence and personal value, feeling inadequate to create their desired outcomes and experiences.</td>
</tr>
</tbody>
</table>

Appendix E - ACA 090 Course Syllabus Template

Davidson County Community College
ACA 090
Study Skills
Syllabus
General Information, Policies and Procedures

Instructor:
Office:
Phone Number:
Email: ________@davidsonccc.edu
Office Hours:

Required Text

Attendance
The student is expected to attend all scheduled class meetings. Attendance from the beginning of class to the end of class is required. A student will be counted absent if they are tardy or leaves early.

The student will begin ACA 090 with an attendance grade of 100. If a student misses a class, 5 points will be deducted from their attendance grade.

Grading Policy
15% Essays
20% Attendance
20% Journals
20% Final Assessment
25% Individual Instructor Assignments

Email
It is a requirement to use your Davidson County Community College email address.

Course Purpose
This course is intended to help students be successful in a college environment and transfer the skills learned into life. The class introduces the College’s physical, academic, and social environment and promotes the personal development essential for success.

ACA 090 topics include:
Upon completion, the student will have been exposed to and have experience with tools and networks that, when used effectively, will promote success.

**Student Learning Outcomes**
Successful students are students who create defined and attainable goals. In order to assist students in attaining their educational goals, ACA 090 will allow students to accomplish the following:

- Outline the eight choices for successful students
- Recognize college resources
- Locate and explain DCCC Learning Competencies
- Determine the consequences of Victim and Creator language
- Employ a variety of self-management techniques
- Analyze academic goals to incorporate the On Course Strategies
- Select appropriate resources
- Create an academic plan

**Resources for Students**

**The Learning Commons:**
The Learning Commons is a place for students to find assistance in:

- Math
- Business
- Computer Technology
- Writing
- Reading

Workshops will be offered throughout the semester to assist in student success. The Learning Commons also houses The Testing Center. GED Testing occurs in the Learning Commons.

**Elluminate Online Tutoring:**
The College provides a free, online tutoring service through Elluminate. Please refer to Blackboard for the Online Tutoring Schedule.

**Student Success Center:**
The Student Success Center, located in the Mendenhall building, is a place for students to find assistance in:
Learning Resource Center:
The Learning Resource Center, located on the second floor of the Love building, is a place for students to utilize Library Services.

Fitness Center:
The Fitness Center is a state-of-the-art workout facility in the North Carolina Community College System. This Center provides faculty, staff, students, and alumni the opportunity to stay fit and healthy. The equipment includes new Cybex pin-select weight training machines, treadmills, elliptical trainers, stair climbers, stationary and spin cycles, and a full free weight training area. A certified aerobics instructor and personal trainers are on staff to assist anyone in meeting their fitness goals. Group exercise classes are also offered free of charge to all students and staff.

Disability Statement
The College intends that all courses of study to be fully accessible to all qualified students. Reasonable accommodations for verified disabilities are available upon request. Students must take responsibility to make their disability known and request academic adjustment or auxiliary aids. To establish the student’s eligibility for services, documentation may be required. Request for information and assistance should be made to a DCCC Mental Health & Disability Counselor.

A nurse, as well as a Family Services representative, will be on campus on a limited schedule. Please check the DCCC website for more details.

Academic Integrity Policy
Students are expected to conduct themselves according to generally accepted standards of scholarship and conduct. Students are prohibited from engaging in any conduct that materially and adversely affects the educational process. Please refer to the DCCC College Catalog for the complete Academic Integrity Policy. Specific unacceptable forms of conduct are found in the DCCC College Catalog. Disciplinary procedures for unacceptable behaviors are also found in the DCCC College Catalog.
The faculty of the College is committed to helping students reach their full academic potential and to preparing them for success in their careers and further academic pursuits. Therefore, the College is committed to fostering a learning environment where students perform to the best of their own abilities and where academic integrity and honesty pervades.

True intellectual growth is dependent upon honest work. As scholars, Davidson County Community College students are expected to demonstrate integrity in all of their academic pursuits by doing their own work, without unauthorized assistance from others. The College will not tolerate academically dishonest acts such as, but not limited to, cheating, fabricating, plagiarizing (including multiple submissions of one’s own work), and/or assisting others in academically dishonest acts. Cheating is defined by the College as gaining or receiving unauthorized help during any academic assignment including using or attempting to use unauthorized: information (e.g. notes, someone else’s work, test bank information), communication (e.g. talking, writing, or signing/signaling others), electronic devices (e.g. cell phones, blackberries, mp3 players, calculators, digital recorders/cameras, or other data storage device) during any academic assignment or test.

Fabricating is defined as generating false data, sources, or citations for any academic assignment.

Plagiarizing includes any attempt to pass another’s work off as one’s own, in part or in whole, without properly acknowledging the source. This includes directly quoting, summarizing, or using ideas, images, or data from another’s work without properly citing the source as well as submitting purchased or borrowed papers as one’s own. Submitting one’s own identical work for multiple assignments is prohibited without instructor permission.

Assisting others in academically dishonest acts includes any activity that is intended to help another person cheat, fabricate, or plagiarize. These acts include but are not limited to allowing another to copy work, providing test questions or answers, unsanctioned collaboration, and completing an academic assignment for someone else.

Students who remain enrolled and engaged in courses beyond the review of the syllabus are considered to have read and agree to both the College’s policy and the
academic penalties which may be invoked. Academic penalties for violation of the policy can and may be applied differently by the faculty of the College.
Faculty may impose the following Academic Penalties for academic dishonesty in the classroom including, but not limited to, the following:

Verbal Warning
Written Warning
Failing grade for the assignment involved
Failing grade for the course
Removal from the course

Assessing the academic work of students is the purview of the instructor; therefore, issues regarding academic dishonesty should be resolved between the instructor and the student. However, any unresolved issues will be referred to the appropriate Academic Dean for further review. On the rare occasion when resolution is still unreachable, the infraction may be referred to the Vice President for Academic Programs and Services. The Vice President’s decision will be final.

Please Note: Violation of the Academic Integrity policy is a violation of the Student Code of Conduct. As outlined in the DCCC Student Code of Conduct, academic dishonesty is strictly prohibited. Students who violate the academic integrity policy will be reported to the Dean of Student Services. Violations may also result in the Dean issuing additional sanctions, up to and including expulsion, as outlined in the Student Code of Conduct.

Technology Usage Policy
The Faculty at DCCC is committed to the integration of technology into the classroom. This may include, but is not limited to, Microsoft Office, Cengage, Blackboard, Moodle, SMART classrooms, TI SmartView, desktop and laptop computers, document cameras, and hand held data collection devices.

Electronic Devices
The use of any personal electronic device (cell phones, iPhones, Blackberries, etc.) is prohibited during scheduled class time.
Computer Usage Policy
If the students are using the computing resources of DCCC, responsible ethical behavior is expected. Students are expected to adhere to guidelines published in the DCCC College Catalog and on “Computer Use Policies” posted in each computing area. Students are not to use DCCC computers for personal use during scheduled class time. This includes visiting Facebook, MySpace, Twitter, or any other website, not relating directly to the course.

Course Purpose
This course is intended to help students be successful in a college environment and transfer the skills learned into life. The class introduces the College’s physical, academic, and social environment and promotes the personal development essential for success.
ACA 090 topics include:
- campus facilities and resources;
- policies, procedures and programs
- study skills
- life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication
Upon completion, the student will have been exposed to and have experience with tools and networks that, when used effectively, will promote success.

NC Common Course Library Course Description
This course is intended for those who placed into credit-level course work but who are not maintaining satisfactory academic progress toward meeting program goals. Topics include study skills, note taking, learning styles and strategies, test taking, goal setting, and self-assessment skills. Upon completion, students should be able to manage their learning experiences to successfully meet educational goals.

Student Learning Outcomes
Successful students are students who create defined and attainable goals. In order to assist students in attaining their educational goals, ACA 090 will allow students to accomplish the following:
- Outline the eight choices for successful students
- Recognize college resources
- Locate and explain DCCC Learning Competencies
- Determine the consequences of Victim and Creator language
Appendix F - Storm Toward Success Checklist for Incoming Students

Powerful Things Happen at DCCC

Name: ________________________________________________________

Expected Graduation Date: _________________________________________

✓ Attend Orientation

☐ Meet with your Academic Advisor
  ☐ Create a Plan for Success by Identifying Your Challenges, Asking Questions, and Determining Your Goals
  ☐ Register for Classes

☐ Develop the Skills to Reach Your Goals
  ☐ Enroll in ACA 090: Success and Study Skills
  ☐ Take Notice of Starfish

☐ Access Campus Support
  ☐ Visit the Learning Commons, Work with a Faculty Mentor and Check Out the Career Development Center

☐ Earn your Certificate, Diploma, or Degree
### Appendix G - Sample of Position Descriptions

**Academic Advisor**

The Academic Advisor works cooperatively with other Student Services team members, faculty, and College staff to accomplish initiatives specifically in the Advisement Center, providing academic counseling to students, developing a working knowledge of all campus programs, monitoring student academic progress, registering students for courses, and providing transfer counseling. The Advisor reports to the Associate Dean, Student Development and has the following responsibilities:

- Provides academic counseling to students and explains policies, procedures, and program requirements
- Assists students in selecting educational and career goals
- Advises and counsels students in planning and selecting courses that meet educational and career goals
- Monitors student's academic progress
- Counsels students regarding academic problems or concerns and assists students in obtaining support to meet these specific needs
- Advises students wishing to transfer to four-year institutions
- Collaborates with four-year institutions to ensure a seamless transition for transferring students
- Maintains records, files, and reports of advising activities
- Communicates regularly and effectively with faculty and staff throughout the College to remain knowledgeable about programs and services, to provide information about student needs, and to develop solutions
- Participates in professional development activities to remain current in advising trends and best practices

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**Director, Campus Innovations and Student Success Initiatives**

The Director, Campus Innovations and Student Success Initiatives, works with all areas of campus to provide leadership in the coordination, development, implementation and assessment of College-wide innovations and initiatives. The Director will work with campus colleagues to improve student engagement and retention, academic success, and graduation rates. The Director will assist in the assessment of the effectiveness of campus initiatives and provide feedback for review of policies and procedures. The Director reports to the Executive Director, Research, Planning and Innovation and has the following specific responsibilities:

- Provide leadership in the design, implementation and evaluation of student success initiatives
- Provide leadership to bridge student success efforts across the campus
- Research and evaluate best practices and national initiatives in student success
- Gather, analyze and utilize institutional data to implement strategic interventions for student success
- Assist with coordination of College innovations and other campus wide initiatives
- Participate in accreditation, provide leadership for Quality Enhancement Plans, grants, and other strategic planning processes
- Assist with annual program planning and review cycle
Institutional Researcher – Student Success Initiatives

The Institutional Researcher, Student Success Initiatives, works cooperatively with faculty, staff, and other stakeholders to develop and implement data collection and analysis strategies to support the College’s student success agenda. This position plays a key role in promoting a culture of inquiry and evidence by providing information and analysis for decision-making and continual improvement. This position reports to the Executive Director, Research, Planning & Innovation.

Provides statistical expertise required for evaluation of student success initiatives

- Develops statistical models to support the strategic goals of the College
- Analyzes data to enhance understanding of student experiences and effectiveness of student support strategies and interventions
- Collaborates with College leadership to identify data analysis needs then assists in the collection, analysis and interpretation of data to meet those needs
- Provides “data education” to the campus community
- Supports the development and evaluation of student learning outcomes
- Provides leadership related to data governance and assists in prioritizing data requests and verifying data integrity
- Provides training, support, guidance and direction in designing qualitative and quantitative research
- Coordinates, implements, and evaluates institutional surveys related to student engagement
- Responds to data requests from the grant writer, standing and ad hoc committees and task forces
- Assists in responding to data and information requests from external stakeholders, such as Achieving the Dream, Completion by Design and the Center for Community College Student Engagement
Appendix H - First Year Experience (FYE) Survey

**First Year Experience Survey**

Name __________________________

Program of Study ______________________

*Please answer the following questions as honestly as you can. Your feedback will allow us to evaluate and improve our services for students. Your individual comments will be kept confidential but included anonymously in a summary of responses. Please fill in the circle completely for your responses.*

Is this your first semester ever attending any college?  ○ Yes  ○ No

Please select your enrollment status: . . . . . .  ○ Full-Time  ○ Part-Time

Please select your age range:

- ○ 18-25
- ○ 26-39
- ○ 40+

How many hours did you work this semester?

- ○ I did not work
- ○ 1-15
- ○ 16-35
- ○ 36+

Rate yourself on each of the following traits as compared to the average person your age in terms of what you learned this semester:

<table>
<thead>
<tr>
<th>Trait</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Skills</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mathematical Ability</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Writing Ability</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Study Skills</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ability to think critically</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ability to set personal goals</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ability to set educational goals</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ability to achieve goals</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ability to plan for the future</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Level of self-confidence</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Level of self-understanding</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Understanding of others</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tolerance of different beliefs</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Open to having my views challenged</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ability to discuss controversial issues</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ability to see the world from someone else's perspective</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Please rank the programs below in terms of how helpful they were to you this semester. Select only one in each category.

<table>
<thead>
<tr>
<th>Program</th>
<th>Most</th>
<th>Very</th>
<th>Some</th>
<th>Slightly</th>
<th>Least</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ACA 090</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Starfish</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Meeting with Advisor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Please rate your overall experience with each program below:

<table>
<thead>
<tr>
<th>Program</th>
<th>Excellent</th>
<th>Good</th>
<th>Poor</th>
<th>Unacceptable</th>
<th>Did Not Attend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ACA 090</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Starfish</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Meeting with Advisor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Which program above has been the most beneficial for your learning this semester? Please explain how it has helped you this semester and how it will be helpful for you moving forward.
At this particular time in your academic career how confident do you feel in your classes?

- Very
- Somewhat
- Not at All

At this particular time in your academic career how connected do you feel with the college?

- Very
- Somewhat
- Not at All

At this particular time in your academic career how much do you know about academic expectations?

- Enough
- Some
- Nothing

At this particular time in your academic career how much do you know about the college’s resources?

- Enough
- Some
- Nothing

Please indicate the extent to which you agree or disagree with the following statements regarding attending DCCC.

- I have a clear understanding of exactly how college fits into my future goals and plans.
- I will have to take a lot of responsibility for my own learning.
- I have a clear understanding of the major I have selected to study.
- I understand what will be required to graduate from my program of study.
- I am aware of the campus resources as they relate to my specific needs.
- I will seek assistance from the learning center if I am struggling in class.
- Important dates and deadlines have been communicated clearly.
- The programs I have attended have made me feel welcome and connected to the college.

Now that you are at the end of the semester is there any information that you wish you would have been given before registering or beginning your courses?
Please indicate the extent to which you agree or disagree with the following statements after meeting with your advisor to register for Spring classes:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My advisor listened carefully to what I had to say</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>My advisor shared information clearly and accurately</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I feel that all of my questions were answered</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>My advisor discussed the major I have selected and whether it is appropriate based on my academic background and professional goals</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Where would a student go to get help with each of the following?

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Student Services</th>
<th>Testing Center</th>
<th>Online Tutoring</th>
<th>Learning Commons</th>
<th>Library</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>If a student wanted help with math or writing when they are off campus</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>If a student had needed to drop a class or pay a bill or had an appointment with an advisor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>If a student needed tutoring in Math, Writing, Reading, or Computers</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>If a student needed to check out a book or a type of technology, or use a computer,</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>If a student needed to make up a test</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Please share any additional comments you may have.
Appendix I - Learning Rubric for ACA 090

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Beginning Students</th>
<th>Developing Students</th>
<th>Creator Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Responsibility</strong></td>
<td>Blame circumstances and others for their current situations</td>
<td>Begin to see their role in bringing about their current situations</td>
<td>Understand themselves as the primary cause of their outcomes and experiences</td>
</tr>
<tr>
<td><strong>Interdependence</strong></td>
<td>Rely too much or too little on others</td>
<td>Sometimes request assistance from appropriate sources</td>
<td>Build mutually supportive relationships that help them achieve their goals</td>
</tr>
<tr>
<td><strong>Self-Management</strong></td>
<td>Seldom identify specific actions needed to accomplish desired outcomes</td>
<td>Identify specific actions needed to accomplish desired outcomes</td>
<td>Consistently plan and take purposeful actions in pursuit of their goals and dreams</td>
</tr>
<tr>
<td><strong>Emotional Intelligence</strong></td>
<td>Take little responsibility for identifying and managing their emotions</td>
<td>Take some responsibility for identifying and managing their emotions</td>
<td>Take responsibility for identifying and managing their emotions. Seek to understand others emotions and actions.</td>
</tr>
<tr>
<td><strong>Lifelong Learning</strong></td>
<td>Keep doing what they are doing, even when it is not working to meet their goals</td>
<td>Begin to assess their preferred learning style and develop critical thinking skills</td>
<td>Think critically, use their preferred learning style, and make corrections when they are off course</td>
</tr>
</tbody>
</table>
Appendix J - Open Ended Questions for Pre and Post Assessment in ACA 090

Open Ended Questions for *On Course* Students

1. What is personal responsibility?

2. Give an example of a time in your life when you have shown personal responsibility.

3. What is interdependence?

4. Give an example of a time in your life when you have demonstrated interdependence.

5. What is self-management?

6. Give an example of a time in your life when you have used self-management.

7. What is emotional intelligence?

8. Give an example of a time in your life when you have demonstrated emotional intelligence.

9. What is lifelong learning?

10. Give an example of a time in your life when you have valued lifelong learning.

11. Discuss three study strategies you can use in any given class to help you be successful.

12. What is the one thing you have learned in *On Course* that you will take with you to help you reach your goals?
References


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Hunter, M. (2012). *What is a First-Year Seminar*. Lecture to the First-Year Seminar Leadership Institute, University of South Carolina, Columbia, SC.


Seybert, J. (2011). *Creating and Working Within a Culture of Evidence*. Lecture to the SACS COC Institute on Quality Enhancement and Accreditation, Omni Fort Worth Hotel, Fort Worth, TX.


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Tran, V. (2011). *How to Capitalize on the Transformative Power of the QEP*. Lecture to the SACS COC Institute on Quality Enhancement and Accreditation, Omni Fort Worth Hotel, Fort Worth, TX.