

Craven Community College

**Part IV: The Impact
Report of the Quality
Enhancement Plan**

1. Title and brief description of the institution's Quality Enhancement Plan.

Original QEP: LEEP Challenges and Rationale for Change

Learning through Effective Educational Planning (LEEP), began in 2004 and was the QEP for Craven Community College (CCC) at the time of reaffirmation in 2007. At that time, the QEP theme was aligned with the College's vision statement and was consistent with its mission. The LEEP initiative was designed to initially engage health-related students at earlier stages of their college experiences, and intrusively assist them with choosing educational plans best suited to their interests, abilities, and goals. The program identified four areas of concentration for QEP implementation: student advising, faculty development, math/writing education and student orientation. A primary focus of the initial plan was geared towards providing faculty and staff with the necessary skills to better support health-related students in the development of educational plans; adding students from other academic programs of study was slated to occur in a second phase. LEEP cohorts were assigned an advisor, who was responsible for working with the students in the following programmatic categories: intake counseling, orientation, placement testing, academic/career/financial advising and student success classes.

In 2006, the visiting SACS reaffirmation team, after reviewing the LEEP plan and objectives, voiced its concern by providing recommendations in three areas: the focus of the plan (specifically the advising model), institutional capability, and assessment of the plan. In the two years that followed, CCC made an effort to address the concerns outlined in the recommendations for improvement; however due to changes in leadership and other related institutional factors, the institution experienced a "failure to launch" with LEEP.

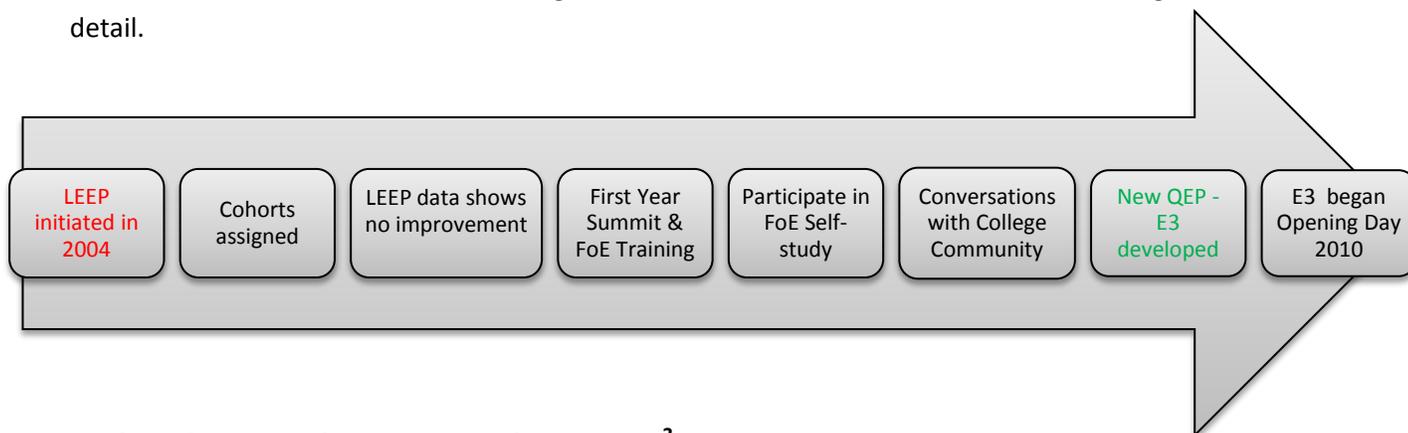
In 2009, under a new leadership team, the College terminated the QEP known as Learning through Effective Educational Planning (LEEP), primarily due to the failure of an effective launch, and as a result of a new strategic plan with new strategic goals. From the planning phase in 2004 through the implementation phase, which ended in 2008, the college hired a full-time LEEP Coordinator/Advisor who worked to galvanize college-wide involvement in LEEP at both campuses. Despite best efforts, the outcome data did not show evidence of improvement in student success (Table 1). In addition, the results of the 2008 Services Review revealed that less than 5% of students responding to the survey were involved in the LEEP initiative.

Table 1: Showing LEEP student impact data from 2006-2008.

Cohort	# Students in Cohort	Average GPA	Completion Rate
Control	45	2.32	23%
2006	100	2.11	15%
2007	19	2.7	35%
2008	82	2.10	11%

In order to position itself for a successful QEP that would have institution-wide impact as defined by SACS in CR 2.12 and CS 3.3.2, the College decided that it would build on the objectives of LEEP, while initiating a new direction to reach a broader student population and maximize the impact of learning. In

alignment with CCC's new mission statement and strategic plan, "Many Voices One Vision: Craven 2015," the College designed a focused QEP that would "provide accessible learning opportunities that allow students to contribute and compete in a diverse and global community." The graphic below demonstrates the transition from the original QEP to the new QEP that will be described in greater detail.



Revised QEP: The First Year Experience and E³

The focus of the revised QEP in 2009 was on the creation of a comprehensive First Year Experience (FYE) initiative that would improve the experience of new students and impact student retention. The College sought out expert advice: the original FYE pioneers, Dr. John Gardner and Dr. Betsy Barefoot.

The framework for redirecting CCC's QEP topic was grounded in the implementation of key broad-based and institutional actions that engaged the college community. Important first steps were taken to build awareness and understanding with a broad audience and to build capacity for implementation. Key actions included: 1) hosting a "First Year Summit" facilitated by Dr. John Gardner and Dr. Betsy Barefoot in April of 2010 that involved 50 leaders from all units across the College; 2) hiring a full-time FYE Coordinator in Spring 2010; 3) sending a team composed of faculty and administration to the Foundations of Excellence Institute in Summer 2010; 4) involving all faculty, administration and support staff in a FYE presentation by Drs. Gardner and Barefoot in August 2010 (FYE); and 5) participating in the Foundations of Excellence (FOE) Self-Study, involving teams from across campus that focused on assessing nine identified Dimensions.

As a result of the findings and recommendations, the College launched a new QEP focused on FYE in Fall 2010 entitled **E³: Engage, Enrich, Empower**. E³ is a first-year experience initiative that integrates students into the college community as engaged learners and participants through purposeful and meaningful interactions. E³ aspires to commit all members of the college community to cooperatively and intentionally structure their programs, activities, and services to promote first-year student success. The three overarching goals of E³ are: 1) **Engage** student minds inside and outside of the classroom to encourage critical thought in self-assessment; 2) **Enrich** student lives by promoting and supporting learning opportunities that will help them to grow and develop personally and professionally; and 3) **Empower** students to initiate goal setting and decision-making in order to pursue their passions.

2. A Succinct List of the Initial Goals and Intended Outcomes of the QEP

Goals and Design of E³

E³'s focus on improving the transition of all first-year students is intended to improve student learning and success while transforming the college's service delivery. The primary operational tenets of E³, which emerged from the FoE Self Study are: (1) New Student Orientation, (2) Academic Advising and Support, (3) Academic Skills Courses (ACA - College Success Courses) and (4) Student Engagement. From these tenets the following QEP goals and intended outcomes were developed:

Initial QEP Goals	Initial Intended Outcomes
<p>Goal 1: Engage student minds inside and outside of the classroom to encourage critical thought in self-assessment.</p>	<p>Outcome 1: First-year students will analyze and articulate their interests, skills, and strengths and relate them to education and career choices.</p> <hr/> <p>Assessment 1: Measure number and percentage of students enrolled in ACA 111, 118, or 122 in their first or second semester. Assessment 2: Evaluate students' Major/Career Exploration Assignment completed in all ACA courses. Assessment 3: Assess student responses to ACA pre- and post-survey questions related to major/career exploration. Assessment 4: Calculate student responses to the Survey of Entering Student Engagement (SENSE) questions dealing with effective track to college readiness and high expectations and aspirations.</p>
<p>Goal 2: Enrich student lives by promoting and supporting learning opportunities that will help them to grow and develop personally and professionally.</p>	<p>Outcome 2: First-year students will use academic support services to develop skills and strategies to enhance their learning experience. Outcome 3: Students will participate in campus activities to create stronger academic/social connections and enhance their intellectual and social development.</p> <hr/> <p>Assessment 1: Track the number of students participating in key FYE and Campus Life/Student Engagement events every semester. Assessment 2: Track data on students' usage of resources and services. Assessment 3: Evaluate students' responses to ACA pre and post survey questions related to student engagement and utilization of resources. Assessment 4: Assess students' responses to Survey of Entering Student Engagement question dealing with academic and social support and engaged learning.</p>
<p>Goal 3: Empower students to initiate goal setting and decision-making in order to pursue their passions.</p>	<p>Outcome 4: First-year students will identify components of their degree program and develop a semester-by-semester plan of study that supports their academic and career goals. Outcome 5: First-year students will create their own short and long term goals.</p> <hr/>

	<p>Assessment 1: Assess students' academic plans using a locally developed rubric.</p> <p>Assessment 2: Evaluate students' Goal Setting and Decision-Making Assignments.</p> <p>Assessment 3: Evaluate students' responses to ACA pre and post-test survey questions related to setting goals.</p> <p>Assessment 4: Assess students' responses to Survey of Entering Student Engagement (SENSE) questions dealing with having a Clear Academic Plan and Pathway.</p>
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3. Significant Changes Made to the QEP and the Reasons for Making Those Changes.

The transition to E³ as the College's QEP positioned the college to maximize institutional capability by employing intentional strategies that harness broad-based collaboration/integration, financial commitment, and support from executive, administrative, faculty, and staff levels. A theme of sustainability undergirds the E³ initiative. In the midst of a tumultuous budget climate the past two years, the College has made significant investments to ensure that E³ implementation remains a top priority for the College.

A full-time FYE Coordinator was hired in 2010 and additional full-time positions have been created or filled to strategically advance the College's completion/success agenda and to further support QEP implementation: a Dean of Student Development (revamped from an existing position), a Career/Transfer Center Coordinator (new position), and a Coordinator of Campus Life & Student Engagement (new position). These positions are connected directly to the QEP effort and play significant roles in coordinating E3 programming, tracking student engagement data, and partnering with constituents from across the college to implement the E³ plan. At the senior executive level, A Learning and Student Success Unit (led by an Executive Vice President) was created in 2012 – to foster stronger collaboration among academic affairs and student services areas of the College.

To strengthen the evaluation and assessment components of the plan, a diverse group consisting of the President, senior institutional leaders, and "first-year" stakeholders from across the college attended a two-day First-year Summit in April 2010, facilitated by FYE experts Drs. Gardner and Barefoot. The Summit encouraged a college-wide commitment to improve the experiences of first-year students and it provided a structured foundation for the College to launch its new QEP planning/implementation efforts. Following the Summit, the College participated in a nationally recognized "Foundations of Excellence in the First College Year Self Study." This self-study process engaged the entire college community in a sustained and focused examination of the experience of new students, to determine what the College did well, and where improvements were needed.

The self-study included a comprehensive survey of faculty, staff and students and a total of 425 individuals responded; 46% = faculty and staff and 17% = students. Based on the results of the self-study, CCC was able to make programmatic improvements that will continue to increase student learning, success, and persistence over time. The College also invested in administering the Survey for

Entering Student Engagement (SENSE) and Community College Survey of Student Engagement (CCSSE) on rotating cycles to gather additional information to further support the continuous improvement of E³ initiatives. As a result of these foundational data-gathering and analysis activities, clearly-defined student learning outcomes were developed – thus setting the stage for the creation of an effective E³ assessment plan.

4. QEP’s Direct Impact on Student Learning including the achievement of goals and outcomes.

Outcomes of E³

The revised QEP, has had a significant institution-wide impact in a relatively short period of time. The College has some preliminary finding on the three main goals that were established using both direct and indirect measures of assessment.

Goal # 1: Engage student minds inside and outside of the classroom to encourage critical thought in self-assessment.

Outcome: First year students will analyze and articulate their interests, skills, and strengths and relate them to education and career choices.

Assessment (A): Measure percentage of students enrolled in ACA 111, 118, or 122 in their first or second semester.

Benchmark (A): 75% of first-year students will complete an ACA course in their first-year (*Goal is to achieve this benchmark by end of Summer 2013*).

Results: Table 1: Showing the completion rate of first-year cohorts from 2009-2012.

Term	Attempted	Passed	Completion Rate	% Increase in Students
2009-2010	89	76	85%	Prior to E ³ Launch
2010-2011	221	193	87%	148%
2011-2012	421	347	82%	90%

Assessment (B): Assess student responses to ACA pre- and post-survey questions related to major/career exploration.

Benchmark (B1): 75% of students responding to ACA post survey indicate they have talked about their career plans with a faculty member, advisor, or career counselor.

Results: Table 2: Showing the percent of students who talked about career plans with a faculty member, advisor, or career counselor as indicated on the ACA pre-and post-survey.

ACA Survey Results	# Of Students Answering	Faculty/Advisor Post
Fall 2011	164	74%
Spring 2012	100	81%

Benchmark (B2): 75% of students responding to the ACA post survey indicate they have decided on a major or career.

Results: Table 3: Showing the percent of students who have decided on a major or career according to the ACA pre- and post-survey.

ACA Survey Results	# Of Students Answering	Major Post
Fall 2011	156	73%
Spring 2012	99	86%
ACA Survey Results		Career Post
Fall 2011	164	77%
Spring 2012	100	87%

Goal # 2: Enrich student lives by promoting and supporting learning opportunities that will help them to grow and develop personally and professionally.

Outcome (A): Students will participate in campus activities to create stronger academic/social connections and enhance their intellectual and social development.

Assessment (A): Track the number of students participating in key FYE and Campus Life/Student Engagement Events every semester.

Benchmark (A): 10% increase in the total number of students who attend key events each academic year. Track the number of students participating in key FYE and Campus Life/Student Engagement Events every semester.

Results: Panther Pride Orientation: There was an increase of 685% from Fall 2010 to Fall 2011 and the benchmark was met.

Table 4: Showing the number of students attending Panther Pride Orientation.

Term	Number of Students Attending
Fall 2010	86 Students
Fall 2011	675 Students

Outcome (B): First-year students will use academic support services to develop skills and strategies to enhance their learning experience.

Assessment (B): Track data on students' usage of resources and services.

Benchmark (B1): Library Orientation – 100% of ACA classes participating in Library Orientation.

Results: 100% of ACA classes participated. Benchmark was met.

Benchmark (B2): Utilization of ASC Services – 5% increase in first-year students using the ASC services each year.

Results: There was a 140% increase in first-year students utilizing the ASC between AY 2010-11 and 2011-12.

Table 5: Showing the number first year students visiting the Academic Skills Center.

Term	Number of Students Visiting
2008-2009	0 Students
2009-2010	20 Students
2010-2011	43 Students
2011-2012	103 Students

Assessment (C): Evaluate students’ responses to ACA pre- and post-survey questions related to student engagement and utilization of resources.

Benchmark (C): 5% increase in the number of students indicating they agree or strongly agree that they have developed strong relationships with faculty members and other students at Craven.

Results: Table 6: Showing the percent of students who have developed strong relationships with faculty members and other students at Craven.

ACA Survey Results	# Of Students	Faculty Pre	# Of Students	Faculty Post	% Increase
Fall 2011	69	24%	102	48%	100%
Spring 2012	77	25%	57	50%	100%
ACA Survey Results		Students Pre		Students Post	% Increase
Fall 2011	141	50%	151	71%	42%
Spring 2012	138	44%	68	59%	34%

Goal #3: Empower students to initiate goal setting and decision-making in order to pursue their passions.

Outcome (A): First-year students will identify components of their degree program and develop a semester-by-semester plan of study that supports their academic and career goals.

Assessment (A): Evaluate students’ Goal Setting and Decision-Making Assignments.

Benchmark (A): 75% of students will earn a “C” or higher on the Transfer Research Assignment.

Results: In Fall 2011, the benchmark was met with 75% of students earning a “C” or better on the assignment. In Spring 2012, only 48% of students earned a grade of “C” or better. The College will continue to monitor the progress of this assessment. If the average grade does not improve in fall 2012 the FYE coordinator will address the issue with the faculty.

Outcome (B): First-year students will create their own short and long term goals.

Assessment (B): Evaluate students’ Goal Setting and Decision-Making Assignments.

Benchmark (B): 75% of students will earn a “C” or higher on Learning Goals Assignment, using a locally developed rubric.

Results: This benchmark was not measured as a separate assessment in fall 2011. In Spring 2012, 63% of students earned a grade of “C” or better on the goal setting assignment. This benchmark will be measured again in fall 2012.

In addition to the three goals/benchmarks and as a result of the FYE focus, other positive outcomes have been realized by the College with regards to new student orientation, academic advising and support and the ACA classes.

New Student Orientation - The QEP initiative has dramatically changed the way new students are oriented to the College. For many years, there was no formal orientation program at Craven. New students are now required to attend orientation and the format and content is both informative and interactive; there is an option for parents to attend as well. The FYE Coordinator oversees Orientation, which involves Craven's Student Ambassadors, faculty and administrators. E³ has made a significant impact on the way Craven welcomes students and helps them acclimate to the college environment.

Academic Advising and Support - The new E³ first-year advising model requires all new, first-time students to meet with a professional or faculty advisor before registering for any classes. Professional academic advisors from the College's First Stop also visit ACA classes to provide in-depth information on advising, registration processes and career planning. In these instances, students make appointments with professional academic advisors to develop academic and career plans, complete registration, and address other advising-related inquiries (e.g. financial aid, campus life, academic support services). Students remain connected with their first-year professional advisors throughout their first and/or second semesters at the College. The model stresses active student involvement, access to academic support frameworks, and opportunities for career exploration through contact with professional staff and faculty. Stronger technological tracking systems are being put in place to assist with collecting data on the services that are utilized by new students.

ACA Classes - The new E³ model has allowed the College to begin an in-depth assessment of all ACA classes including both content and delivery. As a result of the QEP initiative, increased attention and importance have been placed on ACA; oversight has been moved to the FYE Coordinator and increased collaboration is now occurring between Academic Affairs and Student Services. While the College has made important initial strides with revitalizing the ACA courses, for example, including a common reading program, additional steps are being taken to include more full-time faculty in teaching the courses. Also, as a result of this initiative, the College has addressed a long-term challenge with students taking the ACA classes late in their program of study versus upon entry.

Finally, in early 2011, the data collected during the Foundations of Excellence Self-Study Survey was made available to CCC. The College benchmarked the results with six other current or past FOE institutions. Benchmarks were then compared with the Carnegie classification, and all institutions who participated in the survey in the last three years. The data revealed recommendations for improvement in the following areas of the first-year experience: making connections, exposure (diversity), interaction,

motivation and goals, advising, and campus culture. Based on this data, Craven has begun implementing important action steps which focus on improving student success while transforming the institution's service delivery and learning mechanisms. These actions are summarized in the table below.

Action Step	Issues Addressed	Summary
Action Step 1: New Student Orientation	<ul style="list-style-type: none"> • Making Connections • Interaction • Advising 	Craven has instituted a required New Student Orientation. The orientation provides first-year students a head start on making connections and introduces them to resources that will assist them with meeting their academic and personal goals. New student orientation is provided via face-to-face sessions and an online version is available to students as well.
Action Step 2: Academic Advising and Support	<ul style="list-style-type: none"> • Making Connections • Motivation & Goals • Advising 	First-year students are now required to meet with an academic advisor to discuss their educational goals and plan their schedule prior to registration. In collaboration with faculty and Student Services departments, the First-Year Experience Office connects students to academic support services such as tutoring, supplemental instruction, and career/transfer advising.
Action Step 3: Academic Success (ACA) Courses	<ul style="list-style-type: none"> • Making Connections • Exposure (Diversity) • Interaction • Motivation & Goals • Advising • Campus Culture 	<p>All first-year students will be required to take an ACA course designed to facilitate their first semester of transition and adjustment to college. Content of ACA curriculum has been enhanced through ongoing collaborations between faculty and the FYE Coordinator, and the use of data from the Survey of Entering Student Engagement (SENSE). ACA courses will increase students' awareness of critical decisions that will need to be made during their first semester and provide a road map for the remainder of their academic careers.</p> <ul style="list-style-type: none"> • ACA-111-College Student Success <p>This course introduces the College's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives.</p> <ul style="list-style-type: none"> • ACA-118-College Study Skills <p>This course covers skills and strategies designed to improve study behaviors. Topics include time management, note taking, test taking, memory techniques, active reading strategies, critical thinking, communication skills, learning styles, and other strategies for effective learning. Upon completion, students should be able to apply appropriate study strategies and techniques to the development of an effective study plan. Library skills and research are introduced.</p> <ul style="list-style-type: none"> • ACA-122-College Transfer Success

		<p>This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the Comprehensive Articulation Agreement (CAA), college culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions. This course has been approved to satisfy the CAA for transferability as a pre major and/or elective course requirement.</p>
<p>Action Step 4: Student Engagement</p>	<ul style="list-style-type: none"> • Making Connections • Exposure (Diversity) • Interaction • Campus Culture 	<p>An Office of Campus Life and Student Engagement has been established to enhance student involvement and development. Led by a full-time coordinator, the Office connects students to structured leadership development opportunities (Student Leadership Academy, etc.); social and educational events/activities that foster interaction with faculty, staff, and peers; exposure to the global community through study abroad programming; and exposure to the cultural arts.</p>

As CCC has navigated through the evolution of LEEP, E³ and the challenges associated with a significant economic downturn, an important lesson has been learned: the success of the QEP is directly linked to the degree to which an institution's plan is embedded in the fabric of its organizational culture/structure. The College has been able to use the experiences of LEEP to ensure deeper levels of organizational commitment and broad-based involvement with the new E³ initiative. Using data from several sources, the College's current QEP initiative is a stronger program, with steps in place to cultivate sustainability and reinforce the culture with E³'s tenets: **Engage, Enrich, Empower**. E³ intends to continually strengthen the student success framework and expand the capacity of the QEP to impact the learning experiences of all first-year students at the college.



EXECUTIVE SUMMARY

Engage, Enrich, and Empower (E³) replaces the College's previous QEP, Learning through Effective Educational Planning (LEEP). In 2009, Craven Community College (CCC) decided to terminate the QEP known as LEEP, primarily due to failing to effectively launch and sustain the initiative. The framework for redirecting CCC's QEP topic was grounded in the implementation of key broad-based, institutional actions that engaged the college community around ideals related to improving the first-year experiences of all students at CCC. Key actions included: 1) hosting a "First Year Summit" facilitated by Dr. John Gardner and Dr. Betsy Barefoot in April of 2010 that involved 50 leaders from all units across the College; 2) hiring a full-time First-Year Experience (FYE) Coordinator in Spring 2010; 3) sending a team composed of faculty and administration to the Foundations of Excellence Institute in Summer 2010; 4) involving all faculty, administration, and support staff in a FYE presentation by Drs. Gardner and Barefoot in August 2010; and 5) participating in the Foundations of Excellence (FoE) Self-Study involving teams from across the college that focused on assessing nine identified Dimensions.

The three overarching goals of E³ are: 1) **Engage** student minds inside and outside of the classroom to encourage critical thought in self-assessment; 2) **Enrich** student lives by promoting and supporting learning opportunities that will help them grow and develop personally and professionally; and 3) **Empower** students to initiate goal setting and decision-making in order to pursue their passions. The primary operational tenets of E³ are: (1) New Student Orientation, (2) Academic Advising and Support, (3) Academic Success Courses (ACA) and (4) Student Engagement. These four operational categories of CCC's QEP emerged as a result of the recommendations, findings, and data collected from the 2010-2011 FoE Self-Study.

E³ incorporates an array of processes and services into a system of purposeful activities that are geared towards fostering student retention and persistence. E³ will enable new students to 1) analyze and articulate their interests, skills, and strengths and relate them to education and career choices; 2) use academic support services to develop skills and strategies to enhance their learning experiences; 3) participate in campus activities to create stronger academic/social connections and enhance their intellectual and social development; 4) identify components of their degree program and develop a

semester-by-semester plan of study that supports their academic and career goals; and 5) create their own short term and long term goals. To measure student learning, the College will gauge progress in a number of areas against baseline data at various points throughout the QEP's ongoing implementation cycle including, but not limited to: increased graduation rates, reduced course failure and withdrawal rates; increased utilization for academic and other support services; Survey of Entering Student Engagement (SENSE) results, and ACA course evaluation information. Through E³, more first-year students will make meaningful connections to the College; enhance their abilities to navigate through the structure of higher education; gain skills to increase their likelihood of academic success and accomplishment of career goals; and become exposed to engagement opportunities that expand their learning from social, cultural, and global perspectives.