Goal 6: To enhance student academic achievement and retention by improving the first year experience.

Related Categories of Effectiveness Measures:

A. Quality Enhancement Plan  
B. Faculty Training  
C. Student Learning Outcomes (ACA 115R)  
D. QEP Budget Allotment  
E. New Student Orientation

Introduction

The Southern Association of Colleges and Schools is requesting Postsecondary Educational Institutions to implement a Quality Enhancement Plan (QEP). James Sprunt Community College has implemented such a program in the fall of 2009. They have adapted an ACA 115 course and have created a new student orientation to enhance student learning. The class is titled ACA 115 (R) and includes the following topics:

1. Distinguish between the student’s personal responsibilities for learning and those of the college.
2. Determine the student’s personal learning style and identify ways the students can become a more effective student.
3. Locate and use a variety of campus resources and services, including Academic Support Center, Library, Business Office, Financial Aid Office, and Counseling Center.
4. Identify short and long term goals and objectives, including college major and career path.
5. Solve a problem using critical thinking and support the decision.
6. Develop learning enhancement skills including:
   a. Test-taking Strategies  
   b. Listening and Note-taking Skills  
   c. Reading Strategies  
   d. Memory Techniques  
   e. Stress management  
   f. Time Management Skills
7. Describe and Develop a portfolio.
8. Demonstrate global awareness.
Research Questions

1. To what extent is the QEP enhancing student learning?
   a. The number and percentage of students enrolling in the ACA 115 class within their first 15 course hours at JSCC.
   b. Data based from the CCSSE and CCFSSE will indicate active and collaborative learning, student effort, academic challenge, student-faculty interaction and support for learners will increase until it is equal to or above the national average.

2. Are faculty members using the opportunity for additional training required to teach ACA 115?
   c. The number of faculty engaging in and have been trained to teach the ACA 115 course will increase.
   d. Faculty satisfaction with training provided.

3. Are proper resources allocated to support the QEP?
   e. The monetary amount allotted for the QEP advertising, faculty training and advertisement of the plan will continue to be budgeted.

4. Is the new student orientation facilitating student learning?
   f. Students overall satisfaction with the New Student Orientation.
**GOAL6: Measure A** The number and percentage of students enrolling in the ACA 115 (R) class within their first 15 course hours at JSCC.

**Background** The purpose of the QEP is to instill students with knowledge, resources, and opportunities for academic and personal success. JSCC believes student success stems from the individual student being able to manage his/her learning experiences within the academic community and in his/her professional life. Students need to obtain the ability to be lifelong learners.

**Implications**
Students in most Vocational/Technical Associate Degree programs are currently required to take ACA 115. Of those students, less than 15% take the ACA course in their first semester. Prior to admission into a program, students are tested in the areas of math, reading, writing (English), and algebra. SAT (Scholastic Aptitude Test) scores of 480 on critical reading (verbal) and 440 on math are accepted in lieu of the college’s placement test. Students scoring less than 41 on any part of the placement test are required to take a developmental course. Over 70% of the students attending JSCC must take at least one developmental course based on the cutoff scores. Approximately 70% of students are economically disadvantaged, with a large number being first generation college students. With these barriers to success, requiring all students seeking an Associate Degree to enroll in ACA 115(R) during their first 15 semester course hours will provide each student with the greatest chance for success.

**Data/Methodology**
The initial data gathering design was established by the QEP Assessment Committee. The group consisted of JSCC faculty and staff. It was expected to have the information pulled from the College’s database without knowledge which specific steps which would have to be taken. Currently, there is not a way to answer the question “how many students are taking ACA 115 within their first 15 credit hours?”

**Discussion of Findings**
It has been found currently there is not a way to gather this information.

**Use of Results**
Modify research methodologies.

**Recommendations**
It is recommended to add a question to the ACA 115 Student Survey. The following questions are suggested:

“How many credit hours have you completed at JSCC pertaining to your current major?

1) Less than 15
2) Between 15 and 25
3) Between 26 and 35
4) Greater than 35 credit hours”
OR

“How many credits have you earned at JSCC pertaining to your current major?

1) Less than 15
2) Between 15 and 25
3) Between 26 and 35
4) Greater than 35 credit hours”
GOAL6: Measure B Data based from the CCSSE will indicate active and collaborative learning, student effort, academic challenge, student-faculty interaction and support for learners will increase until it is equal to or above the national average.

**Background** The Community College Survey of Student Engagement (CCSSE) provides information about effective educational practice in community colleges and assists institutions in using that information to promote improvements in student learning and persistence. CCSSE’s goal is to provide member colleges with results that can be used to inform decision making and target institutional improvements. **Student engagement**, or the amount of time and energy that students invest in meaningful educational practices, is the underlying foundation for CCSSE’s work. CCSSE’s survey instrument, the Community College Student Report (CCSR), is designed to capture student engagement as a measure of institutional quality.

**Implications** The CCSSE is a national survey completed by more than 400,000 community college students. This survey is an invaluable tool in benchmarking James Sprunt Community College. The benchmarks are established and key areas of the College can be improved based on the results.
# Data Methodology

Community College Survey of Student Engagement  
2009 Benchmark Summary Table - All Students  
James Sprunt Community College

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Your College</th>
<th>Comparison Group Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Smaller Colleges</td>
</tr>
<tr>
<td>Active and Collaborative Learning</td>
<td>47.7</td>
<td>Benchmark Score: 51.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score Difference: -3.5</td>
</tr>
<tr>
<td>Student Effort</td>
<td>53.7</td>
<td>Benchmark Score: 51.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score Difference: 2.7</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>48.0</td>
<td>Benchmark Score: 50.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score Difference: -2.3</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>50.8</td>
<td>Benchmark Score: 51.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score Difference: -0.8</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>59.7</td>
<td>Benchmark Score: 51.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score Difference: 8.3</td>
</tr>
<tr>
<td>Number of Colleges</td>
<td></td>
<td>331</td>
</tr>
</tbody>
</table>

**Benchmark Score**: Each benchmark score was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full- and part-time status. Benchmark scores are standardized so that the weighted mean across all students is 50 and the standard deviation across all participating students is 25. Institutions' benchmark scores are computed by taking the weighted average of their students' standardized scores.

**Score Difference**: The result of subtracting the comparison group score (same size colleges or 2009 CCSSE Cohort) from your college's score on each benchmark.
Above the Mean - Student

COLLEGE ACTIVITIES

4s. Had serious conversations with students of a different race or ethnicity than your own

OPINIONS ABOUT YOUR SCHOOL

9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)
9e. Providing the support you need to thrive socially

WEEKLY ACTIVITIES

11a. Relationships with other students

EDUCATIONAL AND PERSONAL GROWTH

12c. Writing clearly and effectively
12h. Working effectively with others
12j. Understanding yourself
12k. Understanding people of other racial and ethnic backgrounds
12l. Developing a personal code of values and ethics
12n. Developing clearer career goals
12o. Gaining information about career opportunities

STUDENT SERVICES

13a1. Frequency: Academic advising/planning
13b1. Frequency: Career counseling
13f1. Frequency: Child care
13g1. Frequency: Financial aid advising
13k1. Frequency: Services to students with disabilities
Below the Mean - Student

COLLEGE ACTIVITIES

4e. Came to class without completing readings or assignments
4f. Worked with other students on projects during class
4k. Used email to communicate with an instructor

Discussion of Findings
James Sprunt Community College is above the mean when compared to other small community colleges in many areas. Also, James Sprunt Community College is below the mean for “Active and Collaborative Learning” and “Academic Challenge” when compared to other small community colleges. Specifically, James Sprunt Community College was below the mean for “came to class underprepared,” “worked with other students” and communicated with instructors via email.”

Use of Results
James Sprunt Community College is below the mean for “came to class underprepared,” “worked with other students” and communicated with instructors via email.”

Recommendations
1) It is recommended to establish an initiative to advise faculty to focus on students being prepared for class.
2) It is recommended to establish an initiative to increase group work in class.
3) It is recommended to establish additional focus on supplement communication via email.
**GOAL6: Measure C** The number of faculty engaging in and have been trained to teach the ACA 115 course will increase over time.

**Background** To facilitate proper teaching methods in the ACA 115 course training is provided to faculty members to increase the quality and consistence of course content. Every summer selected faculty members are trained/retrained on teaching methods required for teaching ACA 115. The training consists of 32 hours over the course of one week.

**Implications**

In order for ACA 115(R) to be successful, faculty and staff will need to acknowledge the importance of the course and the impact it is having on the challenges faced by first-year students, on student learning, and on success. Faculty are the primary student advisors and will be responsible for registering new students within the first 15 semester hours.

**Data/Methodology**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Faculty trained</th>
<th>Number of ACA 115 Sections Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>2009-2010</td>
<td>12</td>
<td>33</td>
</tr>
</tbody>
</table>

**Discussion of Findings**

There was an increase in the “Number of Faculty Trained,” and the “Number of ACA 115 Sections Taught” from the 2008-2009 to the 2009-2010 academic year.

**Use of Results**

This information is presented to the Institutional Effectiveness Committee, President’s Council and the QEP Assessment Committee.

**Recommendations**

It is recommended to increase the number of faculty members trained to meet the needs of the increased need for ACA 115. Also, it has been found in the ACA 115 Faculty Training Seminars that information presented to the faculty members can be used in other courses. Therefore, place greater importance on how to incorporate ACA 115 teaching methods into other courses.
GOAL 6: Measure D 80 Percent of Faculty members will indicate satisfaction with the Teaching Experience Seminar TES.

Background The structured training provides an intensive professional development opportunity that models best practices in freshman seminars with a focus on active and collaborative learning techniques. The structured training will be developed into the Teaching Experience Seminar (TES). TES will provide the opportunity to enhance the instructional capabilities of full-time and adjunct faculty. The course is required for all ACA 115(R) faculty and will enhance the instructor’s skill and abilities to engage students.

Implications In order for ACA 115(R) to be successful, faculty and staff will need to acknowledge the importance of the course and the impact it is having on the challenges faced by first-year students, on student learning, and on success. Faculty are the primary student advisors and will be responsible for registering new students within the first 15 semester hours.

Data/Methodology

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Faculty</th>
<th>Satisfaction Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>12</td>
<td>97.6%</td>
</tr>
</tbody>
</table>

Discussion of Findings
There were 12 faculty members trained in the 2008-2009 ACA 115 Faculty Seminar with a 97.6 Satisfaction level.

Use of Results
There was a high satisfaction level for those faculty members who participated in the summer seminar. A review of the survey was conducted to answer the question “why” the seminar participants are satisfied.

Recommendations
Use the results from the survey to modify future ACA 115 Faculty Seminars.
**GOAL6: Measure E** - The monetary amount allotted for the QEP advertising, faculty training and advertisement of the plan will continue to be budgeted.

**Background** The College has a well established planning and budgeting cycle that will be used to ensure the availability of adequate resources for the QEP. The College has made the QEP a priority for resources over the next five years. The five-year budget for the QEP was unanimously approved by the President’s Council on July 29, 2008. The budget is tied to the 2007-2012 Long Range Plan, Institutional Goal 6: To enhance student academic achievement and retention by improving the first-year experience.

**Implications**

The College receives Faculty/Staff upgrade funds each year as part of its state allotment. These funds are to be used by the College for professional development activities. One-third of these funds must be used for Return-to-Industry training, with the remaining two-thirds of these allotted funds used for faculty/staff upgrade training that can include:

1. attendance at special schools or conferences which provide credit, certification, or instruction;
2. workshops and studies leading to accreditation, special certifications, and SACS requirements;
3. minimal training contracts for outside presenters for special college-wide faculty/staff development programs, such as cultural diversity or retention;
4. faculty retraining expenses for expanding teaching roles and learning innovative teaching methodologies; and,

The QEP Director will be responsible for ensuring budget requests for funds needed for the QEP are made, with input from the IE Coordinator, QEP Coordinator, Vice President of Curriculum Services, and Vice President of Student Services. Each year the QEP and related budget will be evaluated, and updates to the plan and budget will be made as needed. The current QEP Plan will include reallocated State, County Current, and Faculty/Staff Upgrade funds. Opportunities for grant funding will be pursued, but are not included in the current budget.
<table>
<thead>
<tr>
<th>Data/Methodology</th>
<th>Projected Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity</strong></td>
<td><strong>Funding</strong></td>
</tr>
<tr>
<td>QEP Director (5% of Salary)</td>
<td>State Funds (reallocated)</td>
</tr>
<tr>
<td>08-09 $4,280</td>
<td>$4,495 10-11 $4,720 11-12 $4,956 12-13 $5,204</td>
</tr>
<tr>
<td>QEP Coordinator (25% of Salary)</td>
<td>State Funds (reallocated)</td>
</tr>
<tr>
<td>08-09 $13,750</td>
<td>$14,438 10-11 $15,160 11-12 $15,920 12-13 $16,715</td>
</tr>
<tr>
<td>QEP Orientation Coordinator (25% of Salary)</td>
<td>State Funds (reallocated)</td>
</tr>
<tr>
<td>08-09 $13,750</td>
<td>$14,438 10-11 $15,160 11-12 $15,920 12-13 $16,715</td>
</tr>
<tr>
<td>Sections of ACA 115 (R) for Associate Degree Students</td>
<td>State Funds (reallocated)</td>
</tr>
<tr>
<td>08-09 2 pilot ACA(R) Sections $1,785</td>
<td>$13,384 10-11 15 ACA 115 (R) Sections $14,051 11-12 15 ACA 115 (R) Sections $14,754 12-13 15 ACA 115 (R) Sections $15,491</td>
</tr>
<tr>
<td>Marketing of QEP</td>
<td>County Current (reallocated)</td>
</tr>
<tr>
<td>08-09 $2,000 09-10 $500 10-11 $500 11-12 $500 12-13 $500</td>
<td>County Current (reallocated)</td>
</tr>
<tr>
<td>ACA 115(R) (Supplies)</td>
<td>State Funds (reallocated)</td>
</tr>
<tr>
<td>08-09 $500 09-10 $3,750 10-11 $2,500 11-12 $2,500 12-13 $2,500</td>
<td>State Funds (reallocated)</td>
</tr>
<tr>
<td>CCSSE and CCF SSE</td>
<td>State Funds (reallocated)</td>
</tr>
<tr>
<td>08-09 $2,500 09-10 $2,700 10-11 $2,700 11-12 $2,700 12-13 $3,025</td>
<td>State Funds (reallocated)</td>
</tr>
<tr>
<td>Offer 8 Seminars on topics drawn from ACA115(R)</td>
<td>State Funds (reallocated)</td>
</tr>
<tr>
<td>Utilize existing workshops already in place for Fall</td>
<td>08-09 $2,000 09-10 $2,000 10-11 $2,000 11-12 $2,000 12-13 $2,000 13-14 $2,000</td>
</tr>
<tr>
<td>Teaching Experience</td>
<td>State Funds (reallocated)</td>
</tr>
<tr>
<td>08-09 $12,000 09-10 $12,000 10-11 $12,000 11-12 $12,000 12-13 $12,000</td>
<td>State Funds (reallocated)</td>
</tr>
<tr>
<td>Equipment</td>
<td>State Funds (reallocated)</td>
</tr>
<tr>
<td>08-09 $3,000 09-10 $5,000 10-11 $3,000 11-12 $2,000 12-13 $2,000 13-14 $2,000</td>
<td>State Funds (reallocated)</td>
</tr>
<tr>
<td>Library/Learning Resources</td>
<td>State Funds (reallocated)</td>
</tr>
<tr>
<td>08-09 $1,000 09-10 $1,000 10-11 $500 11-12 $500 12-13 $500 13-14 $500 14-15 $500</td>
<td>State Funds (reallocated)</td>
</tr>
<tr>
<td>Activity</td>
<td>Funding</td>
</tr>
<tr>
<td>08-09 09-08 09-10 10-11 12-13 Funding</td>
<td>Faculty/Staff upgrade funds (reallocated)</td>
</tr>
<tr>
<td>Professional Development Seminars/Workshops</td>
<td>Faculty/Staff upgrade funds (reallocated)</td>
</tr>
</tbody>
</table>
Discussion of Findings
The QEP has been incorporated into the James Sprunt Community College budget. As you can see above there are specific amounts which each aspect is funded.

Use of Results
Continue to monitor all aspects of the QEP to ensure James Sprunt Community College is actually using these funds appropriately.

Recommendations
Run an annual report (by budget code) to investigate the actual amount of funds spent toward the QEP. Work this the Vice President of Curriculum Services and the QEP Coordinator to ensure James Sprunt Community College is allotting appropriate funds.
GOAL: Measure F - Students overall satisfaction with the New Student Orientation.

**Background** New Student Orientation sets the tone for the freshman student. It will provide the College the opportunity to share the mission and values of the institution, guide students through their first registration, introduce them to campus resources and provide their first engagement with faculty and staff.

**Implications**
New Student Orientation will help students achieve academically by providing them with information on registration procedures, course requirements, campus resources, and leadership opportunities. This will be their first exposure to the college’s mission, values, and academic requirements. A well planned orientation will present a good foundation of the necessary skills and information which will be expanded upon in the ACA 115(R) course.

**Data/Methodology**

<table>
<thead>
<tr>
<th>Questions</th>
<th>2008-2009 results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate you overall satisfaction with the organization and preparation of the JSCC New Student Orientation by circling a satisfaction level below (1-5).</td>
<td>4.46</td>
</tr>
<tr>
<td>Rate the following sessions by responding with a satisfaction level (1-5) on the line next to each session.</td>
<td></td>
</tr>
<tr>
<td>Staff Introduction (Monk Auditorium)</td>
<td>4.46</td>
</tr>
<tr>
<td>Question and Answer Session</td>
<td>4.34</td>
</tr>
<tr>
<td>Break</td>
<td>4.35</td>
</tr>
<tr>
<td>Campus Tour</td>
<td>4.34</td>
</tr>
<tr>
<td>Advisor/Registration Process</td>
<td>4.45</td>
</tr>
</tbody>
</table>

**Discussion of Findings**
Overall there are high student satisfaction rates for all aspects of New Student Orientation.

**Use of Results**
James Sprunt Community College knows that students are highly satisfied with the NSO. The College can use the data to continue to improve the NSO.

**Recommendations**
Use content from the on-campus NSO to develop an online NSO.