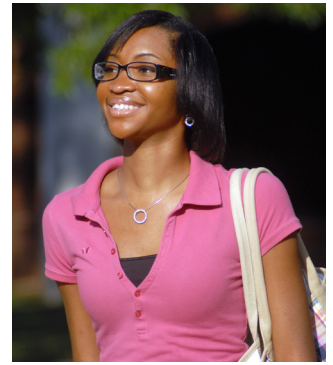




WAYNE COMMUNITY COLLEGE

# QUALITY ENHANCEMENT PLAN



WAYNE COMMUNITY COLLEGE  
**SP**  **INT**  
STUDENT SUCCESS BASED ADVISING A QEP INITIATIVE

2015  
REVISED FEBRUARY 2016



STUDENT SUCCESS BASED ADVISING  
A QEP INITIATIVE

**Wayne Community College  
Quality Enhancement Plan**

On-Site: Review: October 27-29, 2015

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## COMMITTEE MEMBERS



### LEADERSHIP TEAM

Provides leadership for the overall SACSCOC reaffirmation process.

COMMITTEE MEMBER	COLLEGE POSITION
Dr. Kay H. Albertson	College President
Dr. Gene Smith	Vice-President, Academic and Student Services
Don Magoon	Vice-President, Administrative Services
Joy Kornegay	Vice-President, Finance / Chief Financial Officer
Dr. Tracey Ivey	Vice-President, Institutional Effectiveness and Innovation / SACSCOC Liaison
Joanna Morrisette	Associate Vice-President, Academic and Student Services
Renita Dawson	Associate Vice-President, Continuing Education Services
Patty Pfeiffer	Division Chair, Allied Health and Public Services
Dr. Daniel Rollins	Department Chair, Language and Communication
Dorothy Moore	Director of Grant Development and Management
Becky Mulligan	Institutional Effectiveness Coordinator



### STEERING COMMITTEE

The purpose of this committee is to assist in the identification of a QEP topic by assessing institutional data, establishing QEP survey material for the college constituency, and assessing all relevant information (i.e. survey results, focus group results) that will lead to the establishment of a QEP topic.

COMMITTEE MEMBER	COLLEGE POSITION
Dr. Tracey Ivey	Vice-President, Institutional Effectiveness and Innovation / SACSCOC Liaison
Todd King	Department Chair, Engineering and Manufacturing Technologies
Don Magoon	Vice-President, Administrative Services
Patty Pfeiffer	Division Chair, Allied Health and Public Services
Dr. Daniel Rollins	Department Chair, Language and Communication
Dr. Gene Smith	Vice-President, Academic and Student Services



### PLANNING COMMITTEE

The purpose of this committee is to explore (research) the various pieces of the topic and to identify and suggest best practices for the QEP.

COMMITTEE MEMBER	COLLEGE POSITION
Rebecca Bartik	Representative from WCC Student Ambassadors
Laura Buddin	Department Chair, Math
Jena Cantwell	Director of Training and Development for Soft Skills and HRD
Craig Foucht	Department Chair, Transportation
Patti Freeman	English Instructor, Pre-Curriculum

COMMITTEE MEMBER	COLLEGE POSITION
Charles Gilmore	Psychology Instructor
Paige Ham	Student Activities Coordinator
Jessica Harrell	Career Services Coordinator
Brandon Jenkins	Division Chair, Arts and Sciences
Brad Lanier	Emergency Preparedness Instructor/Latent Evidence Instructor
Erin LeGrand	Business Administration Instructor
Julie Marciel-Rozzi	Distance Education Technician
Dana Miller	Biology Instructor
Dorothy Moore	Director of Grant Development and Management
Joanna Morrisette	Associate Vice-President of Academic and Student Services
Sharon Price	Director, College Transfer Advising Center
Dr. Daniel Rollins	Department Chair, Language and Communication
Tracey Schmeltzer	Department Chair, Business and Accounting
Tina Shearon	Admissions and Records Coordinator
Melissa Smiley	Nursing Instructor
Nathan Trent	Representative from WCC Student Government Association
Jeff Williams	English Instructor



## IMPLEMENTATION COMMITTEE

This committee is tasked with implementing, assessing, and maintaining the project.

COMMITTEE MEMBER	COLLEGE POSITION
Rebecca Barnes	Admissions and Records Coordinator
Matt Bauer	Director, Information Technology
Ralph Benedetto	Department Chair, Science
Carl Brow	Counselor
Charlotte Brow	Department Chair, Humanities, Social Sciences, and Fine Arts
Laura Buddin	Department Chair, Math
Timothy Cawein	Network Technician
David Craig	Sociology Instructor
Marlena Everett	Director, Counseling Services
Charles Gilmore	Psychology Instructor, QEP Facilitator
Jessica Harrell	Career Services Coordinator
Dr. Tracey Ivey	Vice-President, Institutional Effectiveness and Innovation / SACSCOC Liaison
Brandon Jenkins	Division Chair, Arts and Sciences
Dana Miller	Biology Instructor
Katie Mullins	Math Instructor
Patty Pfeiffer	Division Chair, Allied Health and Public Services
Sharon Price	Director, College Transfer Advising Center
Dr. Daniel Rollins	Department Chair, Language and Communication
Cindy Sanford	Administrative Systems Technician
Deniz Tuck	English Instructor

## Part I – Executive Summary

Wayne Community College’s (WCC) mission is to meet the educational, training, and cultural needs of the communities it serves. In keeping with this mission, **the College has developed a Quality Enhancement Plan (QEP) that places student academic and personal success at the forefront of college transfer advising.** This initiative is called **OnPoint: College Transfer Student Success-Based Advising.**

A QEP Steering Committee was formed in 2013 and members asked a primary question, “How can the College help students achieve their academic and/or career goals?” The search for an answer to this question led them to review institutional data, including North Carolina Community College System Performance Measures for Student Success, WCC academic division retention rates, the 2013 Community College Survey of Student Engagement (CCSSE), and the 2013 Survey of Entering Student Engagement (SENSE) results. The Steering Committee also reviewed recent national educational reports that led to the discovery of best practices that help community colleges better engage with their students.

The Committee also posed its question, “How can the College help students achieve their academic and/or career goals?” to the College constituency, comprised of faculty, staff, students, and members of the College Board of Trustees, through surveys and focus groups. After careful analysis, the Steering Committee determined that the data collected from institutional analysis, reviews of national education reports, surveys, and focus groups supported the implementation of a QEP focused on academic advising.

Broad suggestions for improvement in the academic advising process eventually evolved into a focused, well-researched, and widely-supported course of action to revitalize academic advising with college transfer students. Research literature helped the College determine that students who engage with individual faculty advisors are better able to set academic and career goals, develop a meaningful academic plan, and overcome challenges to academic success.

With this information in mind, the College created **OnPoint**, a student success-based advising program for college transfer students that includes several interconnected components. These components include student exploration of career opportunities based on a career inventory and assessment; student development of an academic curriculum pathway; student engagement with an individual faculty advisor through enrollment in College Transfer Success, ACA 122, class; the implementation of the Appreciative model of academic advising; and successful student transition to the College Transfer Advising Center once they have completed the requirements of the **OnPoint** program.



The **OnPoint** program will be assessed using multiple measures including student satisfaction with advising, students' ability to create and follow an academic plan, and student engagement with college support services to overcome challenges to success. Assessment will be guided by overall QEP goals and student learning outcomes which will be measured with College Transfer Student Success course grading rubrics, focus group data, and student engagement data compiled through GradesFirst software. Analysis of these assessments will guide any proposed changes to the **OnPoint** program.

A detailed budget and timeline for implementing and sustaining **OnPoint** strategies between Spring 2016 and Spring 2021 was formulated in consultation with the WCC SACSCOC Leadership Team. A marketing timeline was also developed which will help the College keep its constituents aware of their roles in the success of the program.

The QEP Facilitator, a College Transfer faculty member at WCC, will administer the implementation, maintenance, and completion of the QEP. He will be supported by the QEP Implementation Committee and will work in conjunction with WCC Institutional Effectiveness to assess the QEP and propose changes where necessary to the OnPoint program.



## Part II – The Process Used to Develop the Quality Enhancement Plan

In anticipation of its 2016 reaffirmation, the Wayne Community College SACSCOC Leadership Team selected Dr. Daniel Rollins, Department Chair for Language and Communication, as Quality Enhancement Plan (QEP) Chair. Subsequently, the Leadership Team also selected a Quality Enhancement Steering Committee from among faculty, staff, and administrators. This team began its work in the Summer of 2013 by collecting data from previous academic years (2009-2012).



In accordance with SACSCOC Comprehensive Standards 2.12 and 3.3.2, the QEP Steering Committee was tasked with identifying the topic for a quality enhancement plan that,

1. emerges from institutional assessment;
2. focuses on student learning outcomes;
3. demonstrates institutional capability for the initiation, implementation, and completion of the QEP;
4. includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and
5. identifies goals and a plan to assess their achievement.

The Steering Committee took two preliminary steps to identify the QEP topic. First, Steering Committee members reviewed SACSCOC documents that specify QEP requirements, and reviewed QEPs from other community colleges. This step helped the committee identify characteristics of a successful QEP. Second, they designed the methodology to identify the topic of the QEP.

The review of SACSCOC documents and QEPs from other community colleges helped the Steering Committee understand that broad-based input from the College constituency is integral, not only to plan the project, but to implement and sustain it. The College's constituents are defined as direct stakeholders in the processes that advance and support student learning and include students, faculty, staff, administrators, and the College's Board of Trustees. A brief overview of Wayne Community College's constituent groups follows.



## **Wayne Community College Constituents**

### **Wayne Community College's Students**

In 2013-2014, the College served 5,186 curriculum students and 7,690 continuing education students. The ethnic diversity of Wayne County is reflected in WCC's curriculum student population which consists of 56% Caucasian, 30% African-American, 8% Hispanic, 2% Asian, and 4% other. Females represent 60% of the population and the average age of Wayne Community College students is 27 years old. Students at WCC played a vital role in identifying and planning the QEP by providing feedback and opinions through survey and focus group participation. Student representatives also served on the QEP Planning Committee that eventually outlined its general structure.

### **Faculty, Staff, and Administrators**

Wayne Community College employed 150 full-time and 207 adjunct faculty members in 2013-2014. During the same time period, the College employed 149 full-time and 63 part-time staff members. Senior-level administrators are responsible for leadership of the College. These roles include the College President; the Vice-President for Academic and Student Services; the Associate Vice-President for Academic and Student Services; the Vice-President of Finance/Chief Financial Officer; the Vice-President of Administrative Services; the Vice-President of Institutional Effectiveness and Innovation / SACSCOC Liaison; and the Associate Vice-President for Continuing Education Services. Faculty, staff, and administrators from across campus identified and developed the QEP, served on QEP Planning and Implementation Committees, and provided leadership for the process.

### **Wayne Community College Board of Trustees Members**

The WCC Board of Trustees consists of thirteen members who have the responsibility for the development and operation of the College. The Board members provided their input on the identification of the QEP topic through survey and focus group participation. The Board has been, and will be, updated each semester regarding the implementation of the QEP.

## **Methodology for Identifying the QEP**

The Steering Committee developed a plan to gather data and identify a topic for Wayne Community College's Quality Enhancement Plan. This plan emphasized institutional self-assessment and broad-based participation of College constituents, including:

- a review of institutional data including annual North Carolina Community College System Performance Measures for Student Success; WCC academic division retention and completion data; and external surveys (Community College Survey of Student Engagement and Survey of Entering Student Engagement);
- reviews of recent educational reports pertaining to student academic success and engagement;

- the dissemination of College stakeholder surveys pertaining to student learning and the learning environment; and
- the organization of focus groups pertaining to student learning and the learning environment.

## **Reviews of Institutional Data**

The Steering Committee began its analysis of institutional data with a review of annual **North Carolina Community College System (NCCCS) Performance Measures for Student Success** from 2012. Performance Measures are the System’s major accountability document based on data compiled from the previous year and serve to inform colleges and the public on the performance of all 58 community colleges. Performance on these specific measures ensures public accountability for programs and services.

Performance summaries are sent to each college and provide institutions with an overview of its results as compared to its peers. Each measure consists of a system-wide “baseline” and “goal” based on three years of historical data and includes:

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

The Steering Committee reviewed WCC academic division retention and completion data from 2009-2012. WCC’s Office of Institutional Effectiveness and Innovation conducts program reviews on a three-year cycle on over 70 programs offering degrees, diplomas, and certificates, and also conducts service reviews for all of the support service functions. A review of course completion rates and program retention rates allows faculty, department, and division chairs to examine trends in enrollment, retention, and student success, and make recommendations at the institutional and program level.

Additionally, two national benchmarking surveys were administered at the College in 2013: **The Community College Survey of Student Engagement (CCSSE)** and the **Survey of Entering Student Engagement (SENSE)**. CCSSE asks about institutional practices and student behaviors that are highly correlated with student learning and retention. The SENSE focuses on the front-door experience of first-semester students and asks whether an advisor helps students set academic goals and create a plan for achieving them, and whether a college staff member talked with students about commitments outside of school that impact student success.

## **Educational Reports**

The Steering Committee studied several educational reports that focused on student learning, success, and engagement. The committee's goal was to identify challenges to student learning and solutions to these challenges. This study included the 2012, 2013, and 2014 reports from the **Center for Community College Student Engagement (CCCSE)** which focused on high impact practices for community college students; the 2013 **Noel-Levitz Report** titled "The Ten Most Effective Retention Strategies for Community/Technical Colleges;" and a report issued by the **United States Department of Education** in 2012, "Evidence Meets Practice: Institutional Strategies to Increase College Completion."

## **Constituent Surveys**

Constituent surveys were developed by the Steering Committee, in collaboration with the Office of Institutional Effectiveness and Innovation, in November 2013. These surveys were administered to all faculty members, staff, administrators, curriculum students, and the College Board of Trustees. The distribution of these surveys to the College constituency ensured broad-based participation in identifying the QEP. These surveys asked three questions concerning student learning:

- 1) How can the College help students achieve their academic and/or career goals?
- 2) How can the College improve first-year student success?
- 3) How can the College improve student learning in its programs and services?

## **Focus Groups**

Between October 2013 and February 2014, six focus groups were conducted with the purpose of identifying common themes that might help lead to a QEP topic. Eighty-five college faculty and staff members, curriculum students, and the College Board of Trustees participated. The members of the focus groups were asked to respond to the question, "**What are the challenges Wayne Community College students face in achieving their academic and/or career goals?**" The challenges and suggested changes that emerged from all six focus groups were analyzed to determine common themes related to student learning and the learning environment.

## **Summary**

The Steering Committee employed a systematic methodology to identify challenges to student learning at Wayne Community College that could potentially be addressed through a Quality Enhancement Plan. The process involved appropriate College constituencies and used a variety of assessment data to develop the QEP topic. Part Three will discuss the analysis of the data and identification of the QEP topic.

### Part III. Identification of the Topic

The College's Quality Enhancement Plan has emerged from institutional assessment and focuses on an issue the institution considers important to improve student learning. The process to identify the QEP involved appropriate College constituencies and used a variety of assessment data to develop the topic. It should be noted that the Steering Committee recognized the importance of Wayne Community College's mission in identifying its Quality Enhancement Plan topic. As a two-year associate degree-granting, open-door institution, Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves. As an institution devoted to this mission, the College defines student learning "as the process by which behavior is changed as individuals acquire and apply knowledge, attitudes, and skills."



The goal of the Steering Committee as it launched its efforts to identify the QEP was to discover challenges that might inhibit student success at Wayne Community College and to identify a range of strategies that could help students overcome these challenges. To do so, the Steering Committee employed a multi-faceted plan of action to gather data from a broad range of sources including the following.

- **Institutional Data**
  - **North Carolina Community College System Performance Measures for Student Success**
  - **WCC Academic Division Retention Data (2009-2012)**
  - **2013: Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE).**
- **National Education Reports**
  - **2012 and 2013 Center for Community College Student Engagement (CCCSE)**
  - **2013 Noel-Levitz Report**
  - **2012 United States Department of Education – Evidence Meets Practice**
- **College-Wide Surveys**
- **College-Wide Focus Groups**

#### **Analysis of Institutional Data**

Among the methods employed at WCC to measure the institution's performance are reviews of institutional enrollment and retention data, and student success data, from the **North Carolina Community College System (NCCCS) Performance Measures for Student Success**. In fall 2013,

the Steering Committee began its analysis of institutional data with a review of 2012 NCCCS Performance Measures and **WCC academic division retention data** from 2009-2012.

### **North Carolina Community College System Performance Measures for Student Success**

The Steering Committee analyzed the 2012 North Carolina Community College System Performance Measures for Student Success (see Appendix A) which revealed that six of the eight measures for Wayne Community College were below the NCCCS goal.

- GED Pass Rate
- Developmental English Subsequent Success
- Developmental Math Subsequent Success
- First-Year Progression
- Licensure Pass Rate
- College Transfer Performance Rate

The aspiration of Wayne Community College is to meet or exceed NCCCS goals. While WCC's scores were not among the lowest in the NCCCS, the scores did not meet the College's expectations for student success. When the Steering Committee attempted to identify a significant issue from performance measures directly related to student learning or the environment supporting student learning, it considered the following:

- **Licensure and Certification Passing Rates** –The purpose of the Licensure and Certification Passing Rate measure is to ensure that programmatic coursework prepares students to competently practice in their chosen profession. The Licensure and Certification Passing Rate is the aggregate passing rate of first time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners. Since licensure rates only affect nine programs at WCC, enrollments in these programs were deemed insufficient by the Steering Committee for a QEP to have a widespread impact on overall student learning at the College.
- **Developmental Student Success Rates in College-Level English and Math Courses** – The purpose of these measures is to ensure remedial English, reading, and math coursework prepares students to succeed in credit-bearing courses. Developmental student success rates are percentages of previous developmental English and/or reading and math students who successfully complete an English and/or reading and math course with a “C” or better upon the first attempt. Developmental courses in North Carolina have recently undergone a curriculum redesign. The redesign modularized developmental math, English, and reading into four and eight-week courses with a focus on improving student's skills in specific areas. Since the redesign is relatively new, the College and NCCCS are collecting and analyzing data to determine whether strategies are working.
- **College Transfer Performance Rate** – The purpose of this measure is to ensure the academic success of community college students at a four-year college or university. This measure tracks the percentage of community college associate degree completers and those who have completed 30 or more credit hours who transfer to a four-year university, and who earn a GPA

of 2.00 or better after two consecutive semesters within the academic year at the transfer institution. WCC scored 83.2% on college transfer performance, well below the 93.8% NCCCS goal.

- **First-Year Progression** – The purpose of this measure is to ensure first-year students reach an academic momentum point that helps predict future degree completion. Students in this cohort are those who are first-time, fall credential-seeking students attempting at least 12 hours within their first academic year who successfully complete at least 12 of those hours. WCC scored 73.3% on first-year progression performance, below the NCCCS goal of 74.6%.

### WCC Academic Division Retention Data (2009-2012)

The Steering Committee simultaneously reviewed WCC’s retention data, which is another indicator (measure) of institutional performance. Wayne Community College defines retention as the

percentage of fall credential-seeking students who have graduated or are still enrolled at the College one year later (the following fall semester). The College prioritized retention as a major variable leading to student success. Therefore, each academic division analyzes retention rates through its program review process. The academic divisions at Wayne Community College are:

- Arts and Sciences (college transfer) leading to an Associate in Art or Associate in Science degree;
- Allied Health and Public Services leading to certificates, diplomas, or Associate in Applied Science degrees;
- Applied Technologies leading to certificates, diplomas, or Associate in Applied Science degrees;
- Business and Computer Technologies leading to certificates, diplomas, or Associate in Applied Science degrees; and,
- Public Safety leading to certificates, diplomas, or Associate in Applied Science degrees.

The data below show WCC’s fall-to-fall retention rates by academic division from 2009-2012.

**Table 1: WCC Fall to Fall Retention Rates by Academic Division (2009-2012)**

Academic Division	2009-2010	2010-2011	2011-2012	Three-Year Average
<b>Arts and Sciences (College Transfer)</b>	<b>53.8%</b> (775/1441)	<b>52.1%</b> (767/1472)	<b>52.6%</b> (810/1541)	<b>52.8%</b> (2352/4454)
<b>Allied Health and Public Services</b>	<b>67.1%</b> (348/519)	<b>68.6%</b> (374/545)	<b>70.1%</b> (371/529)	<b>68.6%</b> (1093/1593)
<b>Applied Technologies</b>	<b>62.3%</b> (225/361)	<b>62.8%</b> (252/401)	<b>65.7%</b> (301/458)	<b>63.8%</b> (778/1220)
<b>Business and Computer Technologies</b>	<b>55.5%</b> (342/616)	<b>59.2%</b> (441/745)	<b>51.4%</b> (407/792)	<b>55.3%</b> (1190/2153)
<b>Public Safety</b>	<b>58.6%</b> (116/198)	<b>54.7%</b> (94/172)	<b>51.6%</b> (79/153)	<b>55.3%</b> (289/523)

The review of annual academic division retention rates during this period of time revealed college transfer students had the lowest retention rates among the five academic divisions.

### **Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE)**

As part of the Steering Committee's continued efforts to discover challenges that might inhibit student success at Wayne Community College, it reviewed 2013 CCSSE and SENSE survey results (see Appendix B and C, respectively). In 2013, 718 institutions across 48 states administered the CCSSE. CCSSE uses a three-year cohort of participating colleges in all core survey analyses. Top-performing colleges are those that scored in the top 10% of the cohort by benchmark. According to the 2013 CCSSE Key Findings Report, Wayne Community College ranked below the CCSSE cohort responses in three of five benchmarks, and ranked below all five benchmarks compared to top-performing colleges.

- **Active and Collaborative Learning:** students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. WCC ranked 4.1% lower than the CCSSE cohort and 14.1% below the top-performing colleges for this measure.
- **Student Effort:** student's own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals. WCC ranked 1.8% below the CCSSE cohort and 9.6% below the top-performing colleges for this measure.
- **Academic Challenge:** challenging intellectual and creative work is central to student learning and collegiate quality. WCC ranked 1.7% below the CCSSE cohort and 9.0% below the top-performing colleges for this measure.
- **Student-Faculty Interaction:** in general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their goals. WCC ranked 7.1% below top-performing colleges for this measure.
- **Support for Learners:** students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success. WCC ranked 5.8% below top-performing colleges for this measure.

SENSE utilizes a three-year cohort of participating colleges in its data analyses. The 2013 SENSE cohort participants include 267 institutions from 39 states, the District of Columbia, British Columbia, and Nova Scotia. Top-performing colleges are those that scored in the top 10% of the cohort by benchmark. According to the 2013 SENSE Key Findings Report, Wayne Community College ranked below cohort responses in one of three benchmarks, and ranked below all three benchmarks compared to top-performing colleges.

- **Effective Track to College Readiness:** nationally, more than six in 10 entering community college students are underprepared for college-level work. Thus, significant improvements in student success will hinge upon effective assessment, placement of students into appropriate courses, and implementation of effective strategies to ensure that students build academic skills



and receive needed support. WCC ranked 4.3% lower than the SENSE cohort and 13.1% below the top-performing colleges for this measure.

- **Engaged Learning:** Instructional approaches that foster engaged learning are critical for student success. Because most community college students attend college part-time, and most also must find ways to balance their studies with work and family responsibilities, the most effective learning experiences will be those the college intentionally designs. WCC ranked 11.4% below the top-performing colleges for this measure.
- **Academic and Social Support Network:** Students benefit from having a personal network that enables them to obtain information about college services, along with academic and social support critical to student success. WCC ranked 5.6% below the top-performing colleges for this measure.

The CCSSE and SENSE surveys helped the Steering Committee deduce several challenges to student success at WCC:

- Student collaboration in learning
- Student personal behaviors that lead to academic achievement
- The level of academic rigor
- Student-faculty interaction
- College support for student learning

## **National Educational Report Reviews**

A review of national educational reports revealed that WCC's challenges in student engagement fit a national pattern. These reports also provided examples of best practices that could be used to respond to these challenges.

The Steering Committee studied 2012 and 2013 national reports from the **Center for Community College Student Engagement (CCCSE)** which focused on high impact practices for community college students drawn from four perspectives: the Community College Survey of Student Engagement (CCSSE), the Survey of Entering Student Engagement (SENSE), the Community College Faculty Survey of Student Engagement (CCFSSE), and the Community College Institutional Survey (CCIS). The CCCSE reports several high-impact practices that increase student engagement including:

- student academic goal-setting and planning,
- student orientation,
- student first-year experience,
- student success courses,
- tutoring, and
- early alert and intervention.

The Steering Committee reviewed a **2013 Noel-Levitz Report** entitled "The Ten Most Effective Retention Strategies for Community/Technical Colleges" which posed several characteristics that foster student engagement including:

- clearly marked academic pathways,
- shared responsibility for educational and student success,
- the implementation of an early identification/alert system and appropriate intervention strategies,
- enhanced organization and delivery of academic advising services,
- proactive programs and services based on meeting a student’s individual needs and differences, and
- systematic monitoring of student expectations, levels of satisfaction, and educational outcomes.

The Steering Committee also studied a 2012 report from the **United States Department of Education**, “Evidence Meets Practice: Institutional Strategies to Increase College Completion.” This study argued that it is critical that faculty engage in key roles that support student learning and development both inside and outside the classroom. Like the CCCSE and Noel-Levitz reports, the Department of Education report also stressed the importance of an early alert system and academic pathways to student success and asserted that colleges should bring advising to students by integrating faculty mentoring or coaching into the advising process.

Wayne Community College’s Steering Committee further researched best practices that improve student engagement and student success. The research helped the Committee identify potential strategies that enhance student engagement and learning. These strategies are identified below:

- Intrusive advising
- Mentoring/coaching program
- Career counseling and planning
- Orientation for new students
- Technology training
- Early alert system to impact retention and success
- College student success class

### **College-Wide Surveys**

Approximately 5,700 surveys were administered to all groups of the College constituency (faculty members, staff, curriculum students, and Board of Trustees members) in November 2013. The surveys consisted of three questions, each of which was attended by drop-down options for answers developed by the Steering Committee. The survey also included a section for comments. The questions were:

1. How can the College help students achieve their academic and/or career goals?
2. How can the College improve first-year student success?
3. How can the College improve student learning its programs and services?

Four-hundred and eight (408) College constituents responded to the survey (see Appendix D). Although the survey return rate was low (7.1%), responses were instrumental in the College's initial efforts to identify the QEP topic. Of the total respondents to the survey, 54.7% were students, 42.1% were faculty/staff, and 3.2% were Board members.

### **Faculty and Staff – 172 responses**

Faculty and staff responded to the following questions:

“How can the College help students achieve their academic and/or career goals?”

- Implement a more structured approach to advising – 35.5%
- Provide more training for students in employability skills – 32.6%
- Develop internship and job-shadowing programs – 26.7%
- Improve the financial aid process – 25%
- Provide greater access to career advisors – 23.8%

“How can the college improve first-year student success?”

- Develop a better orientation experience – 42.8%
- Improve the student registration process – 41.6%
- Develop a mentoring program between faculty and students – 39.2%
- Improve the student success (ACA) class – 35.5%
- Assign college transfer advisees to specific faculty members – 34.3%

“How might the college improve student learning in our programs and services?”

- Provide more training for students in employability skills – 47.9%
- Provide instructors with more relevant professional development – 40.6%
- Provide more study skills seminars for students – 35.8%
- Provide more students access to technology training – 33.3%
- Improve the student success (ACA) course – 27.9%

### **Students – 223 Responses**

Students responded to the following questions:

“How can the College help students achieve their academic and/or career goals?”

- Develop job-internship and job-shadowing programs – 42.6%
- Improve the financial aid process – 33.6%
- Offer more online and/or hybrid classes – 26.9%
- Provide more professional tutors – 23.8%
- Implement a more structured approach to advising – 22.4%

“How can the college improve first-year student success?”

- Improve the registration process – 48.1%
- Develop a mentoring program between faculty and students – 43.9%
- Develop student learning communities – 34.9%
- Develop a better student orientation experience – 31.1%
- Provide more extra-curricular opportunities – 27.8%

“How might the college improve student learning in our programs and services?”

- Provide more opportunities for off-site learning experiences – 62.4%
- Provide more training for students in employability skills – 58.4%
- Provide more students access to technology training – 39.6%
- Provide more study skills seminars for students – 37.1%
- Improve student success (ACA) classes – 18.3%

### **Board of Trustees Members – 13 Responses**

Board of Trustees members responded to the following questions:

“How can the College help students achieve their academic and/or career goals?”

- Develop job-internship and job-shadowing programs – 62.1%
- Provide more training for students in employability skills – 58.6%
- Provide more training in basic, practical business skills – 37.9%
- Provide more co-op opportunities – 34.5%
- Develop stronger partnerships with local industries – 27.6%

“How might the college improve student learning in our programs and services?”

- Provide more training for students in employability skills – 69%
- Provide more opportunities for off-site learning experiences – 48.3%
- Provide more students access to technology training – 44.8%
- Expand problem-based learning training for instructors across the curriculum – 34.55%
- Provide instructors with more relevant professional development – 27.6%

### **Emerging Themes**

Four themes emerged from the College-wide survey responses:

- A structured approach to advising to include mentoring or specific faculty members assigned as student advisors
- Better employability skills training and job shadowing
- More access to technology training
- An improved college success course

## College-Wide Focus Groups

Six focus groups, with 85 faculty, staff, students, and Board of Trustees members, were conducted between October 2013 and February 2014 (see Appendix E). The question was asked, “**How can the College help students achieve their academic and/or career goals?**” Each focus group addressed challenges and suggested changes that could be made to improve students’ abilities to obtain their goals.

The Steering Committee identified common themes from the focus group responses. A common theme that emerged in all six focus groups was the academic advising process. It was noted by both faculty and students that not all academic divisions advise in the same manner since four out of the five academic divisions assign students to program-specific faculty advisors who assist students throughout their academic careers.

Students in Applied Technologies and Allied Health programs are assigned an advisor from their specific program. Advisors instruct students in classes, facilitate student registration, and monitor students’ academic progress. Advisors are able to spend more time getting to know their students and the personal and academic challenges they face in achieving their educational goals.

The Arts and Sciences division (college transfer) currently utilizes the College Transfer Advising Center (CTAC). Students are assigned to the CTAC and often meet with advisors only during registration periods. College transfer faculty advisors share responsibilities during registration with several faculty members assisting students in the CTAC at any given time. Thus, students might receive registration assistance from a different faculty member each time they utilize the center unless they meet directly with the CTAC Director or her assistant. The number of students assigned to the CTAC makes it difficult for students to form an advisee/advisor relationship or for students to meet with the same advisor personally during peak periods of registration.

Once advising emerged as a common theme in focus group sessions, the Steering Committee returned to CCSSE data to review specific questions posed to students concerning advising at Wayne Community College. Data indicated differences between college transfer and non-college transfer students regarding advising.

- College transfer students rated academic advising as “very important” (76.3%) as compared to non-college transfer students (66.8%).
- Within major groups, non-college transfer majors tended to be more satisfied with academic advising than did college transfer students. Among students who reported being very and somewhat satisfied with advising, 73% were students with majors other than college transfer.
- Among all college transfer majors, 19.3% reported that they often used academic advising services as compared to 17.5% of all non-college transfer majors.

While college transfer students indicated that academic advising was very important, their actual use of advising services was minimal. Additionally, college transfer students reported lower satisfaction with

academic advising. The Steering Committee questioned whether the lower levels of satisfaction with academic advising among college transfer students influenced their minimal use of these services.

### Summary

- **Institutional Data** – Institutional data, particularly CCSSE and SENSE, revealed gaps in college support for student learning and student engagement. An analysis of state-wide performance measures and college transfer and non-college transfer retention rates helped to identify two groups of students, first-year and college transfer, who could benefit from a quality enhancement plan.
- **National Educational Reports** – The Steering Committee determined that advising could encompass several of the best practices detailed in national educational reports such as mentoring, career counseling, orientation, and academic early alert support.
- **College-wide Survey Responses** – College-wide survey responses from faculty and staff rated several services in their top five that could be categorized under advising, including a structured approach to advising, access to career counselors, orientation, registration, mentoring, and assignment of college transfer students to faculty advisors. College-wide student surveys rated several services that could be categorized under advising in the top five of their responses, including registration, mentoring, and orientation.
- **Focus Group Responses** – Advising emerged as a predominate theme among WCC faculty, staff, and students.

Based on the collective review of national, state, and institutional data, as well as best practices, the Steering Committee identified **advising** as the broad topic for WCC's QEP. A recommendation was made to the Wayne Community College SACSCOC Leadership Team which gave approval for advising as the QEP topic on February 27, 2014.

## Part IV. – Developing the Quality Enhancement Plan

The Steering Committee continued conversations concerning specific student groups that might benefit the most from an enhanced advising model. The Committee agreed that the broad-based Wayne Community College QEP Planning Committee, which would further develop the topic, would make the decision whether to pinpoint the QEP to a specific group of students after holding discussions of processes already in place that facilitate advising at WCC.



In late March 2014, the Steering Committee selected a broad-based group of faculty, staff, and students from across campus to serve as the QEP Planning Committee. The Planning Committee reviewed processes already in place at Wayne Community College that support student advising. These processes include the College student success course, structured academic pathways, career counseling, the College’s early warning system, class registration processes, and the College Transfer Advising Center. The Planning Committee divided into subcommittees to review each of these components and ask, **“How does each one enhance advising at Wayne Community College?”** A more informed understanding of these processes, along with a second round of college-wide focus groups, helped the committee formulate **OnPoint**, an initiative in success-based advising. The QEP Planning Committee’s review of current WCC advising processes follows:

### Wayne Community College Academic Advising Processes

#### Academic Success Course

Wayne Community College currently offers two college student success courses, depending upon the academic program in which the student is enrolled. College Student Success (ACA 111) is intended for non-college transfer students. The course introduces the college’s physical, academic, and social environment and promotes the personal development essential for success. College Transfer Success (ACA 122) is intended for college transfer students and provides students with information and strategies necessary to develop clear academic and professional goals beyond the community college experience. While students are encouraged to take these success courses during their first semester at the College, doing so is not mandatory. The result is that some students postpone the class until later in their academic careers, which may negatively affect their academic success.

Research points to the significance of students taking this success course in their first semester of college. The aforementioned CCSSE report from 2012 asserts that “students who complete these courses are more likely to complete other courses, earn better grades, have higher overall GPAs, and obtain degrees.” This assertion is reinforced by Karp and Bork for The Community College Research



Center (CCRC) at Columbia University which explains that there are four specific areas of knowledge and behavior that comprise the role of the community college student: new academic habits, cultural know-how, balance of multiple roles, and help-seeking roles (2012). Despite the potential impact of these courses on student success, the 2013 CCSSE reveals that only 44.6% out of 468 students Wayne Community College students who responded to the survey reported enrolling in a student success course during their first semester in school. The Planning Committee realized that the college success courses at Wayne Community College already functioned in a way to address the behaviors listed in the Columbia University study and are, therefore, valuable when taken early in their college experience.

### **Structured Academic Pathways**

Definitions of a structured academic pathway helped the Planning Committee better understand the significance pathways play in assisting students as they navigate the college experience. The United States Department of Education defines a structured pathway as “a formalized series of courses that directs student progress throughout his or her academic program” (2012). The structured pathway provides students with an understanding of how and when they can graduate by transforming curriculum options into a more simple set of coherent choices. Students who do not have a clear plan “often take longer than necessary to graduate” (Ibid). Karp and Bork define this tool as a clear guide that helps students understand what is expected of them academically (2012). In the 2013 SENSE report, only 58.6% of the 232 Wayne Community College students who responded to the survey strongly agreed or agreed that an advisor helped them set academic goals and create a plan for achieving them.

Each program of study at Wayne Community College is listed in the *Wayne Community College General Catalog and Student Handbook*, along with its program learning outcomes, the award for completion, admissions information, and the required courses that comprise respective programs. The courses for Associate in Applied Science programs are presented as a structured academic pathway by semester in the college catalog.

Courses for college transfer associate degree programs (AA, AS, and AGE) are listed alphabetically as a curriculum guideline and not detailed as a structured academic pathway. The Planning Committee ascertained from research that every student entering Wayne Community College will benefit from establishing a structured academic pathway to success.

### **Career Counseling**

Career counseling can be defined as “an interactive process that helps students understand their interests, abilities, and values...and helps them form their academic and career goals accordingly” (McCalla-Wriggins, 2009). Research indicates that students who do not declare a major or establish a career goal early in college complete fewer credits, meaning they drop out or fail at a higher rate than students who enter a program of study (Moore and Shulock 2011). Yet, few students perform any type of research or utilize career tools in the process of choosing a major (Beggs, et.al 2008). At Wayne Community College, only 34.4% of the 468 students who responded to the 2013 CCSSE indicated

“often” or “very often” when asked whether they had ever talked about career plans with an instructor or advisor.

In 2013, Wayne Community College restructured the Career Services area and redefined the role of the coordinator in order to strengthen services offered to the students. Prior to this change, Career Services served approximately 500 students annually. The Coordinator offered resume training and information sessions on various departmental services, but up-to-date technological tools to assist students with career planning were missing. In 2013, the department acquired new assessment technologies that were briefly introduced to WCC students in their ACA classes. As a result of this briefing in the ACA courses, Career Services engaged over 1,400 students in career counseling over the next two semesters.

The Planning Committee agreed that **every** student at Wayne Community College should be afforded an opportunity to utilize career assessment technologies to determine career options and that ACA courses (orientation courses) appeared to be a portal for providing these assessments.

### **Early Alert System**

The importance of early alerts was not overlooked by the Planning Committee who discovered from research that first semester freshmen require advising strategies that serve as checkpoints or early alert techniques (Garing, 2006). These checkpoints, however, must be formal interventions in which college faculty and/or staff members provide access to support systems and follow-up on student progress in addressing student issues (CCSSE 2012).

The Planning Committee determined that an early alert system would be beneficial for student success if it was well-structured and well-supported, and if advisors were able to follow-up on student improvements. During Wayne Community College’s history, the utilization of academic warnings has been inconsistent. The committee concluded that students, advisors, instructors, and college support services should be able to connect through technology to address student academic and personal challenges and facilitate support for students.

### **Registration**

Research from a 2004 National Student Satisfaction and Priorities Report shed light on challenges in the advising process that impact student planning and registration for classes. Students want advisors who are knowledgeable of their program, who show concern for them as individuals, who understand their unique life circumstances, and who are concerned about their successes as individuals. The Planning Committee realized that while the College has streamlined its priority registration and open registration processes, there is a distinct difference between registering students for classes and advising them for success.

The priority registration and open registration processes at Wayne Community College allow students to enroll in classes in a prioritized fashion with returning students given first choice. College transfer students register in the College Transfer Advising Center with the assistance of a revolving set of faculty advisors. In non-college transfer programs such as Applied Technologies or Allied Health, students register with a specific faculty member who is responsible for the student’s program of study.

Thus, students have one-to-one attention from their advisor. The Planning Committee recognized that college transfer students should have the same support from advising as non-college transfer students.

### College Transfer Advising Center

Wayne Community College’s Transfer Advising Center (CTAC) was created in 2005 to address the advising and registration needs of college transfer students. The CTAC was staffed by one full-time Advising Center Director and one part-time Advising Center Assistant responsible for meeting the advising and registration needs of approximately 1,200 students each semester. The original intention of the CTAC was that each college transfer faculty member would assist the director and assistant director by spending 30 hours per semester in CTAC advising college transfer students. It was not mandatory, however, for students to meet with a faculty advisor for advisement; thus faculty members rarely met with students, except during registration periods. As a result, transfer faculty members reduced their hours in the CTAC and have become peripheral to the advising process.

At present, CTAC staff members provide most advisement to students who select this service. Between Fall semester 2012 and Spring semester 2014, the CTAC served 4,569 students. College transfer faculty members’ roles have evolved into assisting during registration periods. Students meet any one of approximately 38 college transfer faculty members who randomly rotate through the CTAC each registration day, based upon their teaching schedules. This random scheduling of faculty in the CTAC does not allow for students to receive consistent assistance from the same faculty member each time they register for classes. The registration periods are hectic with many students waiting anxiously to enroll in their courses. This process leaves inadequate time for advising beyond receipt of a course schedule.

### Narrowing the Advising Topic

To assist in narrowing the QEP topic, six additional focus groups (see Appendix F), centered on academic advising, were conducted between October 23-30, 2014. Three sessions were held with faculty and staff, and three sessions were held with students. Participants were asked, **“What challenges do students face with academic advising at Wayne Community College?”** Responses were grouped into six categories: the advising process; the relationship between and expectations of advisors and advisees; advisor training; college success class as a function of advising; the academic plan; and career counseling.

**Table 2: Responses from College-Wide Focus Groups on Advising**

Category	Responses
Advising Process	<p>College transfer faculty members are the boots on the ground for registration, but not advising.</p> <p>Advisees should be assigned to instructors who will serve as advisors.</p> <p>Advisors should be available for students.</p> <p>Advisors need time to advise students appropriately.</p>

	<p>College transfer students find it challenging not having a consistent advisor.</p> <p>The number of advisees assigned to advisors should be manageable.</p>
Relationship/ Expectations	<p>Advisors and advisees should form a relationship that allows advisors to ask honest questions and advisees to trust them.</p> <p>Advisors should ask the appropriate questions of students concerning their goals and expectations.</p> <p>Advisors should email and talk to students more often.</p> <p>Advisors should encourage students more.</p> <p>Advisors should create a friendly environment.</p> <p>Advisors need to dig deeper to help students realize their goals and expand their horizons.</p> <p>Advisors should help students develop their academic goals.</p> <p>Advisors should help students create a balance between personal and school schedules.</p> <p>Advisors need to know something of the student's life.</p> <p>Communication between advisors and advisees needs to improve.</p> <p>Students often have unrealistic goals, so advisors need to be honest with them about their academic possibilities.</p> <p>Advisors and advisees should be able to have honest conversations.</p>
Advisor Training	<p>Sometimes advisors do not know enough to help students determine their academic goals.</p> <p>Sometimes advisors do not understand the advising process.</p> <p>Advisors need to be better trained.</p>
College Success Course	<p>All students should be required to take a college success course their first semester at the College.</p> <p>Advisors would have the opportunity to know students if they taught them in class.</p> <p>A college success course could help students form their academic plan.</p> <p>A college success course could help improve communication between</p>

	advisors and advisees if the person teaching the course serves as the students' advisor.
The Academic Plan	<p>Every student should be given a specific plan of study.</p> <p>Students do not always understand their academic goals.</p> <p>There is not enough assistance for students to set goals.</p> <p>It is a challenge for advisors to work with students who do not have a clear goal.</p> <p>The plan needs to be more understandable.</p> <p>A document should outline this plan.</p> <p>Students need more resources to create a plan of study.</p> <p>College transfer students sometimes have trouble navigating the four-year institutions' websites.</p> <p>Students sometimes have trouble understanding the four-year institutions' program requirements.</p> <p>Students take the wrong courses because they are not advised properly.</p>
Career Counseling	<p>Advisors should set up appointments in career counseling for students.</p> <p>Students need to know if another program of study is a better fit.</p> <p>Students need to be made aware of resources such as career counseling so they can make informed choices concerning their program of study.</p> <p>Students should be directed to career counseling.</p>

### **Finalizing the Quality Enhancement Plan Topic**

By the end of the Fall 2014 semester, the Planning Committee narrowed the QEP topic to college transfer advising. The selection of this topic was based on the following:

- The theme of college transfer advising emerged as a concern in the first round of college-wide focus groups with both faculty and students noting a greater emphasis on student engagement in the relationship between non-transfer students and their assigned faculty advisors.
- College transfer students have no designated faculty or staff member to assist them when they face academic or personal challenges, as do non-college transfer students.

- College transfer students are not always guaranteed an early connection with a faculty advisor, compared to non-college transfer students.
- College transfer students do not always receive the faculty attention they need when facing early academic challenges, unlike non-college transfer students whose advisors often serve as their instructors.
- College transfer students do not establish a structured academic pathway that establishes the steps towards completion of their goals.

The Planning Committee recommended to the SACSCOC Leadership Team that the College initiate an advising model focused on college transfer student success, which was approved by the Team on November 20, 2014.

The Marketing subcommittee of the Planning Committee selected **OnPoint: An Initiative in Success-Based Advising** as the QEP title. OnPoint is a familiar term to college students as meaning “up to par,” “ready to perform at one’s best,” or “ready to get down to business,” and emphasizes the College’s desire to help students target their goals for success. The SACSCOC Leadership Team approved the title on February 12, 2015.

## Part V – QEP Goals

The Planning Committee, which was also responsible for narrowing and finalizing the QEP topic, developed a systematic approach to identify the overall goals of the QEP. First, it developed the overarching goal of the QEP which is consistent with the College mission and institutional goals. Second, it reviewed practices at Wayne Community College related to advising to determine how these practices might impact a new advising model. Third, it established goals to drive the development and implementation of the QEP.



### The Overarching Goal of the QEP in Relation to the Mission

The mission of Wayne Community College is to “meet the educational, training, and cultural needs of the communities it serves,” and is supported by four Institutional Goals:

- **Institutional Goal #1 – Increase student access:** develop policies and practices that provide increased opportunities for students to enter into, and successfully proceed through, post-secondary education and training programs.
- **Institutional Goal #2 – Ensure program excellence:** examine and continually improve rigor, relevance and quality in all academic and training opportunities to ensure that successful completion equates to a competitive position in the workforce or in the attainment of higher educational goals.
- **Institutional Goal #3 – Improve student success:** increase the number of students leaving with a job-ready credential that can lead to successful employment in a global economy and provide for better skills, better jobs, better pay, and continued educational attainment.
- **Institutional Goal #4 – Ensure institutional quality:** examine and continually improve relevance and quality in all college administrative, student, and support services and to ensure that the College’s vision, mission, and goals will be achieved.

The overarching goal of the QEP, developed by the Planning Committee and approved by the SACSCOC Leadership Team, is that **Wayne Community College will provide a student success-based advising model for college transfer students to assist them in accomplishing their academic goals.** This overarching goal supports the College’s mission to meet students’ educational needs and specifically supports Institutional Goal #1 and Institutional Goal #2.



## **Practices at Wayne Community College Related to Advising**

To identify goals for the new advising model, the Planning Committee reviewed processes currently in place in the college transfer student success course, in the college transfer advising process, and in the College Transfer Advising Center that support students' efforts to accomplish their academic goals. The review of these processes, along with reviews of institutional data, college surveys and focus group responses, and research literature, helped the Planning Committee establish goals for the QEP.

### **College Transfer Success Course**

The College Transfer Success course, ACA 122, has evolved over the past decade from a class that primarily helped students identify college services to one in which students prepare long-term academic and career goals and research four-year institutions to which they might transfer. College Transfer Success is a two-contact hour, one-semester hour course required for graduation from Associate in Art and Associate in Science programs. Although students have been encouraged to take the course in their first semester, they have not been mandated to do so.

The Planning Committee recognized that a revised student success course could be conducive in terms of student-faculty engagement as it relates to advising. For instance, instructors in the student success course, ACA 122, could help students:

- Determine long-term academic goals;
- Identify College services that support student success; and
- Provide academic encouragement and support during students' first semester at the College.

### **College Transfer Advising Process Pre-2005**

Prior to 2005, college transfer students were assigned to faculty advisors who mainly assisted their advisees with registration. These faculty advisors kept records on their advisees that tracked academic progress and intervened if students were struggling academically or personally. Because of the volume of students attempting to register during designated registration periods, students would often meet with any available faculty advisor in order to select and enroll in classes. These faculty advisors were not familiar with students' academic capabilities or outside circumstances that might impact students' schedules.

### **The College Transfer Advising Center**

The College Transfer Advising Center (CTAC) was created in 2005 to both centralize and personalize the advising process. College transfer records are maintained in the CTAC which is operated by a full-time director and one part-time assistant director. Both the Director and Assistant Director focus on college transfer students' community college needs and their goals to transfer to four-year colleges or universities.

While the CTAC has expedited student registration, challenges exist that inhibit student-faculty engagement in the Center. Because approximately 1200 college transfer students are assigned to the

Center each semester, it is impossible for the CTAC Director and the CTAC Assistant Director to spend adequate time becoming familiar with the majority of students' unique needs or goals.

College transfer faculty members assist students who visit the CTAC with the registration process only. Faculty members may not be familiar with students' academic and personal goals, academic performance, and outside commitments that may impact their college experience.

After reviewing the prior and current advising models, and a review of best practices, the Planning Committee concluded that students could benefit from a designated faculty advisor who would reinforce the skills students learned in the student success course to include developing long-term academic goals and how to use college services that support success.

### **Overall Goals of the QEP**

After a review of college practices that support advising, institutional data, college surveys and focus group responses, and research literature, the Planning Team created three QEP goals.

1. The College will successfully implement a required College Transfer Success course that will support advising.
2. The College will assign college transfer students to an individual faculty advisor who will engage with students to reinforce learning acquired in the student success course.
3. The College Transfer Advising Center will support advising processes initiated in the student success course and reinforced by individual faculty advisors.

Student learning outcomes have been developed for each goal of the QEP and appear in Part X.

## Part VI – Literature Review and Best Practices

The College identified best practices through scholarly articles on academic advising and its related components; consultations with faculty and staff at other North Carolina Community Colleges regarding the advising process, advising software, and QEP assessment; and a review of practices and resources already in place at Wayne Community College that support advising. The research, consultations, and reviews contributed to the development of OnPoint, a success-based advising model for college transfer students.



### Scholarly Research

#### Advising

A 2004 **National Student Satisfaction and Priorities Report** by Julie Bryant for Noel-Levitz lists several advising-related challenges reported by two-year college students: 1) students want their academic advisor to be knowledgeable of student programs; 2) schools should help students reach their program goals; 3) academic advisors should possess knowledge of transfer requirements to other schools; 4) faculty advisors should understand students' unique life circumstances; and 5) faculty academic advisors should be concerned about students as individuals. The Planning Committee recognized the importance of re-designing its college transfer advising process to reflect these characteristics, but speculated on the best format through which this new process could be delivered.

In its research of advising formats, the Planning Committee discovered that college advising usually exists in one of three designs: 1) centralized, where professional and faculty advisors are housed in one academic or administrative unit; 2) decentralized, where professional or faculty advisors are located in their respective departments; and 3) shared, where some advisors meet with students in a centralized unit such as an advising center, while others advise students in the academic department of their major discipline. Most colleges, 55%, utilize a shared model of delivery compared to centralized and decentralized models (Pardee 2004). A shared structure is designed to best meet the needs of students who are undecided, unprepared, or who are re-entering college. It also takes advantage “of the expertise of faculty advising in their departments, while relying on professional advisors in a central administrative unit” who meet the special needs of other students such as athletes or at-risk students (Ibid).

From its research, the Implementation Committee recognized that a shared model of advising would be the most effective structure for Wayne Community College transfer students. Faculty advisors would

meet individually with college transfer students to help them address and overcome challenges to their success. Advisors would also develop an interpersonal relationship with their advisees and serve as students' connection points to the College. Professional advisors in the College Transfer Advising Center would meet the advisement needs of college transfer students who are not eligible for the OnPoint program or who successfully complete the program.

Developing the inter-personal connection between faculty advisors and students is an important factor in the success of a shared model of advising. Interpersonal connections help advisors understand students' unique life circumstances and care about students as individuals. While researching advising models, the Planning Committee discovered the **Appreciative Advising** model developed by Dr. Jennifer Bloom and her colleagues at the University of South Carolina, Columbia, and quickly recognized its potential for facilitating the advisee-advisor relationship.

Appreciative Advising is the intentional, collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials ([appreciativeadvising.net](http://appreciativeadvising.net)). It is designed to help advisors establish a "caring, positive relationship with each student" (Redfern 2008). The advisor becomes familiar with a student's strengths, weaknesses, interests and goals, and assists the student in creating strategies through which he or she can achieve these goals.

In his 2008 review of Appreciative Advising, Truschel describes the model as positive and action oriented, one that focuses on the advisor "developing trust and expressing genuine concern for the student's success." Hutson, He, and Bloom point to advising meetings between students and advisors as the key to the success of the model. These appointments, "present an opportunity for both students and advisors to recognize and leverage students' strengths to overcome the challenges they experience, explore pathways to academic success, and find alignment between students' educational plans and their long-term personal and career goals" (2014).

The Planning Committee suggested Appreciative Advising would help faculty advisors engage with their advisees both interpersonally and academically:

- Advisors use open-ended questions to help students discover their passions, strengths, and weaknesses.
- Advisors help students formulate a vision for their future and assist them in developing life and career goals.
- Advisors understand academic programs and transfer requirements and help students construct clear, incremental, and achievable academic goals.
- Advisors assist students when they face academic or personal challenges and help them maintain academic goals.

To help faculty advisors provide quality academic advising for students, the Committee suggested using the National Academic Advising Association (NACADA) as a resource for faculty. NACADA offers articles about research, theory, and the practice of academic advising in higher education, as well as conferences and webinars ([nacada.ksu.edu](http://nacada.ksu.edu)). These resources will help to reinforce and strengthen the skills needed to be a highly effective academic advisor.

## **Student Success Courses**

According to the **Community College Research Center (CCRC)**, a student success course is “aimed at students who have no previous college experience, provides them with useful information about the institution,” and “assistance in academic and career planning” (2012). The goal of such a course is to “help direct students to various services offered at the college, facilitate their adjustment to the college environment, and give them the tools they need to be successful at the institution” (Ibid).

A report in 2010 by the **Center for Community College Student Engagement (CCCSE)** concluded that community colleges offer a wide variety of student support services, but students cannot use these services if they are unaware they exist. Further, students do not take advantage of services when they do not know how to access them, find them inconvenient, or feel stigmatized by them. Reports in 2012 and 2013 by the CCCSE offered that college success courses help alleviate student lack of awareness of these services by providing information about the college’s academic support network and the college’s personal or social support services.

A 2013 study by the **Community College Resource Center (CCRC)** of Columbia University, New York, entitled, “Student Success Courses for Sustained Impact,” emphasizes the potential effect of student success courses for helping students form connections at the college that can impact achievement of their goals. These courses, the study concludes, “increase students’ attachment to college by helping them develop relationships and institutional knowledge, and that this process helps students become integrated into the institution” (2013). The 2010 CCCSE report referenced above suggests that that relationships with other students, faculty, and staff members strengthen students’ resolve to return to class the next day, the next week, and the next year. Thus, the relationships students form through success classes have the potential to impact persistence towards their academic goals.

Research led the Planning Committee to identify the three main values of college success courses:

- College success courses provide students with information on college resources and support services designed to help students achieve academic goals.
- College success courses assist students with academic and career planning.
- College success courses help students form connections on campus that impact the achievement of their goals.

## **Structured Academic Pathways**

A **United States Department of Education** report, “Evidence Meets Practice: Institutional Strategies to Increase College Completion,” defines structured academic pathways as a “formalized series of courses that directs student progress throughout his or her academic program and is aligned with life goals. Such pathways, which are connected to post-college plans, help students chart their courses efficiently and motivate timely completion” (2012).

Course planning at the college level can be a complicated process that can inhibit students’ abilities to

be successful. Structured academic pathways help students transform an overwhelming set of options into coherent choices (Department of Education 2012). Further, attaining an academic degree becomes easier when the goal is specific and the pathway to achieving that goal is clear. “Defining this path is the work of academic goal setting and planning” (CCCSE 2012). In a 2011 study for **The Institute for Higher Education Leadership and Policy**, Colleen Moore and Nancy Shulock describe the California Community College system’s development of structured academic pathways for their students. In implementing these pathways, the California Community College system provided students with degree programs that were well-structured. These roadmaps helped students follow an organized, sequential plan of study rather than collect a group of courses that may not form a coherent academic program.

The results of implementing these pathways were compelling. The percentage of attempted credits completed by community college students in California who identified and followed a structured academic pathway within any of their first six years of college was 74.3% compared to 43.5% of students who did not follow a structured pathway. Students who identified and followed a structured academic pathway completed 74.5% of college-level credits compared to only 41% by those students who did not.

The Planning Committee was convinced that structured academic pathways as part of the QEP could impact student success in two significant ways:

- The structured academic pathways direct student progress through a course of study.
- The structured academic pathways offer students a coherent roadmap to success by eliminating course options that might be unnecessary to students completing their academic goals.

### **Early Alerts**

While early alerts had been previously utilized at Wayne Community College to warn at-risk students of academic problems, their use was not widespread or consistent from department to department. The Planning Committee realized that for a new advising model to be beneficial for student success, it would have to design a better way to implement an early alert system. This system would be accessible to faculty, advisors, and other college support services who could help students address academic and personal challenges to their success.

The CCCSE defines an early alert as an early academic warning process “typically...triggered when faculty members identify students who are struggling and notify others in the college who step in to support students” (2012). An early alert system “allows faculty to be proactive, supportive, and involved” as they intervene for students who experience problems that affect academic performance (Farnum 2011).

A November 2014 Hanover Research study on the use of early alerts in higher education found that most institutions which employ such a system do so with the goals of improved retention and graduation rates. Other commonly cited goals include keeping students out of academic difficulty and increasing the number of students who use academic support services. The Hanover study reports that

over 70% of institutions utilize early alerts throughout the term or as needed to promote student engagement with college support services vital for student success.

Gateway Community College's (GCC) use of early alerts exemplifies how these warnings can be utilized with community college students. GCC uses early alerts to address a number of issues affecting student success: excessive absences and/or tardies, low test and/or quiz scores, instructor knowledge of personal or family difficulties, and a change in student demeanor. A student's advisor at GCC becomes knowledgeable of his or her student's early warning within one work-day of its posting and makes initial contact with the student. The advisor then meets with the student to create a success plan that involves putting the student in contact with the campus resources that can help him or her overcome the challenge. According to GCC, the early alert system allows advisors to be proactive, supportive, and involved in facilitating intervention for students who are experiencing problems that affect academic performance.

In 2011, Ivy Technical Community College, a multi-site institution in Indiana, reported effective results from their early alert system. Out of 1,114 attempted contacts (early alerts and student reports) on their Elkhart campus, 69% of these students addressed early alerts with their advisors. Of the 877 attempted contacts on their Warsaw campus, 74% of students had addressed early warnings with their advisors.

The Planning Committee recognized several benefits to implementing an early alert system with the students of Wayne Community College:

- Early alerts signal advisors and/or college support services of student personal or academic challenges so that someone on the faculty or staff will be proactive and supportive of the student's situation.
- Early alerts help students identify academic or personal challenges that might inhibit their success before these challenges are unmanageable.
- Early alerts increase the number of students using academic support services such as the Academic Skills Center (tutoring) or the Writing Center.

### **Advising Software**

Once the QEP Planning Committee realized that an early alert could be an effective tool to warn advisors when students face academic or personal challenges, it identified a software system to facilitate these alerts. The Planning Committee looked at several systems, two of which were GradesFirst and Starfish. Both of these systems were similar in the processes they offered the College including the early alert system; the ability for students, faculty advisors, and/or the Academic Skills Center (tutoring) to schedule appointments online; features to track student attendance; and student profiles for advisees. The Planning Committee participated in conference calls with each system's representatives and consulted colleges and universities in North Carolina that use each product for their feedback. WCC faculty representatives also previewed both products at the North Carolina Community College System Conference in Raleigh, NC, in October, 2014. Based on consultations and product previews, the Planning Committee selected GradesFirst as the software to best serve Wayne Community College.

## **Consultations with Other Community Colleges**

Representatives from the QEP Planning Committee travelled to four North Carolina community colleges that were implementing or had implemented quality enhancement plans in advising including Central Carolina Community College, Vance-Granville Community College, Rockingham Community College, and Sandhills Community College. The members of the QEP Planning Committee met with faculty and staff members at these colleges who were involved in their school's QEP process, advising, and/or assessment. These meetings generally focused on the use of College Student Success classes for advising, advising software, and QEP assessment.

### **Central Carolina Community College (CCCC) – October 16, 2014**

#### **Significant information gathered from the consultation:**

- The college student success course naturally facilitates many advising functions. Course instructors who serve as student advisors have time to establish a substantive interpersonal connection.
- The Appreciative Advising model serves as the foundation for their college success course curriculum.
- Student appointments, emails, conferences, attendance and course records are all available electronically to advising personnel.
- Students are encouraged to use college resources for supplemental instruction.
- Central Carolina Community College utilizes its advising software to store student portfolios so that College Student Success class documents are utilized by advisors beyond the semester they are created.

### **Vance-Granville Community College (VGCC) – October 30, 2014**

#### **Significant information gathered from the consultation:**

- VGCC uses their college student success course for advising students who are in their first year on campus.
- VGCC uses the Appreciative Advising model to enhance advisor/advisees engagement in their college student success course.
- The college student success course instructor helps with advising and registration in the student's first year.
- VGCC selected Starfish software to increase communication with students across their four campuses. At the time representatives from the Planning Committee at Wayne Community College visited, VGCC was using the software only for early alerts.



## **Rockingham Community College (RCC) – November 7, 2014**

### **Significant information gathered from the consultation:**

- The college student success course picks up where orientation leaves off as students are acclimated to the policies, processes, and support systems at the college.
- RCC is attempting to pilot Starfish but it is taking them more time than they anticipated. Their intention is to use it for early alerts, to track attendance, to set-up appointments, and send messages to individual students or groups.

## **Sandhills Community College (SCC) – February 10, 2015**

### **Significant information gathered from the consultation:**

- The QEP should identify baseline data or develop cohort data to show progress and to document reasons for making changes to the QEP.
- Student learning outcomes in the college student success course could be used to document how the QEP impacts student learning.
- Advisees could be assigned through the college student success course so faculty members who teach those courses have weekly and consistent access to their advisees.

### **Practices in Place at Wayne Community College that Support Advising**

The Planning Committee realized early in the design process for the QEP that there are several practices in place at the WCC that already support advising. A redesign and synthesis of these elements allows for a smoother implementation of the new advising model and also supports its sustainability.

- Advising and Registration – College transfer faculty support the advising process by assisting with registration.
- College Transfer Success course, ACA 122 – College transfer faculty members serve as ACA 122 instructors.
- College Transfer Success course, ACA 122 – College transfer students learn about college support services available to help them overcome academic and personal challenges. Students also complete a career assessment and career transfer plan. Thus, ACA 122 already includes exercises faculty advisors will use in the QEP to help students sustain academic success.
- College Student Success course, ACA 122 Facilitation – WCC Curriculum psychology instructor, Charles Gilmore, directs the ACA classes by assigning instructors and reviewing and adjusting curriculum. Mr. Gilmore will continue to serve in this capacity as part of his responsibilities as the QEP Facilitator.

- Career Counseling – The Work-Based Learning/Career Services Coordinator advises students on career options and administers career assessments.
- Early alerts – Although the process of assigning early alerts was introduced several years ago, faculty did not use it effectively or consistently. Yet, the process of assigning early alerts to students who are struggling personally or academically is already familiar to most faculty members.
- College Transfer Advising Center (CTAC) – The CTAC already serves college transfer students who seek academic advising and is also responsible for student registration. The Center already employs a full-time director and an adjunct assistant who both advise students and supervise registration. The Director updates college transfer faculty regarding changes to curriculum and trains new faculty to assist with registration, two functions she will maintain in the new advising model.
- Advising software – WCC recognized the need for software to connect students with faculty and College resources such as the Academic Skills Center and agreed to purchase and implement GradesFirst not only to use with college transfer students involved in the QEP but with students across campus. That implementation occurred in the Summer 2015 semester.

The Planning Committee was confident that the academic components and human resources that already support advising at Wayne Community College will make the transition to a new advising model affordable and sustainable.

### **Summary of Research, Consultations, and Reviews**

Scholarly research on best practices, consultations with other community colleges on strategies that worked to enhance their advising process, and reviews of elements at WCC that already support advising, helped the Planning Committee construct a foundation for the QEP.

1. Appreciative Advising will be used to enhance faculty and staff members' abilities to engage with college transfer students.
2. College transfer faculty instructors in the College Transfer Success course, ACA 122, will serve as advisors and will a) help students learn about college support systems they could use to address challenges to their academic and personal success; b) form interpersonal relationships with students and, thus, provide a connection point for students to the College; and c) help students attain their academic goals by offering academic advice and assisting with registration.
3. College transfer students will retain their assigned, individual, faculty advisors until they attain 30 hours of credit with at least a 2.5 (C+) or better grade point average.
4. The College Transfer Advising Center will serve college transfer students who transition from the OnPoint program or who are ineligible for the program.
5. College transfer students in ACA 122 will take a career assessment to help them identify career goals which will, in turn, help them identify an appropriate academic program. The

Work-Based Learning/Career Services Coordinator will assist ACA 122 instructors with this process.

6. College transfer students in ACA 122 will develop a structured academic pathway that will direct their progress at the College.
7. Early alerts will be used by instructors to flag students whose academic progress indicates they may be facing academic or personal challenges. Students' advisors will help them address these challenges by identifying and accessing the proper college support service to assist these students.
8. GradesFirst advising software will be utilized to schedule advising appointments, monitor student attendance, post early warnings, and store student profile information such as career assessment results and academic pathways. While this system will be used across the campus, it will be piloted with college transfer students involved in the QEP.

## Part VII – Actions to Be Implemented and Implementation Timeline

The QEP Implementation Committee is comprised of faculty and staff members tasked with implementing, assessing, and maintaining the OnPoint QEP. This Committee designed strategies and actions to achieve the overall goals of the plan, developed an implementation timeline, identified the need for a QEP Facilitator, and approved a marketing plan for the QEP.



### Strategies and Actions for the QEP

#### Appreciative Advising

It should be noted that Appreciative Advising will be applied by college transfer faculty in the ACA 122 classroom and in subsequent advising meetings. Formal training in Appreciative Advising will be provided to all college transfer faculty members prior to their becoming an ACA 122 instructor/advisor. The implementation timeline in Table 6 shows the integration of advisor training. Six phases of Appreciative Advising are achieved as faculty instructor/advisors help students identify career and academic goals in the ACA 122 class, as they meet with them individually to review their goals, and as they assist students who face personal and/or academic challenges to their success.

The Appreciative Advising model was developed by Dr. Jennifer Bloom at the University of South Carolina, Columbia. Appreciative Advising is the intentional, collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials and is designed to help advisors establish a caring, positive relationship with each student. This model is divided into six phases:

- *Disarm* – faculty advisors make a positive first impression with students in order to allay their fears or suspicions concerning the advising process and/or relationship.
- *Discover* – faculty advisors spend time building rapport with students and learning about their strengths, skills, and abilities.
- *Dream* – faculty advisors uncover students’ hopes and dreams for their futures.
- *Design* – faculty advisors help students create a plan to make their hopes and dreams come true.
- *Deliver* – faculty advisors help students implement their plan and support students as they encounter challenges.

- *Don't Settle* – faculty advisors challenge students to achieve their full potential and support students on their journey.

These phases are achieved as faculty instructor/advisors help students identify career and academic goals in the ACA 122 class, as they help them design a plan to achieve academic success, as they meet with students individually to review their goals, and as they assist students who face personal and/or academic challenges to their success.

**Estimated Numbers of Students in ACA 122**

On average, Wayne Community College enrolls 376 new students in the Fall semester and 200 new students in the Spring semester who have fewer than 30 semester credit hours and no college student success (ACA) course. To facilitate these numbers of students, the College will offer 15 sections of the College Transfer Success course, ACA 122, in the Fall and eight in the Spring, with approximately 25 students enrolled in each one.

**College Transfer Success Course – ACA 122**

College transfer students will be required to enroll in the College Transfer Success course, ACA 122, during their first semester at WCC. Students in this course are expected to engage with their advisor to identify career goals, design an academic plan to accomplish their academic and personal goals, and identify college support services designed to help them overcome challenges to their academic and personal success. Strategies and actions for QEP Goal #1 follow.

**Table 3: Quality Enhancement Plan Goal #1**

<b>QEP Goal #1: The College will successfully implement a required College Transfer Student Success, ACA 122, course that will support advising.</b>	
<b>Strategy</b>	<b>Action</b>
<b>Faculty Advisor</b>	Every fourth semester, or as needed, faculty will be assigned as advisors to students they instruct in one section of ACA 122. Appreciative Advising will be implemented with students in advising sessions.
<b>Enrollment in ACA 122</b>	New college transfer students who enter WCC with less than 30 semester hours of credit and no previous credit for an ACA course will be required to enroll in ACA 122 during their first semester to engage as early as possible with a faculty advisor. Associate in Science students will be enrolled in an ACA 122 section taught by a faculty member teaching in the Math or Science Department. Associate in Arts students will be enrolled in an ACA 122 section taught by a faculty member teaching in the Humanities/Fine Arts/Social Science or Language and Communication Department. Distance Education students will be enrolled in an on online ACA 122 section taught by faculty members who are experienced teaching in the online environment.

<p><b>Career Assessment Inventory (Appendix E)</b></p>	<p>College transfer students in ACA 122 will complete a Career Assessment Inventory. The Career Assessment Inventory will help students determine how their personal skills and interests match specific careers. The Student Career Inventory is accessed through the College Foundation of North Carolina (CFNC.org) and is comprised of two parts, the Interest Profiler and the Work Values Sorter.</p> <ul style="list-style-type: none"> <li>• The Interest Profiler is designed to help students identify their special interests and how these interests match particular careers.</li> <li>• The Work Values Sorter helps students identify work values and helps match values to particular careers.</li> </ul>
<p><b>Structured Academic Pathway (Appendix F)</b></p>	<p>College transfer students will engage with an advisor to construct a Structured Academic Pathway to Success. This Pathway is a semester-by-semester schedule of courses that students must complete to meet their overall academic and career goals.</p>
<p><b>College Support Services Assignment (Appendix G)</b></p>	<p>College transfer students will engage with a faculty advisor to identify essential college resources designed to increase students' ability to achieve academic goals. The purpose of this assignment is to increase student knowledge of various college support systems and how students can use them to increase their ability to achieve academic success.</p>

**College Transfer Advising**

The OnPoint program will have a positive impact on college transfer students' abilities to complete their academic goals through engagement with an assigned faculty advisor. Faculty advisors will be assigned to students they instruct in the College Transfer Student Success course, ACA 122. The small cadre of students enrolled in each ACA 122 (approximately 25) will maintain an advising relationship with their ACA instructor for a minimum of two additional semesters after they complete ACA 122 or until they complete 30 semester hours with a 2.5 GPA. Students will meet a minimum of twice per semester with their faculty advisor and will be expected to implement their Structured Academic Pathway and engage with their advisor to overcome challenges to academic and personal success. Strategies and actions for QEP Goal #2 follow.

**Table 4: Quality Enhancement Plan Goal #2**

QEP Goal #2: The College will assign college transfer students to an individual faculty advisor who will engage with students to reinforce the skills acquired in the student success course.	
Strategy	Action Items
<b>Student Advising Sessions</b>	<p>In the <b>two subsequent semesters</b> after students complete ACA 122, they will be required to attend a minimum of two mandatory meetings per semester with their advisors, one during the first four weeks of classes and the second prior to registration. Appreciative Advising will be implemented with students in advising sessions.</p> <ul style="list-style-type: none"> <li>• <i>Session One</i> – Advisors and advisees will discuss student academic progress and any challenges students face in the new semester.</li> <li>• <i>Session Two</i> – Advisors and advisees will review the student’s Structured Academic Pathway, discuss any changes to goals students might be considering, and revise the Structured Academic Pathway, if necessary. Advisors and advisees will also discuss registration for classes for the following semester.</li> <li>• <i>Early Alerts</i> – Advisors will contact students who receive early alerts from their instructors within three days after the alert is posted. Advisors will schedule a meeting to discuss the issue and/or direct students to appropriate college support services.</li> </ul> <p>The purpose of these sessions is to build independence and confidence in students who will learn to utilize their Structured Academic Pathway. Students will also utilize College support services to achieve their personal and academic goals.</p> <p><b>Students who do not complete 30 semester hours or achieve a GPA of 2.5 within two additional semesters after completing the College Transfer Success course</b> will remain assigned to their faculty advisor until they have met the prerequisites to transition to the College Transfer Advising Center for advising.</p>
<b>GradesFirst Software Utilization</b>	<p>The College will implement GradesFirst advising software that will:</p> <ul style="list-style-type: none"> <li>• connect students to their advisors,</li> <li>• connect students with college support systems,</li> <li>• allow students and their advisors to schedule appointments with tutors in the Academic Skills Center,</li> <li>• allow instructors to post early alerts for students who are facing academic or personal challenges in their classes,</li> <li>• allow advisors to contact students who receive early alerts (this contact will be made within three days after the early alert is issued by the instructor),</li> <li>• allow faculty to send encouraging messages when students achieve certain milestones, and</li> <li>• archive student Career Inventory Assessments and Structured Academic Pathways.</li> </ul>

## **Transition to College Transfer Advising Center (CTAC)**

College transfer students who have completed 30 semester hours of credit with a 2.5 GPA will be transitioned to the College Transfer Advising Center (CTAC). The Implementation Committee established these criteria based upon specific standards of student success. Thirty semester hours reflects the number of articulated transfer credits used by the North Carolina Community College System to measure college transfer performance. Thirty hours is also the half-way point of college transfer curriculum programs at Wayne Community College. The Committee determined that college transfer faculty could facilitate student success for the first half of a student's academic career, but that students must have an opportunity to exercise learning in the latter half of their career. The 2.5 GPA reflects a "C" average which is the minimum transfer grade to four-year colleges and universities.

Students who are on track to transition from the OnPoint program to the CTAC will be notified during their final meeting with their faculty advisor and through GradesFirst text and email. Ten weeks into the semester in which students will attain 30 semester hours of credit, faculty advisors will use email to send a list of their advisees ready to transition to the CTAC Director. The CTAC Director will be responsible for changing each OnPoint advisee's advisor designation from that of the individual faculty member to the CTAC. This change of advisor will occur at the conclusion of each student's final semester with their faculty advisor.

Following the student's transition from their faculty advisor to the CTAC, he or she will be expected to meet with CTAC staff during the subsequent semester. This meeting will allow the student and CTAC staff to review and ensure the student's Structured Academic Pathway is up to date. The CTAC staff will also discuss each student's projected graduation date. By the time college transfer students transition to the CTAC, they are expected to act independently in regards to registering for classes and seeking support to overcome academic and personal challenges to success.

After the transition, students will receive advising in the CTAC with the assistance of the director, assistant director, or faculty advisors. While the OnPoint program will be in place and each college transfer faculty will have a cadre of advisees, faculty will still be responsible for assisting with advising and registration in the CTAC during regular registration periods. Advisors will assist students who are not part of the OnPoint program and/or students who have transitioned out of the OnPoint program.

The role of the CTAC will be to promote the retention and successful completion of academic goals for each student. As part of the OnPoint program, students will be expected to successfully evaluate their plan of study, update their Structured Academic Pathway, and register themselves using Webadvisor. It is expected that students will continue, with the assistance of CTAC staff, these independent behaviors upon their transition to the CTAC. At the conclusion of their academic career, the director and/or assistant director of the CTAC will be responsible for directing each student to complete an application for graduation and subsequently completing each student's graduation evaluation.



While each student, upon their transition to the CTAC, should be on a path to achieving their academic goals, CTAC staff will continue to promote the utilization of college support services as an effective tool to help students overcome various challenges to academic success. Where appropriate, CTAC staff will help students identify such services. Students who encounter struggles either with their transition to the CTAC or subsequent academic endeavors, may still maintain contact with their OnPoint advisor as a source of support and guidance.

Along with advising college transfer students in the OnPoint program, the CTAC will provide academic curriculum training for college transfer advisors. It will also support advisors' efforts to work with their advisees by answering questions pertaining to Wayne Community College curriculum changes and four-year university curriculum requirements.

The CTAC will also serve college transfer students who do not participate in the OnPoint program. These students include those who transfer into Wayne Community College with more than 30 semester hours credit or who have already received credit for a college success course at another institution.

As a result of 2014 renovations to the first floor of the Wayne Learning Center (WLC) Building, including the College Transfer Advising Center's original location, the CTAC was moved to a small room on the second floor of the WLC. This space contains four advising cubicles, computers advisors use to access student records and register students, and storage cabinets for student records. The Center will relocate to a more spacious area in the Spring semester 2016. This change will occur for three reasons: 1) relocation will provide a larger, more comfortable area for staff and students. A conference room, office space, and additional computer spaces will be added; 2) the CTAC will be housed on the same floor as the majority of other College student services such as financial aid, admissions, counseling, and student activities; and 3) relocation will place the CTAC in the vicinity of the student lounge, atrium, and cafeteria, giving it higher visibility with students.

Strategies and actions for QEP Goal #3 follow.

**Table 5: Quality Enhancement Plan Goal #3**

<b>QEP Goal #3: The College Transfer Advising Center will support advising processes initiated in the student success course and reinforced by individual faculty advisors.</b>	
Strategy	Action
<b>Transition to College Transfer Advising Center</b>	<p>College transfer students transition from a designated faculty advisor to the CTAC.</p> <p>College transfer students who transition will be notified during their final meeting with their faculty advisor and through GradesFirst text and email. Ten weeks into the semester in which students will attain 30 or more semester hours of credit with a 2.5 GPA, faculty advisors will send a list of their students via email to the CTAC Director notifying the CTAC of the advising transition.</p> <p>College transfer students will receive advising in the CTAC with the assistance of the director or assistant director.</p> <p>CTAC staff will continue to promote the utilization of college support services as an effective tool to help students overcome various challenges to academic success.</p> <p>Appreciative Advising will be implemented with students in advising sessions in the CTAC.</p>
<b>College Transfer Faculty Advisor Training</b>	<p>The CTAC staff, with the QEP Facilitator, will provide training to college transfer faculty advisors on academic curriculum.</p>
<b>College Transfer Faculty Advisor Information Support</b>	<p>The CTAC staff will support college transfer advising efforts by providing pertinent curriculum and transfer information to faculty advisors.</p> <ul style="list-style-type: none"> <li>• The CTAC Director will maintain the online college transfer advising handbook.</li> <li>• The CTAC Director will maintain quick links to transfer universities and colleges on the CTAC website.</li> <li>• Information requested by advisors will be facilitated through phone calls or emails to the CTAC Director.</li> </ul>

## Implementation Timeline for WCC's OnPoint Program

**Table 6: Implementation Timeline**

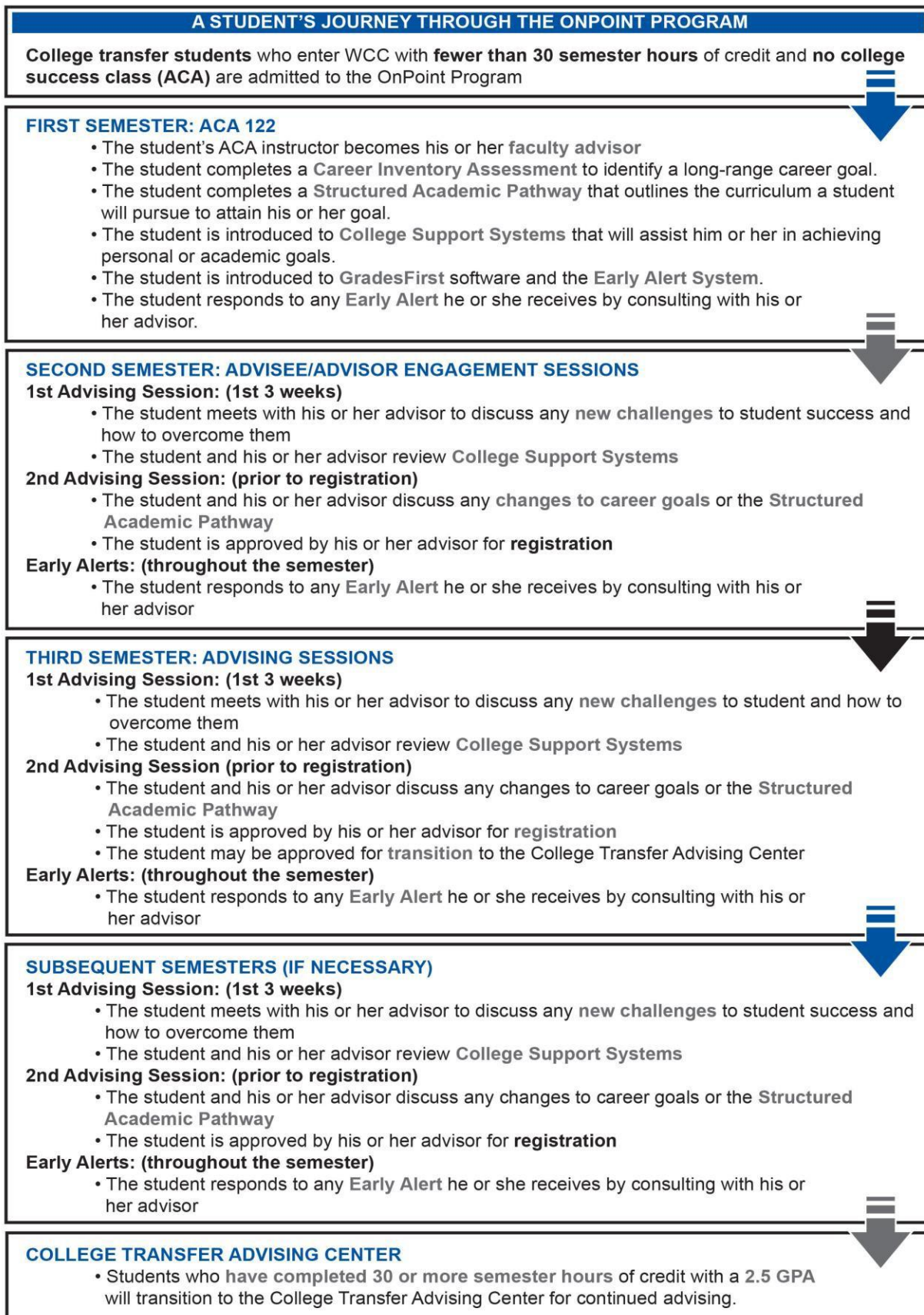
Semester	Actions	Responsible Parties
Spring 2015 (Planning Phase)	The QEP Marketing Committee introduced the QEP to the college in an all-faculty and staff kickoff.	QEP Chair QEP Marketing Committee
	The college purchased GradesFirst advising software.	WCC Information Technologies (IT) Department
Summer 2015 (Planning Phase)	Six college transfer faculty received training in Appreciative Advising. This group included the QEP Facilitator, one representative from each curriculum department of college transfer, and one member of counseling.	QEP Facilitator
Fall 2015 (Planning phase)	The QEP will be approved by SACSCOC.	QEP Facilitator; Professional Development Committee
	GradesFirst software and academic curriculum training will be provided to the original six advisors.	
Spring 2016 (Implementation Phase)	The QEP Marketing Committee will host an all-faculty and staff event to promote the QEP.	QEP Marketing Committee
	The first cohort of college transfer students will be assigned college transfer faculty advisors through a minimum of five ACA 122 courses.	College Transfer Advising Center (Registration Process)
Spring 2016 (Implementation Phase)	Evaluate student learning outcomes related to ACA 122	ACA Faculty Advisors
	Evaluate all sections of the ACA 122 course	QEP Facilitator
	Conduct student focus groups	Vice President of Institutional Effectiveness and Innovation; QEP Facilitator
	Conduct faculty focus group	
	Train additional college transfer faculty in Appreciative Advising, GradesFirst, and the academic curriculum.	QEP Facilitator; CTAC Director; Professional Development Committee
	Three college transfer faculty members will attend the annual Appreciative Advising Conference.	College Transfer Faculty
Summer 2016 (Implementation Phase)	Evaluate student learning outcomes related to ACA 122	ACA Faculty Advisors

	<p>Evaluate all sections of the ACA 122 course</p> <p>Conduct student focus groups</p> <p>Conduct faculty focus group</p> <p>ACA 122 course data will be analyzed and changes made as needed</p> <p>Incorporate the QEP initiative into the College's Strategic Plan for Institutional Effectiveness</p> <p>Two advising days for nine-month Spring semester faculty advisors to engage with their assigned advisees</p>	<p>QEP Facilitator</p> <p>Vice President of Institutional Effectiveness and Innovation; QEP Facilitator</p> <p>QEP Facilitator; Vice President of Institutional Effectiveness and Innovation; QEP Implementation Committee</p> <p>Planning Council</p> <p>Faculty Advisors; QEP Facilitator</p>
<p>Fall 2016 (Implementation Phase)</p>	<p>An additional cohort of college transfer advisees will be assigned to college transfer faculty advisors.</p> <p>Evaluate student learning outcomes related to ACA 122</p> <p>Evaluate all sections of the ACA 122 course</p> <p>Conduct student focus groups</p> <p>Conduct faculty focus group</p> <p>The QEP Facilitator will train any additional members from the college transfer faculty in Appreciative Advising, GradesFirst, and the academic curriculum.</p>	<p>College Transfer Advising Center (Registration Process)</p> <p>QEP Facilitator</p> <p>Vice President of Institutional Effectiveness and Innovation; QEP Facilitator</p> <p>QEP Facilitator; CTAC Director; Professional Development Committee</p>
<p>Spring 2017 (Implementation Phase)</p>	<p>An additional cohort of college transfer advisees will be assigned college transfer faculty advisors.</p> <p>Evaluate student learning outcomes related to ACA 122</p> <p>Student surveys and focus groups on the effectiveness of advisor/advisee engagement semesters</p> <p>Evaluate CTAC student learning outcomes</p> <p>Administer CCSSE</p> <p>The QEP Facilitator will train any new college</p>	<p>College Transfer Advising Center (Registration Process)</p> <p>QEP Facilitator</p> <p>Vice President of Institutional Effectiveness and Innovation; QEP Facilitator</p> <p>Vice President of Institutional Effectiveness and Innovation; QEP Facilitator</p> <p>QEP Facilitator</p>

	transfer advisors in Appreciative Advising, GradesFirst, and the academic curriculum.	CTAC Director Professional Development Committee
Summer 2017 (Implementation Phase)	An additional cohort of college transfer advisees will be assigned college transfer faculty advisors.  Evaluate student learning outcomes related to ACA 122  Student surveys and focus groups on the effectiveness of advisor/advisee engagement semesters  Evaluate CTAC student learning outcomes	College Transfer Advising Center (Registration Process)  QEP Facilitator  Vice President of Institutional Effectiveness and Innovation; QEP Facilitator  Vice President of Institutional Effectiveness and Innovation; QEP Facilitator
Fall 2017- Spring 2018 (Maintenance Phase)	An additional cohort of college transfer advisees will be assigned college transfer faculty advisors.  Administer SENSE (Fall 2017)  Evaluate the three components of the OnPoint Program (ACA 122, advisee/advisor engagement, CTAC)  The QEP Facilitator will train any new college transfer advisors in Appreciative Advising, GradesFirst, and the academic curriculum.	College Transfer Advising Center (Registration Process)  Vice President of Institutional Effectiveness and Innovation; QEP Facilitator  Vice President of Institutional Effectiveness and Innovation; QEP Facilitator  QEP Facilitator CTAC Director Professional Development Committee
Summer 2018 (Maintenance Phase)	An additional cohort of college transfer advisees will be assigned college transfer faculty advisors.  Evaluate the three components of the OnPoint Program (ACA 122, advisee/advisor engagement, CTAC)	College Transfer Advising Center (Registration Process)  Vice President of Institutional Effectiveness and Innovation; QEP Facilitator
Fall 2018- Spring 2019 (Maintenance Phase)	An additional cohort of college transfer advisees will be assigned college transfer faculty advisors.  Administer CCSSE (Spring 2019)  Evaluate the three components of the OnPoint	College Transfer Advising Center (Registration Process)  Vice President of Institutional Effectiveness and Innovation; QEP Facilitator  Vice President of Institutional

	<p>Program (ACA 122, advisee/advisor engagement, CTAC)</p> <p>The QEP Facilitator will train any new college transfer advisors in Appreciative Advising, GradesFirst, and the academic curriculum.</p>	<p>Effectiveness and Innovation; QEP Facilitator</p> <p>QEP Facilitator; CTAC Director; Professional Development Committee</p>
<p>Summer 2019 (Maintenance Phase)</p>	<p>An additional cohort of college transfer advisees will be assigned college transfer faculty advisors.</p> <p>Evaluate the three components of the OnPoint Program (ACA 122, advisee/advisor engagement, CTAC)</p>	<p>College Transfer Advising Center (Registration Process)</p> <p>Vice President of Institutional Effectiveness and Innovation; QEP Facilitator</p>
<p>Fall 2019- Spring 2020 (Maintenance Phase)</p>	<p>Additional cohorts of college transfer advisees will be assigned college transfer faculty advisors.</p> <p>Evaluate the three components of the OnPoint Program (ACA 122, advisee/advisor engagement, CTAC)</p> <p>The QEP Facilitator will train any new college transfer advisors in Appreciative Advising, GradesFirst, and the academic curriculum.</p>	<p>College Transfer Advising Center (Registration Process)</p> <p>Vice President of Institutional Effectiveness and Innovation QEP Facilitator</p> <p>QEP Facilitator CTAC Director Professional Development Committee</p>
<p>Summer 2020 (Maintenance Phase)</p>	<p>An additional cohort of college transfer advisees will be assigned college transfer faculty advisors.</p> <p>Evaluate the three components of the OnPoint Program (ACA 122, advisee/advisor engagement, CTAC)</p>	<p>College Transfer Advising Center (Registration Process)</p> <p>Vice President of Institutional Effectiveness and Innovation; QEP Facilitator</p>
<p>Fall 2020- Spring 2021 (Maintenance Phase)</p>	<p>Additional cohorts of college transfer advisees will be assigned college transfer faculty advisors.</p> <p>Evaluate the three components of the OnPoint Program (ACA 122, advisee/advisor engagement, CTAC)</p> <p>Prepare Fifth-Year Interim Report for SACSCOC to include assessment of the OnPoint Program (Impact Report of the Quality Enhancement Plan)</p> <p>The QEP Facilitator will train any new college transfer advisors in Appreciative Advising, GradesFirst, and the academic curriculum.</p>	<p>College Transfer Advising Center (Registration Process)</p> <p>Vice President of Institutional Effectiveness and Innovation QEP Facilitator</p> <p>SACSCOC Leadership Team; QEP Facilitator</p> <p>CTAC Director Professional Development Committee</p>

A flowchart of a college transfer student's journey through the OnPoint program follows.



## The Role of the QEP Facilitator

The Wayne Community College QEP Facilitator will work in collaboration with the Vice-President of Institutional Effectiveness and Innovation and the college transfer faculty and staff to implement, maintain, and assess the plan. The QEP Facilitator’s specific duties include, but are not limited to, ensuring achievement of each QEP goal, maintaining the QEP timeline, facilitating all advisor training, assessing the QEP, managing the QEP budget, and developing the QEP Fifth-Year Interim Report (Impact Report of the Quality Enhancement Plan). Charles Gilmore, psychology instructor, was selected as QEP Facilitator and approved by the SACSCOC Leadership Team on April 2, 2015.

## Marketing Plan for the QEP

Marketing the QEP is a two phase process. In the planning phase, the QEP Chair and Planning Committee worked with WCC’s Educational Support Technologies (EST) Department (media and graphic arts) and Marketing and Recruiting Specialist to create a QEP marketing plan. Faculty, staff, students, administrators, and Board of Trustee members were introduced to the QEP and updated on the progress of its development. During the implementation phase, the QEP Facilitator will continue to work with the College’s EST Department and Marketing and Recruiting Specialist to integrate the plan into the College culture.

**Table 7: Marketing Plan**

Timeline	Strategy	Actions to be Undertaken
Spring 2015 (January-May 2015)	Increase awareness in the WCC community of the QEP topic and of its significance to student success	<ol style="list-style-type: none"> <li>1. OnPoint logo was created.</li> <li>2. Email updates were be disseminated.</li> <li>3. CAMNET advertised the QEP.</li> <li>4. Poster #1 was disseminated.</li> <li>5. The WCC Board of Trustees were updated.</li> <li>6. A special faculty session was held on March 3, 2015 to discuss the QEP – novelty reminders and handouts were distributed.</li> <li>7. QEP information sessions were held with the departments on campus.</li> <li>8. Information was distributed to students at Spring Fling – April 29, 2015.</li> </ol>
Summer 2015 (May-August 2015)	Increase awareness in the WCC community of the QEP topic	<ol style="list-style-type: none"> <li>1. Email updates were disseminated.</li> <li>2. CAMNET continued to advertise the QEP.</li> <li>3. Poster #2 disseminated.</li> <li>4. The WCC Board of Trustees were updated.</li> <li>5. Folders and novelties were disseminated to students at orientation.</li> <li>6. Information presentation for students was held during registration.</li> </ol>



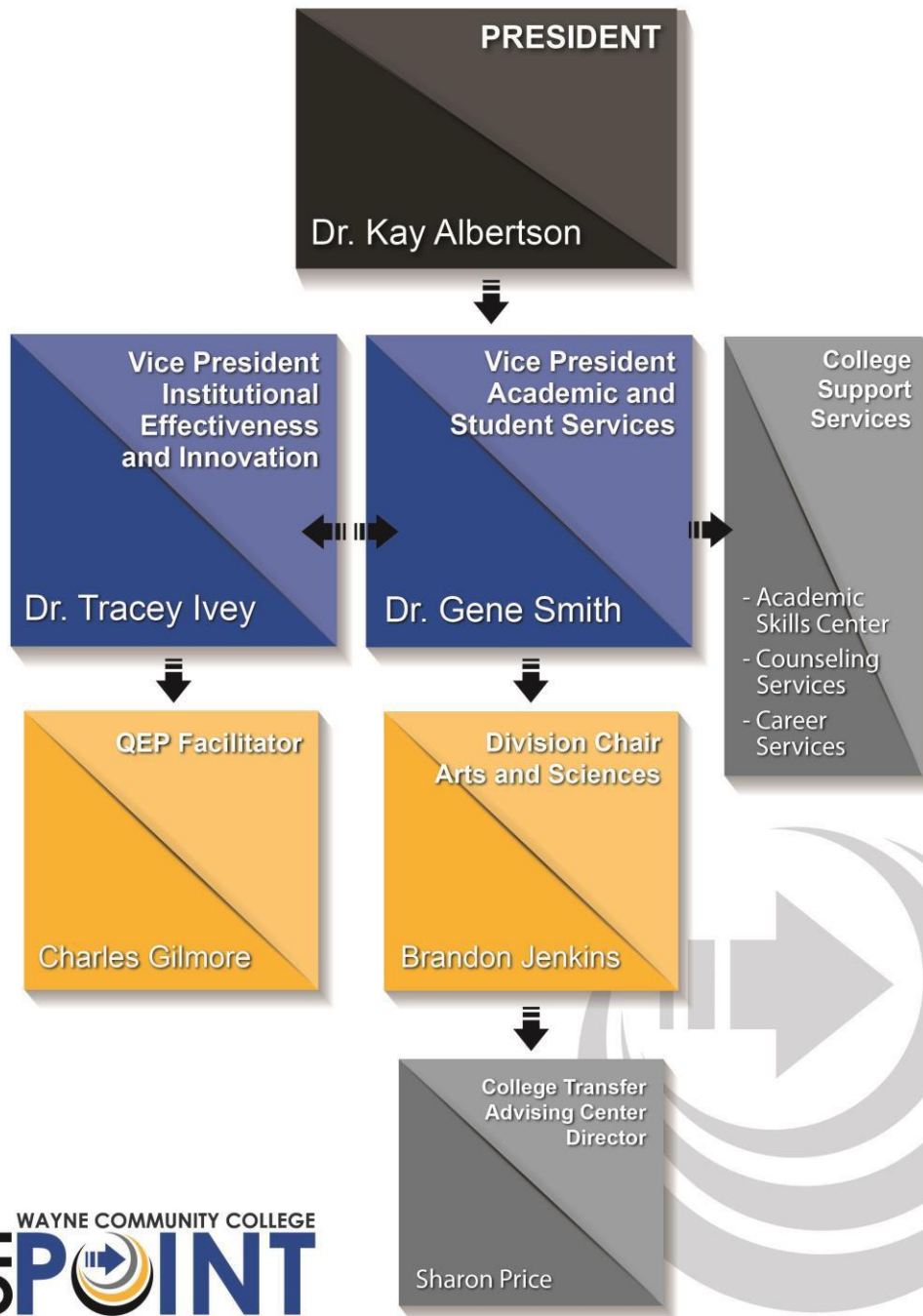
Fall 2015 (August-December 2015)	Intensify awareness of the QEP and its significance to student success to the college academic community	<ol style="list-style-type: none"> <li>1. Email updates continue to be disseminated.</li> <li>2. CAMNET continue to advertise the QEP.</li> <li>3. Poster #3 disseminated.</li> <li>4. The WCC Board of Trustees updated.</li> <li>5. Fliers, t-shirts, novelties disseminated at convocation.</li> <li>6. A QEP presentation given at Convocation</li> <li>7. Information disseminated at the Foundation pizza lunch in August.</li> <li>8. The QEP Pep Rally held in October 2015.</li> <li>9. QEP information sessions held with the departments on campus throughout the semester.</li> <li>10. QEP handouts and gifts distributed at WCC's Fall fest.</li> </ol>
Spring 2016 (January-May 2016)	Maintain awareness of the QEP and its significance to the college community.	<ol style="list-style-type: none"> <li>1. Email updates will continue to be disseminated</li> <li>2. CAMNET will continue to advertise the QEP</li> <li>3. QEP information sessions will be held with the departments on campus throughout the semester.</li> <li>4. Counselors will introduce the OnPoint program to students in their initial sessions and will provide them an instruction sheet on how the program works.</li> <li>5. Students will be provided with OnPoint handouts at Orientation and will attend a presentation provided by the QEP facilitator.</li> </ol>
Summer 2016 – Spring 2021	Maintain awareness of the QEP and its significance to the college community.	<ol style="list-style-type: none"> <li>1. Email updates will continue to be disseminated.</li> <li>2. CAMNET will continue to advertise the QEP.</li> <li>3. QEP information sessions will be held with the departments on campus throughout the semester.</li> <li>4. Counselors will introduce the OnPoint program to students in their initial sessions and will provide them an instruction sheet on how the program works.</li> <li>5. Students will be provided with OnPoint handouts at Orientation and will attend a presentation provided by the QEP facilitator</li> </ol>



## Part VIII – Organizational Structure

### Organizational Chart

The following individuals will oversee the OnPoint program in student success-based advising:



The OnPoint program is a student success-based advising initiative that relies on broad-based cooperation from college transfer faculty, the College Transfer Advising Center, the Academic Skills Center, Career Services, Counseling, and the WCC administration. Leadership for the OnPoint program is distributed between the QEP Facilitator, the Vice-President for Institutional Effectiveness and Innovation, the Division Chair of Arts and Sciences, the College Transfer Advising Center Director, the Vice-President of Academic and Student Services, and the College President.

The **QEP Facilitator** will oversee the transition of college transfer advising from an Advising Center model, in which faculty mainly perform the task of registering students, to an Appreciative Advising model in which faculty offer one-to-one student advising. The Facilitator will train advisors, maintain the QEP timeline, manage the QEP budget, oversee QEP marketing, facilitate QEP assessment, and develop the QEP Fifth-Year Interim Report (Impact Report of the Quality Enhancement Plan).

The QEP Facilitator will work directly with the **Vice President of Institutional Effectiveness and Innovation** who will ultimately oversee the entire QEP. Working with college transfer faculty and staff, they will implement and maintain the project.

The College Transfer Success course, ACA 122, component of the QEP will be overseen by the QEP Facilitator who already serves as the ACA 122 lead instructor. The QEP Facilitator will schedule instructors for the classes, review and revise the curriculum, and select textbooks for the course. He will accomplish this role in conjunction with the **Division Chair for Arts and Sciences** who monitors the needs of course instructors and reviews and approves changes to the course when necessary.

The Division Chair for Arts and Sciences supervises **the College Transfer Advising Center Director** who will oversee advising and registration for college transfer students who have either transitioned from the OnPoint program or who are ineligible for the program. The College Transfer Advising Center Director will implement curriculum training for faculty, maintain the online advising handbook, and assist faculty advisors with their advising needs.

The QEP is supported by senior College administrators. The **Vice President of Academic and Student Services** oversees the operation of academic and student support services, including the Academic Skills Center, Counseling Services, Career Counseling Services, and Student Services, that are integral to the success of the QEP. The overall vision and progress of the OnPoint program is fully supported by the **College President**.

## Part IX – Resources

Wayne Community College (WCC) has developed a Quality Enhancement Plan (QEP) that demonstrates institutional capability for initiation, implementation, and completion of its QEP, **OnPoint**: Student Success-Based Advising. It should be evident from the preliminary funds invested during the Planning Phase (2014 and 2015) that WCC is committed to providing sufficient human, physical, and academic resources to sustain the OnPoint program during the five-year cycle of the QEP and into the future.

The QEP Steering Committee created a budget proposal which was approved by the SACSCOC Leadership Team on August 24, 2015. The budget is comprised of funding for the following areas: student success courses (ACA 122), College Transfer Advising Center, professional development, marketing, assessment, and software. The budget also shows both existing and new resources including staff positions that are essential to the QEP implementation.



**Table 8: Budget**

Component	Item Description	Planning (2014-15)	Years (2015-16)	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Year 4 (2019-20)	Year 5 (2020-21)	Total	Source
<b>Advising / ACA 122</b>	Materials	1,700	0	500	500	500	500	500	4,200	Academic Services
	Professional Development	7,880	2,912	2,912	0	0	0	0	13,704	Academic Services
	Salary and Benefits – College Transfer Advising Center (CTAC) (Existing)	98,474	100,444	102,453	104,502	106,592	108,724	110,889	732,088	Academic Services
	5 Faculty to help with summer registration – CTAC (Existing)	5,469	5,469	5,469	5,469	5,469	5,469	5,469	38,283	Academic Services
	23 Advisors for 2 advising days-summer (New)	0	0	11,040	11,040	11,040	11,040	11,040	55,200	Academic Services
	ACA 122 Instructors (27 courses per year) (Existing)	41,087	41,908	42,747	43,602	44,474	45,364	46,271	305,453	Academic Services
	Advising Center renovations	0	75,000	0	0	0	0	0	75,000	County – Capital Plant
<b>Marketing</b>	Materials	9,614	0	500	500	500	500	500	12,114	Marketing and Recruiting
<b>Assessment</b>	Supplies (Focus Groups)	0	2,250	0	0	0	0	0	2,250	Institutional Research
	Surveys (CCSSE / SENSE)	0	0	4,825	4,825	4,825	4,825	9,650	28,950	Institutional Research
<b>Other Budget Items</b>	QEP – Facilitator (salary & benefits)	75,835	77,351	78,898	80,476	82,086	83,728	85,403	563,777	Academic Services
	Software & Integration	45,000	14,000	0	13,500	13,500	13,500	13,500	113,000	Academic Services
<b>Totals</b>		<b>285,059</b>	<b>319,334</b>	<b>249,344</b>	<b>264,414</b>	<b>268,986</b>	<b>273,650</b>	<b>283,232</b>	<b>1,944,019</b>	
<b>Existing Resources</b>		145,030	147,821	150,669	153,573	156,535	159,557	162,639	1,075,824	
<b>Total Funding Resource Needs</b>		<b>140,029</b>	<b>171,513</b>	<b>98,675</b>	<b>110,841</b>	<b>112,451</b>	<b>114,093</b>	<b>120,593</b>	<b>868,195</b>	

## Part X – Assessment

### QEP Evaluation Plan

A comprehensive evaluation plan will measure the impact of Wayne Community College’s QEP, OnPoint, and will guide decisions as the components of the plan are more fully implemented throughout the five year process. Measurable outcomes will provide quantifiable evidence of progress toward achieving the goals of the QEP. The QEP Facilitator and the Vice President of Institutional Effectiveness and Innovation, with assistance from the college transfer faculty and staff, will provide leadership for the implementation and evaluation of the QEP.



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

Student learning outcomes have been identified and will be assessed for each goal of the QEP: College Transfer Success course, ACA 122, the two engagement and advising semesters; and the College Transfer Advising Center (CTAC). In addition to student learning outcomes, each goal will be evaluated periodically through the College’s institutional review process, thus tying the QEP into the *WCC Strategic Plan for Institutional Effectiveness 2013-2016*. In 2013-14, all WCC academic and service units adopted new assessment formats for documenting student learning outcomes and institutional outcomes. Beginning in the Spring 2016 semester, academic and service units will document outcome assessments related to the QEP in the same manner.

The QEP will be fully incorporated into the next WCC Strategic Plan which will be prepared in 2016. Because of its importance to college transfer student success, the QEP will be established as a College “strategic priority” allowing the evaluation plan results to be integrated into the College’s institutional effectiveness process. Review of the Strategic Plan occurs annually and at approximately the same time each year in order for assessment results to be used to improve programs, services, and operations at all levels of the institution. This systematic process also allows for results to be incorporated into decisions concerning the following year’s budget.

## Assessment at the Institutional Level

Wayne Community College's Strategic Plan 2013 – 2016 emphasizes four College-wide goals that tie to the overall WCC mission and promote student success. The Strategic Plan also identifies retention, first year progression, and completion as institutional performance measures and/or strategic priorities. Each of these measures is 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, they will not directly provide information regarding the outcomes of the revised advising process for college transfer students or student learning acquired through student engagement with a faculty advisor. Nevertheless, they are important indicators of student success.

Students' perceptions of the learning environment at WCC and the extent to which they believe that certain interventions have impacted their success will be assessed using results from the Community College Survey of Student Engagement (CCSSE, administered every Spring of odd years) and the Survey of Entering Student Engagement (SENSE, administered every Fall of odd years). The CCSSE provides information on student engagement and asks questions that assess institutional practices and student behaviors that correlate highly with student learning. For example, the CCSSE will ask whether students talked about career plans with their advisor, how often they consulted with their academic advisor, and how important these services are to students. The SENSE focuses on the front door experience of first semester students and asks, for example, whether an advisor helped students set academic goals and create a plan for achieving them, and whether a college staff member talked with students about commitments outside of school to help them figure out how many courses to take. The data from these national surveys will be analyzed and compared as a way to further assess the impact of the QEP at the institutional level.

## Assessment of the QEP Goals

The overarching goal of WCC's QEP is that **WCC will provide a student success-based advising model for college transfer students to assist them in accomplishing their academic goals.**

The purpose of the QEP is to enhance college transfer student learning through a three component process: mandatory, first-semester student success course (ACA 122); advisor engagement of college transfer students for two-semesters post ACA 122; and the transition from a single advisor to the College Transfer Advising Center (CTAC).

The specific goals of the QEP are:

1. The College will successfully implement a required College Transfer Success course that will support advising.

2. The College will assign college transfer students to an individual faculty advisor who will engage with students to reinforce learning acquired in the student success course.
3. The College Transfer Advising Center will support advising processes initiated in the student success course and reinforced by individual faculty advisors.

Student learning outcomes have been developed for each of 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. Multiple measures will be used for many of the outcomes to include rubric reviews, surveys, focus groups, and institutional data collection.

Rubrics were created to assess attainment of student learning outcomes in the ACA 122 course. College transfer students will self-assess their career skills and personal qualities and use this assessment to design a Structured Academic Pathway to meet their academic goals. College transfer students will also identify college support services critical to their academic success as measured by a rubric.

Focus groups provide a valuable avenue to obtain qualitative feedback from students impacted by the QEP. Focus groups with College Transfer Success, ACA 122, students will be conducted at the end of each fall and spring semester. Results will be shared with key stakeholders and used to assess achievement of both institutional and student learning outcomes

Institutional data will be collected on college transfer students and faculty engaged in the On-Point program. Baseline data (gathered in the Fall 2015 semester) will be compared to the Spring 2016 cohort and subsequent semester cohorts. The GradesFirst software system will be the repository for most of the institutional data related to the QEP. Data will include:

- numbers of students receiving early alerts and the follow-up procedures with each one;
- student utilization and value of college support systems;
- records of advisor-advisee sessions;
- faculty feedback using institutional surveys and focus groups on their professional development in Appreciative Advising, the College Transfer Success course, Structured Academic Pathways, and GradesFirst software;
- student assignments from College Transfer Success course, including the Career Assessment Inventory, Structured Academic Pathway, and the college support services assignment;
- Community College Survey of Student Engagement (CCSSE) and Survey of Entering Student Engagement (SENSE);
- numbers of students who change from college transfer to another academic program at WCC; and
- comparison of Fall 2013 and Fall 2014 control groups (students not participating in OnPoint) with Fall 2016 OnPoint program cohort.



A broad-based review of the data collected through assessment plans will be conducted by representatives from across various departments within the College and the QEP Implementation Committee on a semester by semester basis. The review of this data will be used by the QEP Implementation Committee to make informed decisions about changes and improvements to the QEP.

The following assessment plans specify the evaluation of each of the three components. The plans include the QEP goal, the student learning outcomes, strategies for accomplishing the outcomes, the method of assessment, the standards and targets of acceptable performance, and persons responsible for ensuring each outcome is met.

### **OnPoint Goals and Student Learning Outcomes**

**Table 9: QEP Goal #1**

<b>QEP Goal #1: The College will successfully implement a required College Transfer Success course, ACA 122, that will support advising.</b>				
<b>Student Learning Outcome #1: College transfer students in the OnPoint program will identify personal skills and characteristics to ascertain potential career options. (Knowledge)</b>				
<b>Strategies</b>	<b>Method of Assessment</b>	<b>Standard</b>	<b>Target</b>	<b>Responsible Party</b>
College transfer students in the OnPoint program will successfully complete a personal career assessment	Career Interest Inventory Part I assignment in ACA 122.	90% of students will complete Career Interest Inventory Part I with a grade of 70 or better	100% of students will complete their Career Interest Inventory Part I with a grade of 70 or better	College Transfer Advisors; Career Counselor
College Transfer students in the OnPoint program will identify a career preference	Career Interest Inventory Part II assignment in ACA 122.	90% of students will complete Career Interest Inventory Part II with a grade of 70 or better	100% of students will complete their Career Interest Inventory Part II with a grade of 70 or better	College Transfer Advisors; Career Counselor

**Student Learning Outcome #2:** College transfer students will know the educational requirements that support their career preference. (Knowledge)

Strategies	Method of Assessment	Standard	Target	Responsible Party
College transfer students in the OnPoint program will utilize career knowledge in setting academic goals	Academic Discovery assignment in ACA 122	90% of college transfer students will complete the Academic Discovery Assignment with a grade of 70 or better.	100% of college transfer students will complete the Academic Discovery Assignment with a grade of 70 or better.	College Transfer Advisor; Career Counselor
College transfer students in the OnPoint program will distinguish curriculum requirements for the four-year institution to which they desire to transfer	Academic Discovery assignment in ACA 122	90% of college transfer students will complete the Academic Discovery Assignment with a grade of 70 or better.	100% of college transfer students will complete the Academic Discovery Assignment with a grade of 70 or better.	College Transfer Advisors
College transfer students in the OnPoint program will design a Structured Academic Pathway for a WCC program of study that supports their academic goals	Completion of the Structured Academic Pathway	90% of college transfer students will complete the Structured Academic Pathway assignment with a grade of 70 or better.	100% of college transfer students will complete the Structured Academic Pathway assignment with a grade of 70 or better.	College Transfer Advisors

**Student Learning Outcome #3:** College transfer students in the OnPoint program will identify and demonstrate knowledge of college support systems designed to increase their ability to achieve their academic and personal goals. (Knowledge)

Strategy	Method of Assessment	Standard	Target	Responsible Party
College transfer students will be introduced to essential college support systems	College Support System assignment graded with a rubric	90% of college transfer students taking ACA 122 will complete the College Support Systems assignment with a grade of 70 or better	100% of college transfer students taking ACA 122 will complete the College Support Systems assignment with a grade of 70 or better	College Transfer Advisors

**Table 10: QEP Goal #2**

<b>QEP Goal #2:</b> The College will assign college transfer students to an individual faculty advisor who will engage with students to reinforce learning acquired in the student success course.				
<b>Student Learning Outcome #1:</b> Through the faculty advisor relationship, college transfer students in the OnPoint program will understand how to use their Structured Academic Pathway to meet their academic goals. (Knowledge)				
Strategies	Method of Assessment	Standard	Target	Responsible Party
During their second and third semesters, college transfer students will engage with their faculty advisors to review their Structured Academic Pathway and modify it, if necessary	Revised Structured Academic Pathway is filed in the student's GradesFirst account	100% of Structured Academic Pathways completed	100% of Structured Academic Pathways completed	College Transfer Advisors
During their second and third semesters, college transfer students will prepare preliminary class schedules based on their Structured Academic Pathway	Class schedules verified by faculty advisors in GradesFirst	90% of college transfer students will successfully complete preliminary class schedules	100% of college transfer students will successfully complete preliminary class schedules	College Transfer Advisors
During their second and third semesters, college transfer students will utilize their Structured Academic Pathway to register themselves for classes	Registration verified by faculty advisors	90% of college transfer students will successfully complete registration by using their Structured Academic Pathway	100% of college transfer students will successfully complete registration by using their Structured Academic Pathway	College Transfer Advisors
<b>Student Learning Outcome #2:</b> Through the faculty advising relationship, college transfer students will address challenges to academic and personal goals. (Behavior)				
Strategy	Method of Assessment	Standard	Target	Responsible Party
Faculty will recommend college support services to address challenges and academic and personal goals	Faculty will document recommendations in GradesFirst software College support services will use GradesFirst software to document student visits	80% of college transfer students who receive a recommendation from their faculty advisor will use college support services	100% of college transfer students who receive a recommendation from their faculty advisor will use college support services	College Transfer Faculty Advisors; College Support Services Staff

**Table 11: QEP Goal #3**

<b>QEP Goal #3:</b> The College Transfer Advising Center will support advising processes initiated in the student success course and reinforced by individual faculty advisors.				
<b>Student Learning Outcome #1:</b> College transfer students will utilize their Structured Academic Pathway to meet their academic goals. (Behavior, Skill)				
Strategies	Method of Assessment	Standard	Target	Responsible Party
Students will follow the Structured Academic Pathway to complete their academic goals	Verify each student's Structured Academic Pathway	90% of college transfer students will follow their Structured Academic Pathway to complete their academic goals	100% of college transfer students will follow their Structured Academic Pathway to complete their academic goals	CTAC staff
College transfer students will utilize their Structured Academic Pathway to independently and successfully register themselves for classes	Verify each student's successful registration	90% of college transfer students will independently and successfully complete registration by using their Structured Academic Pathway	100% of college transfer students will independently and successfully complete registration by using their Structured Academic Pathway	CTAC staff
<b>Student Learning Outcome #2:</b> College transfer students will utilize college support services to overcome challenges to academic success. (Behavior, Skill)				
Strategy	Method of Assessment	Standard	Target	Responsible Party
CTAC staff will recommend college support services to address personal and academic challenges, if needed	CTAC staff will document recommendations in GradesFirst software College support services will use GradesFirst software to document student visits	80% of college transfer students who receive a recommendation from CTAC staff will use college support services	100% of college transfer students who receive a recommendation from CTAC staff will use college support services	CTAC staff

### Professional Development

Although not a separate component of the QEP, professional development opportunities will play a significant role in the overall success of the QEP. Therefore, it is important to describe professional development's connection to QEP. Professional development related to the QEP includes training in the Appreciative Advising model; GradesFirst and Webadvisor software training; and academic curriculum training.

Professional development information related to the QEP will be housed in a Moodle-based repository and accessed through the professional development link on the College’s internal website. This information will be maintained by the QEP Facilitator and available to all faculty advisors.

**Table 12: Professional Development**

<b>Professional Development</b>				
<b>Training</b>	<b>Description</b>	<b>Assessment</b>	<b>Schedule</b>	<b>Responsible Party</b>
<b>Appreciative Advising/ ACA 122 Training</b>	Training in Appreciative Advising will be broken into 4 modules with each module taking approximately 1.5 hours. The content and key features of each module as well as practical applications to be made in ACA 122 will be the focus of these training sessions.	Post-test for each module of this training	Module 1: Offered twice in the first week of February and September  Module 2: Offered twice in the second week of February and September  Module 3: Offered twice in the third week of February and September  Module 4 :Offered twice in the last week of February and September	QEP Facilitator
<b>Software Training: GradesFirst and Webadvisor</b>	Training in GradesFirst and Webadvisor software will occur in one module taking 1.5 hours.	Post-test for this module	Offered twice in the first week of March and October  Offered twice in the second week of March and October	QEP Facilitator; WCC IT
<b>WCC Academic Curriculum Guidelines Training</b>	Training in WCC Academic Curriculum Guidelines will occur in one module taking one hour.	Post-test for this module	Offered twice in the third week of March and October	QEP Facilitator; CTAC staff

<b>NACADA Resources</b>	Access to a repository of information about research, theory, and practice of academic advising in higher education. Opportunities to attend national and regional conferences and webinars.	Number of times repository is accessed; professional development log	Open for use at any time by faculty and staff	QEP Facilitator; Professional Development Committee Chair
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## Appendix

- A 2013 North Carolina Community College System Performance Measures for Student Success
- B Community College Survey of Student Engagement (CCSSE)
- C Survey of Entering Student Engagement (SENSE)
- D Wayne Community College Survey Results
- E Wayne Community College Focus Group Responses (#1)
- F Wayne Community College Focus Group Responses (#2)
- G Wayne Community College ACA 122 College Transfer Success Course Syllabus (Spring 2016)
- H Career Interest Inventories Assignment (Parts I and II)
- I Academic Discovery Assignment
- J College Support Services Assignment

PERFORMANCE  
MEASURES **for**  
STUDENT SUCCESS

NORTH CAROLINA  
COMMUNITY  
COLLEGES

**C R E A T I N G S U C C E S S**

2013



# July 2013 Performance Summary

- Met or Exceeded Goal
- Above College Avg, Below Goal
- Above Baseline, Below Avg
- Below Baseline

	A. BASIC SKILLS PROGRESS	B. GED PASS RATE	C. DEV ENG SUBSEQ SUCCESS	D. DEV MATH SUBSEQ SUCCESS	E. YEAR ONE PROGRESS	F. CURR COMPLETION RATE	G. LICENSURE PASS RATE	H. TRANSFER PERFORM				
<b>System Goal</b>	51.2%	82.0%	74.9%	75.4%	74.6%	45.6%	91.7%	93.8%				
<b>System Baseline</b>	20.6%	49.3%	45.2%	47.5%	53.2%	28.6%	71.0%	71.2%				
<b>Average College Percentage</b>	41.0%	71.1%	63.7%	64.8%	67.8%	41.6%	85.2%	87.6%				
<b>System Totals (All Students)</b>	41.5%	69.6%	64.5%	64.1%	67.7%	41.1%	86.4%	88.0%	Met or Exceeded Goal	Below Goal, Above College Average	Below College Average, Above Baseline	Below Baseline
Alamance CC	30.8%	72.9%	66.9%	62.9%	69.0%	39.6%	80.5%	90.8%	0	4	4	0
Asheville-Buncombe TCC	39.6%	53.7%	61.3%	65.4%	71.6%	40.3%	89.7%	94.9%	1	3	4	0
Beaufort County CC	38.2%	82.5%	65.4%	51.3%	60.3%	48.0%	77.3%	93.3%	2	2	4	0
Bladen CC	45.1%	63.4%	52.1%	61.0%	53.8%	38.1%	72.0%	79.7%	0	1	7	0
Blue Ridge CC	36.0%	65.6%	70.6%	77.9%	75.2%	32.7%	91.8%	98.6%	4	1	3	0
Brunswick CC	46.6%	36.9%	73.8%	59.6%	72.1%	40.2%	85.5%	87.8%	0	5	2	1
Caldwell CC & TI	41.7%	65.5%	65.3%	71.8%	68.2%	46.2%	82.7%	87.9%	1	5	2	0
Cape Fear CC	30.6%	79.2%	63.5%	59.3%	72.0%	49.0%	90.2%	85.7%	1	3	4	0
Carteret CC	27.4%	91.9%	71.9%	68.1%	68.7%	40.6%	78.1%	84.8%	1	3	4	0
Catawba Valley CC	36.9%	67.6%	75.0%	56.3%	69.7%	40.0%	84.9%	93.7%	1	2	5	0
Central Carolina CC	55.2%	69.1%	60.6%	70.8%	65.3%	37.5%	84.5%	91.2%	1	2	5	0
Central Piedmont CC	49.8%	75.1%	77.8%	71.5%	70.4%	36.7%	92.3%	87.1%	2	4	2	0
Cleveland CC	59.8%	73.9%	73.4%	68.9%	64.4%	32.6%	87.6%	84.2%	1	4	3	0
Coastal Carolina CC	37.9%	64.4%	70.0%	62.7%	72.4%	45.1%	94.3%	90.1%	1	4	3	0
College of The Albemarle	48.4%	58.2%	61.0%	75.4%	71.1%	47.2%	82.5%	87.0%	1	3	4	0
Craven CC	31.9%	50.0%	49.6%	72.1%	66.5%	42.5%	86.0%	90.8%	0	4	4	0
Davidson County CC	56.4%	73.3%	61.2%	64.1%	74.2%	49.6%	92.4%	88.6%	3	3	2	0
Durham TCC	36.6%	65.0%	56.0%	68.5%	60.7%	38.2%	91.1%	94.1%	1	2	5	0
Edgecombe CC	51.3%	75.2%	51.0%	42.9%	53.3%	30.7%	85.9%	94.3%	2	2	3	1
Fayetteville TCC	32.6%	82.6%	64.8%	60.4%	58.7%	38.3%	91.3%	87.9%	1	3	4	0
Forsyth TCC	48.8%	75.9%	63.7%	53.6%	68.6%	42.2%	92.9%	88.6%	1	5	2	0
Gaston College	37.3%	76.9%	74.4%	69.8%	76.5%	36.5%	93.4%	85.1%	2	3	3	0
Guilford TCC	26.5%	70.3%	52.8%	66.6%	64.8%	43.2%	88.4%	85.3%	0	3	5	0
Halifax CC	48.4%	55.1%	66.5%	65.3%	58.7%	38.9%	86.1%	69.6%	0	4	3	1
Haywood CC	40.9%	48.9%	70.8%	69.5%	69.2%	38.0%	77.2%	97.1%	1	3	3	1
Isothermal CC	28.9%	69.0%	66.9%	75.5%	68.5%	39.3%	76.2%	89.7%	1	3	4	0
James Sprunt CC	57.8%	70.0%	62.2%	57.1%	75.8%	47.9%	80.9%	94.6%	4	0	4	0
Johnston CC	45.7%	81.8%	80.5%	58.0%	71.3%	44.1%	83.5%	83.2%	1	4	3	0
Lenoir CC	44.8%	67.7%	50.5%	43.1%	66.2%	42.9%	80.2%	88.7%	0	3	4	1
Martin CC	38.2%	67.1%	60.9%	78.6%	72.4%	43.5%	69.4%	100.0%	2	2	3	1
Mayland CC	40.8%	78.7%	64.3%	68.6%	74.5%	49.1%	81.3%	87.5%	1	4	3	0
McDowell TCC	38.3%	70.9%	81.4%	86.7%	70.3%	36.4%	90.2%	83.3%	2	2	4	0
Mitchell CC	41.1%	90.3%	65.1%	60.2%	68.8%	32.7%	90.3%	88.0%	1	5	2	0
Montgomery CC	42.6%	72.7%	79.3%	31.7%	75.6%	50.0%	94.1%	93.3%	4	3	0	1
Nash CC	33.6%	70.1%	52.6%	72.4%	62.7%	29.5%	75.0%	85.1%	0	1	7	0
Pamlico CC	28.1%	53.3%	50.0%	91.3%	60.5%	61.3%	100.0%	80.0%	3	0	5	0
Piedmont CC	40.3%	71.7%	62.4%	71.1%	73.8%	46.5%	74.6%	73.8%	1	3	4	0
Pitt CC	44.1%	68.1%	70.8%	44.1%	66.0%	46.0%	91.4%	88.9%	1	4	2	1
Randolph CC	34.6%	75.8%	76.3%	66.0%	70.1%	42.0%	86.2%	82.2%	1	5	2	0
Richmond CC	46.8%	63.2%	65.8%	64.3%	73.5%	34.7%	83.3%	94.5%	1	3	4	0
Roanoke-Chowan CC	13.1%	72.2%	60.2%	90.0%	66.7%	47.5%	74.5%	*	2	1	3	1
Robeson CC	35.1%	80.6%	52.9%	56.3%	49.0%	37.8%	77.9%	71.0%	0	1	5	2
Rockingham CC	56.0%	76.7%	56.4%	70.6%	69.0%	47.6%	79.5%	96.1%	3	3	2	0
Rowan-Cabarrus CC	37.2%	63.9%	69.4%	67.0%	61.9%	35.0%	79.2%	84.4%	0	2	6	0
Sampson CC	49.0%	82.1%	50.0%	66.3%	68.8%	38.8%	80.5%	75.7%	1	3	4	0
Sandhills CC	26.0%	60.6%	61.6%	54.6%	65.8%	39.5%	92.6%	87.8%	1	1	6	0
South Piedmont CC	48.1%	74.9%	62.5%	51.4%	60.8%	47.4%	82.8%	88.0%	1	3	4	0
Southeastern CC	45.0%	84.2%	55.4%	75.3%	60.2%	42.2%	75.2%	84.4%	1	3	4	0
Southwestern CC	50.8%	81.5%	63.0%	66.8%	74.1%	46.8%	92.4%	93.6%	2	5	1	0
Stanly CC	42.8%	71.8%	67.5%	72.4%	68.4%	46.3%	87.2%	89.9%	1	7	0	0
Surry CC	37.1%	94.5%	65.2%	64.8%	71.2%	44.2%	97.0%	85.1%	2	3	3	0
Tri-County CC	27.3%	79.1%	76.4%	38.6%	77.5%	32.8%	87.7%	77.8%	2	2	3	1
Vance-Granville CC	40.2%	73.6%	58.6%	54.4%	63.8%	34.4%	92.0%	90.1%	1	2	5	0
Wake TCC	38.5%	60.1%	54.7%	63.9%	67.3%	39.1%	91.6%	91.9%	0	2	6	0
Wayne CC	66.5%	71.9%	63.3%	66.4%	73.3%	48.8%	79.6%	83.2%	2	3	3	0
Western Piedmont CC	20.8%	67.0%	66.3%	69.8%	71.8%	45.7%	95.4%	85.4%	2	3	3	0
Wilkes CC	44.6%	91.3%	56.1%	75.7%	73.6%	43.9%	81.4%	90.2%	2	4	2	0
Wilson CC	58.2%	74.5%	46.2%	72.2%	65.8%	39.5%	81.7%	90.2%	1	3	4	0

Note: Basic Skills Student Progress and GED Diploma Pass Rates are not performance funding components this year

Note: Color indicators are based on the precise percentages and not the rounded percentages as displayed

\* Less than 5 students

# Community College Survey of Student Engagement

Wayne Community College

**2013 Key Findings**

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# Key Findings: A Starting Point

The Key Findings report provides an entry point for reviewing results from your administration of the 2013 Community College Survey of Student Engagement (CCSSE). The report provides college-specific data in an easy-to-share format including benchmark comparisons between the college, top-performing colleges, and the CCSSE cohort. It also highlights aspects of highest and lowest student engagement at the college, as well as results from five of the CCSSE special-focus items on promising educational practices. Select faculty survey data are also highlighted.

## Promising Practices for Student Success

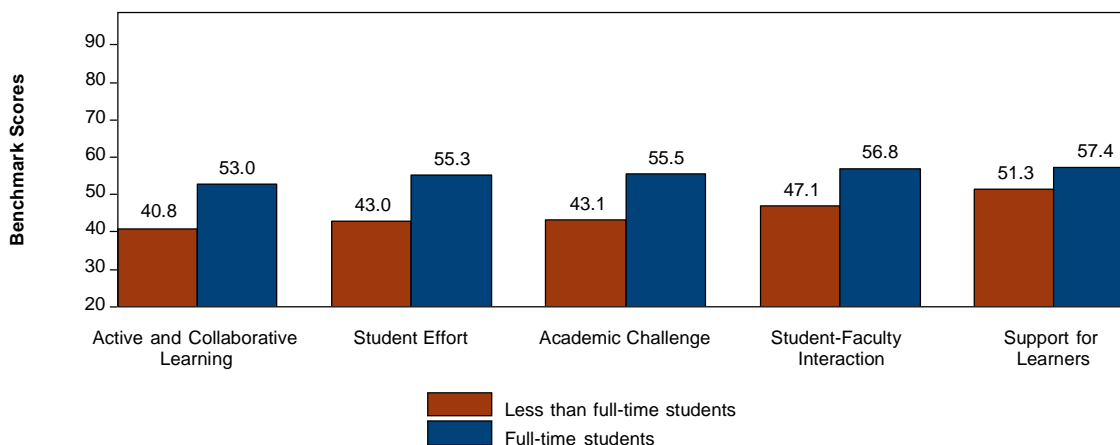
In each annual administration, CCSSE has included special-focus items to allow participating colleges and national researchers to delve more deeply into areas of student experience and institutional performance of great interest to the field. The 2013 special-focus items are part of an ongoing national research project focused on community college students' participation in a defined collection of promising practices for which there is emerging evidence of effectiveness in strengthening student learning, persistence, and attainment. This work will link data from the CCSSE special-focus items; related items on the faculty survey (CCFSSE), which explore the extent of faculty members' use of the identified promising practices in their teaching; and institutional data collected from the Community College Institutional Survey (CCIS) that address questions about how these promising practices are implemented across varied institutions.

This data collection will provide empirical confirmation of promising educational practices in community colleges, quantification of the extent to which those practices are part of the current experience of our students, and information about whether participation in these types of practices varies across subgroups of students. Ongoing data analysis will provide new evidence of how student participation in these practices is related to overall student engagement, academic progress, and college completion.

## Benchmark Overview by Enrollment Status

Figure 1 below represents your institution's CCSSE benchmark scores by students' enrollment status.

Figure 1



# Benchmarks of Effective Educational Practice

The *CCSSE* benchmarks are groups of conceptually related survey items that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

Community colleges can differ dramatically on such factors as size, location, resources, enrollment patterns, and student characteristics. It is important to take these differences into account when interpreting benchmark scores—especially when making institutional comparisons. The Center for Community College Student Engagement has adopted the policy “Responsible Uses of *CCSSE* and *SENSE* Data,” available at [www.ccsse.org](http://www.ccsse.org).

*CCSSE* uses a three-year cohort of participating colleges in all core survey analyses. The current cohort is referred to as the 2013 *CCSSE* Cohort (2011-2013) throughout all reports.

## CCSSE Benchmarks

### ★ Active and Collaborative Learning

Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems.

### ★ Student Effort

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

### ★ Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.

### ★ Student-Faculty Interaction

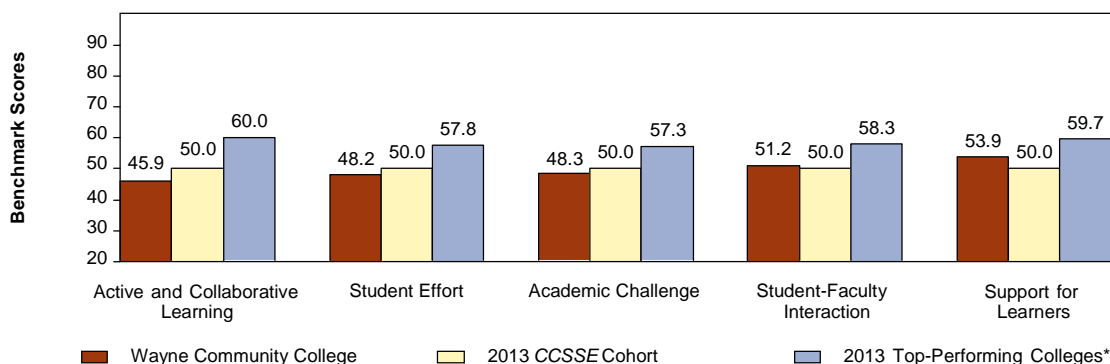
In general, the more contact students have with their faculty the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

### ★ Support for Learners

Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

For further information about *CCSSE* benchmarks, please visit [www.ccsse.org](http://www.ccsse.org).

Figure 2



\*Top-Performing colleges are those that scored in the top 10 percent of the cohort by benchmark.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit [www.ccsse.org](http://www.ccsse.org).

# Survey of Entering Student Engagement

Wayne Community College

**2013 Key Findings**

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Benchmarks of Effective Educational Practice With Entering Students	2
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## Benchmarks of Effective Educational Practice With Entering Students

### SENSE Benchmarks

#### ★ Early Connections

When students describe their early college experiences, they typically reflect on occasions when they felt discouraged or thought about dropping out. Their reasons for persisting almost always include one common element: a strong, early connection to someone at the college.

#### ★ High Expectations and Aspirations

Nearly all students arrive at their community colleges intending to succeed and believing that they have the motivation to do so. When entering students perceive clear, high expectations from college staff and faculty, they are more likely to understand what it takes to be successful and adopt behaviors that lead to achievement. Students then often rise to meet expectations, making it more likely that they will attain their goals. Often, students' aspirations also climb, and they seek more advanced credentials than they originally envisioned.

#### ★ Clear Academic Plan and Pathway

When a student, with knowledgeable assistance, creates a road map—one that shows where he or she headed, what academic path to follow, and how long it will take to reach the end goal—that student has a critical tool for staying on track. Students are more likely to persist if they not only are advised about what courses to take, but also are helped to set academic goals and to create a plan for achieving them.

*Continued on Page 3*

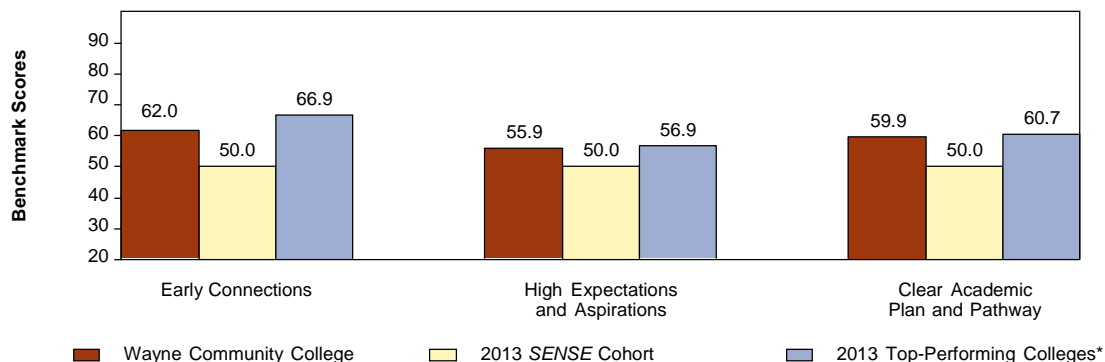
The Survey of Entering Student Engagement (*SENSE*) benchmarks are groups of conceptually related survey items that address key areas of entering student engagement. The six benchmarks denote areas that educational research has shown to be important to entering students' college experiences and educational outcomes; thus, they provide colleges with a useful starting point for looking at institutional results.

Ideally, colleges engage entering students in all six benchmark areas, beginning with a student's first contact with the institution and continuing through completion of the first three weeks of the initial academic term. This time is decisive because current research indicates that helping students succeed through the first academic term can dramatically improve subsequent success, including completing courses and earning certificates and degrees.

While many student behaviors and institutional practices measured by the benchmarks can and should continue throughout students' college careers, the *SENSE* items and the resulting data focus on this critical entering student timeframe.

*SENSE* benchmark scores are computed by averaging the scores on survey items composing the benchmarks. Benchmark scores are standardized to have a mean of 50 and standard deviation of 25 across all entering student respondents.

Figure 1a



\*Top-Performing Colleges are those that scored in the top 10 percent of the cohort by benchmark.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit [www.ccse.org](http://www.ccse.org).

## Benchmarks of Effective Educational Practice With Entering Students

The standardized benchmark scores allow colleges to gauge and monitor their performance in areas of entering student engagement. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

Community colleges can differ dramatically on such factors as size, location, resources, enrollment patterns, and student characteristics. It is important to take these differences into account when interpreting benchmark scores—especially when making institutional comparisons. The Center for Community College Student Engagement has adopted the policy “Responsible Uses of *CCSSE* and *SENSE* Data,” available at [www.cccse.org](http://www.cccse.org).

*SENSE* uses a three-year cohort of participating colleges in all core survey analyses. The current cohort is referred to as the 2013 *SENSE* Cohort (2011-2013) throughout all reports.

### *SENSE* Benchmarks

*Continued from Page 2*

#### ★ Effective Track to College Readiness

Nationally, more than six in 10 entering community college students are underprepared for college-level work. Thus, significant improvements in student success will hinge upon effective assessment, placement of students into appropriate courses, and implementation of effective strategies to ensure that students build academic skills and receive needed support.

#### ★ Engaged Learning

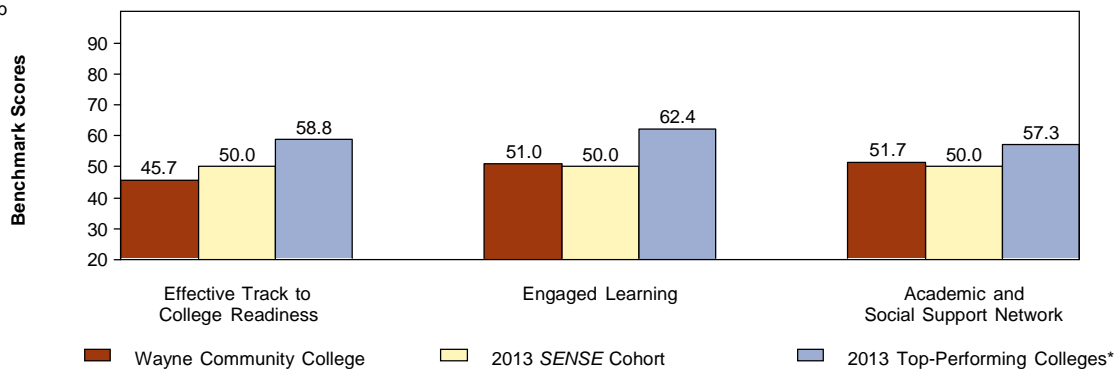
Instructional approaches that foster engaged learning are critical for student success. Because most community college students attend college part-time, and most also must find ways to balance their studies with work and family responsibilities, the most effective learning experiences will be those the college intentionally designs.

#### ★ Academic and Social Support Network

Students benefit from having a personal network that enables them to obtain information about college services, along with the academic and social support critical to student success. Because entering students often don't know what they don't know, colleges must purposefully create those networks.

For further information about *SENSE* benchmarks, please visit [www.cccse.org](http://www.cccse.org).

Figure 1b



\*Top-Performing Colleges are those that scored in the top 10 percent of the cohort by benchmark.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit [www.cccse.org](http://www.cccse.org).



## Student Learning Opinion Survey - Advisory Boards and Board of Trustees

1. How can the college help students achieve their academic and/or career goals? (Please choose up to 3)

Answer Options	Response Percent	Response Count
Develop and implement more structured curriculum plans	10.3%	3
Provide more co-op opportunities	34.5%	10
Provide more training for students in technology	24.1%	7
Provide more training for students in employability skills such as communication skills, problem solving skills, and team building skills	58.6%	17
Provide more training in basic, practical business skills such as developing resumes, filling out applications, and interviewing well	37.9%	11
Offer more online and/or hybrid classes	6.9%	2
Offer more face-to-face classes	20.7%	6
Provide greater access to career counselors	10.3%	3
Develop stronger partnerships with local industries	27.6%	8
Develop internship and job-shadowing programs	62.1%	18
Other (please specify)		2
answered question		29

2. How might the college improve student learning in our programs and services? (Please choose up to 3)

Answer Options	Response Percent	Response Count
Expand Problem-Based Learning training for instructors across the curriculum	34.5%	10
Provide more training for students in employability skills such as communication skills, problem solving skills, and team building skills	69.0%	20
Provide more opportunities for off-site learning experiences such as one-day or multi-day learning trips	48.3%	14
Provide more students access to technology training	44.8%	13
Provide instructors with more relevant professional development	27.6%	8
Develop more specific student learning outcomes	20.7%	6
Provide more study skills seminars for students	10.3%	3
Other (please specify)		1
answered question		29



## Student Learning Opinion Survey - Faculty and Staff

1. How can the college help students achieve their academic and/or career goals? (Please choose up to 3)

Answer Options	Response Percent	Response Count
Implement a more structured approach to advising	35.5%	61
Improve the financial aid process	25.0%	43
Provide more professional tutors	19.2%	33
Develop and implement more structured curriculum plans	15.7%	27
Provide more co-op opportunities	12.8%	22
Provide more training for students in technology	16.9%	29
Provide more training for students in employability skills such as communication skills, problem solving skills, and team building skills	32.6%	56
Provide more training in basic, practical business skills such as developing resumes, filling out applications, and interviewing well	17.4%	30
Offer more online and/or hybrid classes	12.2%	21
Offer more face-to-face classes	15.1%	26
Provide greater access to career counselors	23.8%	41
Facilitate better academic placement and procedures	20.3%	35
Develop stronger partnerships with local industries	10.5%	18
Develop internship and job-shadowing programs	26.7%	46
Other (please specify)		16
answered question		172

2. How can the college improve first-year student success? (Please choose up to 3)

Answer Options	Response Percent	Response Count
Improve the student registration process	41.6%	69
Improve the student success (ACA) class	35.5%	59
Assign college transfer advisees to specific faculty members	34.3%	57
Develop a better student orientation experience	42.8%	71
Develop a mentoring program between faculty and students	39.2%	65
Provide more extra-curricular opportunities	15.7%	26
Develop student learning communities (two or more classes that a group of students take together)	30.1%	50
Other (please specify)		15
answered question		166

3. How might the college improve student learning in our programs and services? (Please choose up to 3)

Answer Options	Response Percent	Response Count
Expand Problem-Based Learning training for instructors across the curriculum	23.0%	38
Provide more training to students in employability skills such as communication skills, problem solving skills, and team building skills	47.9%	79
Provide more opportunities for off-site learning experiences such as one-day or multi-day learning trips	26.1%	43
Provide more students access to technology training	33.3%	55
Provide instructors with more relevant professional development	40.6%	67
Develop more specific student learning outcomes	21.8%	36
Provide more study skills seminars for students	35.8%	59
Improve the student success (ACA) class	27.9%	46
Other (please specify)		10
answered question		165

## Student Learning Opinion Survey - Students

1. How can the college help students achieve their academic and/or career goals? (Please choose up to 3)

Answer Options	Response Percent	Response Count
Implement a more structured approach to advising	22.4%	50
Improve the financial aid process	33.6%	75
Provide more professional tutors	23.8%	53
Develop and implement more structured curriculum plans	14.3%	32
Provide more co-op opportunities	11.7%	26
Provide more training for students in technology	13.0%	29
Provide more training for students in employability skills such as communication skills, problem solving skills, and team building skills	17.9%	40
Provide more training in basic, practical business skills such as developing resumes, filling out applications, and interviewing well	13.5%	30
Offer more online and/or hybrid classes	26.9%	60
Offer more face-to-face classes	21.5%	48
Provide greater access to career counselors	17.9%	40
Facilitate better academic placement and procedures	9.4%	21
Develop stronger partnerships with local industries	13.5%	30
Develop internship and job-shadowing programs	42.6%	95
Other (please specify)		20
answered question		223

2. How can the college improve first-year student success? (Please choose up to 3)

Answer Options	Response Percent	Response Count
Improve the student registration process	48.1%	102
Improve the student success (ACA) class	17.9%	38
Assign college transfer advisees to specific faculty members	25.0%	53
Develop a better student orientation experience	31.1%	66
Develop a mentoring program between faculty and students	43.9%	93
Provide more extra-curricular opportunities	27.8%	59
Develop student learning communities (two or more courses that a group of students take together)	34.9%	74
Other (please specify)		10
answered question		212

3. How might the college improve student learning in our programs and services? (Please choose up to 3)

Answer Options	Response Percent	Response Count
Provide more training for students in employability skills such as communication skills, problem solving skills, and team building skills	58.4%	115
Provide more opportunities for off-site learning experiences such as one-day or multi-day learning trips	62.4%	123
Provide more students access to technology training	39.6%	78
Provide more study skills seminars for students	37.1%	73
Improve the student success (ACA) class	18.3%	36
Other (please specify)		12
answered question		197
skipped question		

## **Appendix E**

### **Focus Group – Final Report**

**October 23, 2014**

**Facilitator – Gene Smith**

**Scribe – Jacqueline Kannan**

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#### **Methodology – Focus Group**

Six focus groups, with 85 faculty, staff, students, and Board of Trustees members, were conducted between October 2013 and February 2014. The question was asked, “How can the College help students achieve their academic and/or career goals?” Each focus group addressed challenges and suggested changes that could be made to improve students’ ability to obtain their goals.

#### **Results/Conclusions**

The top challenges mentioned in the focus groups were as follows:

1. Writing / verbal communication skills
2. Orientation
3. Advising
4. Advisor availability
5. Financial aid
6. Course availability
7. Attendance
8. More help for students (such as achievement coaches)
9. Time management
10. Not understanding how to be a first-semester college student
11. Unclear and unrealistic goals
12. Financial issues
13. Personal issues

## **Appendix F**

### **Focus Group – Final Report**

**October 29-30, 2014**

**Facilitator – Dr. Tracey Ivey**

**Scribes – Anna Pittman, Dorothy Moore**

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#### **Methodology – Focus Group**

To assist in narrowing the QEP topic, six additional focus groups, centered on academic advising, were conducted between October 23-30, 2014. Three sessions were held with faculty and staff, and three sessions were held with students. Participants were asked, “What challenges do students face with academic advising at WCC?”

#### **Results/Conclusions**

The top challenges were as follows:

1. Navigating university websites – college transfer program
2. Keeping up to date on curriculum changes at WCC and at other colleges and universities
3. Setting course schedules / course availability
4. Advisors do not have the opportunity to get to know students
5. Balancing number of hours with how many the student can actually handle
6. Admissions and Records and Financial Aid Office not having info in a timely manner
7. Students do not have an established goal
8. Knowing what to ask advisors
9. Understanding how the advising process works
10. Advisors do not encourage enough
11. No communication between advising center and other areas on campus (ex. Financial Aid Office)
12. Not enough assistance with setting goals
13. Students close to graduating not having higher priority in registering for classes

## Appendix G

WAYNE COMMUNITY COLLEGE  
*ACA 122-[Section Number] College Transfer Success*  
*Spring 2016*  
*[Date, Time and Class Location]*

### **Instructor Information**

Instructor:  
Office Location:  
Telephone Numbers:  
Office Hours:  
E-Mail Address:  
FAX Number:

### **Course Description (CCL)**

Class 0      Lab 2      Clinical 0      Work 0      Credit 1

This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the 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.

### **Prerequisite(s)**

None

### **Co-requisite(s)**

None

### **College Institutional Learning Outcomes**

A graduate of Wayne Community College should be able to:

1. Make effective oral presentations.
2. Compose effective written documents.
3. Analyze aspects of human culture, such as creative expressions or diverse social structures.
4. Apply appropriate mathematics to solve real-world problems
5. Interpret or analyze natural phenomena using concepts and principles of the natural sciences.
6. Explain social phenomena or behaviors by applying concepts and principles of the social or behavioral sciences.
7. Use computer technology to achieve academic and work-related goals.

### **Program Learning Outcomes**

Upon completion of the AA and AS program, a graduate should be able to:

1. Identify and evaluate the source, context, and credibility of information.
2. Communicate information to a variety of audiences using appropriate written methods.
3. Apply appropriate mathematics to solve real world problems.

## **Course Learning Outcomes**

Upon completion of ACA 122, a student should be able to:

1. Develop a strategic plan to accomplish their academic goals.
2. Identify the rights and responsibilities of transfer students under the Comprehensive Articulation Agreement (CAA), including the Universal General Education Transfer Component (UGETC) designated courses, the Transfer Assured Admissions Policy (TAAP), the CAA appeals process, and university tuition surcharge.
3. Evaluate learning strategies, including reading, studying, note-taking, test-taking, information processing, information literacy, time management, memorization techniques, and identify strategies for improvement.
4. Identify essential college resources designed to increase their ability to attain academic success.
5. Identify essential college policies and procedures, including academic integrity such as avoiding plagiarism; calculating GPA, and maintaining satisfactory academic progress for financial aid eligibility and/or good academic standing.

## **Required Textbook(s)**

*Success By Design*, 3<sup>rd</sup> Edition, by G. McCutchen and E. Riney, published by Hayden-McNeil Publishing, ISBN: 978-0-7380-7001-8

## **Other Required Materials/Software**

Access to Moodle, Web Advisor, Campus Email, GradesFirst, Adobe Reader XI, MS Word, MS Excel, and MS Power Point is required.

## **Learning/Teaching Methods**

Learning and teaching methods to be utilized include, but are not limited to assigned readings, lectures, student discussions, case materials, and presentation of supplemental information, and Internet assignments.

## **Course Requirements/Methods of Evaluation**

To demonstrate attainment of all learning outcomes for ACA 122, the student must achieve an overall average of 70%. **ACA 122 is comprised of 500 points. You must earn 350 points at a minimum to earn a 70%.**

See the course outline and ACA 122 Moodle site for more details on course assignments.

## **Grading Policy/Criteria**

The following ten-point grading scale will be used.

89.5-100 %	= A
79.5-89.4%	= B
69.5%-79.4%	= C
59.5%-69.4%	= D
59.4% and below	= F

## **Academic Integrity/Student Rights and Responsibilities**

See the following link for Student Rights and Responsibilities, which includes the Academic Integrity Policy: <http://www.waynecc.edu/catalog>. Any student caught violating the

WCC Student Academic Integrity Policy (i.e., cheating, plagiarizing, or other dishonorable acts) in academic work is subject to disciplinary action.

### **Students with Disabilities**

WCC is committed to ensuring that students with disabilities have equal access to and participation in all programs of study. For further explanation, please note the Students with Disabilities section in the WCC General Catalog and Student Handbook at <http://www.waynecc.edu/catalog>. Students with disabilities can visit the Disabilities Services Counselor in Counseling Services, WLC 182, or call 919-739-6729.

### **Non-Discriminatory Statement**

Wayne Community College is committed to a policy of providing educational opportunities to all students regardless of economic or social status, beliefs, sexual orientation, national origin, or physical or mental disability. WCC's non-discriminatory statement may be found in the WCC General Catalog at <http://www.waynecc.edu/catalog>.

### **Audio & Visual Recordings and Student Privacy**

An instructor has the final decision on the recording of lectures. If allowed to record, a student may only use the recording for personal study. Courses may be recorded by the College. A student can choose to sign an Opt Out form in Admissions & Records, which will then be filed within the student's electronic record. Ultimately, the responsibility lies with the student to inform the instructor of their privacy needs.

### **Student Attendance Policy**

Attendance policy links for the college catalog and student handbook: <http://www.waynecc.edu/catalog-schedules> or <http://www.waynecc.edu/student-handbook>.

The College believes students demonstrate responsibility for and commitment to their educational goals through regular attendance; therefore, students must attend 80% of the total hours of any class to receive a passing grade. Instructors will excuse no absences under this policy

Therefore, attending class and completing all assignments is vital for success in ACA 122. In order to have attended 80% of class hours, you are **only allowed 6 absences** in ACA 122. **An absence is counted if you are not physically present for class OR if you do not turn in an assignment on time.** Turning in assignments via Moodle is a major part of ACA 122. Failure to turn in assignments will result in absences.

**NOTE:** In addition to the attendance policy, any student who is absent for more than 14 consecutive days will be withdrawn from the course.

### **Campus Safety**

Wayne Community College is committed to providing a safe environment for all students and employees. Students need to be familiar with the emergency information published on the red and white cards throughout campus and fire alarm locations, along with the safety topics found in the *WCC General Catalog/Student Handbook*, including crime reporting and prevention. In addition, instructors will provide information on any safety issues applicable to their specific courses, such as bloodborne pathogen and bodily fluid cleanup/reporting, Chemical Safety/Safety Data Sheets, and personal protective equipment.

WCC Alerts for emergencies and inclement weather situations are sent to all employees and students using e-mail, text, and phone. More information regarding WCC Alerts may be found on the WCC website.

### **Additional Information from the Instructor/Miscellaneous**

Cell phones, beepers, and walkie-talkies cause unnecessary disruption to the learning/ teaching process in the classroom, lab, or library setting. Out of courtesy to others, all systems of communication should be in quiet position during instructional, lab, or library time.

1. Wayne Community College is a tobacco-free and drug-free institution. Tobacco products and drugs are not to be utilized at any time while on any part of the college campus including but not limited to parking lots, walkways, stairwells, or inside buildings.



**ACA 122 Week By Week Schedule**

<b>Week</b>	<b>Topic(s)</b>	<b>Assignment(s) Due</b>
1	Breaking the Ice Key Aspects of ACA 122 and the WCC OnPoint Program	What Will Be Your Legacy? Forum Post Library Barcode Number Assignment
2	College Support Services GradesFirst	College Support Services Assignment
3	Time Management Reading Strategies Note-Taking Strategies	Time Management Weekly Planner Assignment Reading Strategies Case Study Assignment
4	Study Strategies Test-Taking Strategies	Study Strategies Case Study Assignment Test-Taking Strategies Case Study Assignment
5	Understand How YOU Learn	The ILS Questionnaire
6	Personal Interests Discovery Effective Goal Setting	Career Interest Inventories Assignment Part I
7	Career Discovery	Career Interest Inventories Assignment Part II
8	Academic Discovery	Academic Discovery Assignment
9	Design Your Future	College Transfer Report Part I
10	Design Your Future Cont. WCC Curriculum Guidelines, Course Catalog, Course Delivery Methods	College Transfer Report Part II and III
11	How To Use Web Advisor to Register For Classes/Other Web Advisor Services	Web Advisor and Registration Quiz ( <i>Advisor Hold Removal</i> )
12	Financial Literacy	Create A Budget Assignment <b>Priority Registration - Register For Next Semester***</b>
13	Information Literacy	Information Literacy Assignment
14	Stress Management and Wellness	Health Habits Forum
15	College Student Roles, Responsibility	College Student Roles and Responsibilities Assignment
16	Soft Skills	Soft Skills Practical Use Forum

**\*\*\*Register for next semester when your window to do so based on the number of credit hours you have completed opens**

## Appendix H

### Career Interest Inventories Assignment Part I

*Purpose:* To define your career skills and interests and determine how your skills and interests match specific careers.

*Directions:* In order to complete this assignment you will have to create an account on [www.CFNC.org](http://www.CFNC.org). To do this, follow steps 1 – 6 beginning on pg. 14 of *Success By Design*. Once you have created your free CFNC.org account, log-in to begin this portion of the assignment.

Once you are logged into your CFNC.org account, follow steps 7-9 starting beginning on pg. 17 of *Success By Design*.

At this point, you will see a screen that lists 9 different career assessments. For the purpose of this assignment, you will complete a **minimum** of the INTEREST PROFILER and the WORK VALUES SORTER, as well as respond to the follow-up questions for each assessment. You are encouraged to complete as many of other of the career assessments as you would like to develop a deeper understanding of your career interests.

**THE INTEREST PROFILER:** This career assessment is aimed at figuring out your personal interests and how they match to particular careers. This assessment should take between 10-20 minutes to complete. Once completed, you will be shown your top TWO interest areas, as well as some general information about each one. The page shown in **Figure 1** will be similar to what you will see.

Next, click on “View Careers” to see which careers match up with your interest areas (see **Figure 2**). From here, you can choose careers to explore in greater detail. Some areas of interest include determining what the career field entails, whether or not that career is for you, what skills are important to have for the career, as well as career salaries! Use this information to respond to the follow-up questions.

At this point, you will need to create a PDF copy of your results to be uploaded via the assignment link in Moodle. To create the PDF, click on the “PDF This” link found near the top right corner of the screen (see **Figure 3**). By clicking the link, you will download a PDF version of your Interest Profiler results to your computer. Save this PDF so that you will be able to upload it into Moodle. You can also revisit your results on [www.CFNC.org](http://www.CFNC.org) by logging in and following steps 7-9 on pg. 17 of *Success By Design*.

**INTEREST PROFILER Follow-Up Questions:** Please respond to the following questions concerning the results from your Interest Profiler and the information you gathered about your top two interest areas.

1. What are your top two interest areas and what does each mean?
2. Do these interest areas accurately reflect your true interests? Do you agree with your results? Why or why not?
3. After looking at “View Careers”, what 3 suggested careers seem to be the most appealing to you and why?

Please respond to each question with accurately spelled, grammatically correct complete sentences. You are to type your answers using MS Word saving the file as “Interest Profiler\_Last Name\_First Name;” ie. if your name is John Doe your MS Word file should be named **Interest Profiler\_Doe\_John**.

Upload your responses into your ACA 122 Moodle course page.

**THE WORK VALUES SORTER:** This career assessment is aimed at figuring out your work values and how they match to particular careers. Values are the principles, or beliefs, that are important to you and therefore affect aspects of your life. Knowing which work values are most important to you will help when determining which careers will suit you best.

The Works Value Sorter should take between 5-15 minutes to complete. Once completed, you will be shown your top TWO work values, as well as some general information about each one. The results page will look similar to the Interest Profiler results page. You can click on “View Careers” to see which careers match up with your work values. From here, choose some careers to explore in greater detail and use this information to respond to the follow-up questions.

Also, you will need to create a PDF of your results to be uploaded via the assignment link in Moodle by clicking the “PDF This” link found near the top right corner of the screen. By clicking the link, you will download a PDF version of your Works Value Sorter results to your computer. Save this PDF so that you will be able to upload it into Moodle. You can also revisit your results on [www.CFNC.org](http://www.CFNC.org) by logging in and following steps 7-9 on pg. 17 of *Success By Design*.

**WORK VALUES SORTER Follow-Up Questions:** Please respond to the following questions concerning the results of your Work Values Sorter and any information gathered about your top two work values.

1. What are your top two work values and what does each one mean?
2. Do these work values accurately reflect your own values? Do you agree with you results?
3. Based on the results, what 3 suggested careers seem to be the most appealing to you and why?

Please respond to each question with accurately spelled, grammatically correct complete sentences. You are to type your answers using MS Word saving the file as "Interest Profiler\_Last Name\_First Name;" ie. if your name is John Doe your MS Word file should be named **Interest Profiler\_Doe\_John**.

Upload your responses into your ACA 122 Moodle course page.

### **Career Interest Inventories Part II**

Part I of the Career Interest Inventories assignment had you discover more about your interests, work values, and possible careers. With Part II of the assignment, you will develop a deeper understanding of at least three possible careers through research.

First, choose at least three of the careers that were the most appealing to you. Then respond to the following questions.

1. What do persons in this career do? What does a typical day look like for a person in this career?
2. What are the basic skills, transferable skills, and workplace skills needed to perform this career at a high level?

3. What is the level of education you will need to pursue to gain employment within this career field?
  
4. What are the Average Annual Wage and the Average Starting Wage for this career?
  
5. What is the outlook for this career? In other words, is the demand for this career growing, staying the same, or shrinking?

Please respond to each question with accurately spelled, grammatically correct complete sentences. You are to type your answers using MS Word saving the file as "Career Interest Part II\_Last Name\_First Name;" ie. if your name is John Doe your MS Word file should be named **Career Interest Part II\_Doe\_John**.

Upload your responses into your ACA 122 Moodle course page in Week 7.

## Appendix I

### Academic Discovery Assignment

*Purpose:* To identify and learn about several academic programs at various 4-year institutions which match the careers you researched while completing the Career Interest Inventories Assignment Part II. You will begin to familiarize yourself with several college websites and how to navigate them in order to find important information.

*Directions:* Using the internet search for and identify various 4-year institutions that offer academic program(s) that would allow you to pursue a career in each of the 3 careers you identified by completing the Career Interest Inventories Part II Assignment. Use the following as a guide:

**Career 1:**

**Degree(s) Needed:**

**School(s) Offering Degree:**

**Career 2:**

**Degree(s) Needed:**

**School(s) Offering Degree:**

**Career 3:**

**Degree(s) Needed:**

**School(s) Offering Degree:**

You are to type your answers using MS Word saving the file as “Academic Discovery\_Last Name\_First Name;” ie. if your name is John Doe your MS Word file should be named **Academic Discovery\_Doe\_John**.

Upload your responses into your ACA 122 Moodle course page in Week 8.

## College Transfer Report Part I

*Purpose:* To allow you to increase your knowledge about the requirements of your academic program at WCC and to increase your understanding of the process of transferring to a 4-year institution of your choosing.

*Directions:* You have begun one of the most significant journeys of your life, the journey to a four-year college degree (and possibly even further if you are enjoying the trip). Your next stop after leaving Wayne Community College is a four-year university and Bachelor's degree. Or is it? Do you know how to proceed with your journey? Do you know the way to the next stop? Do you know what you'll need to bring with you when you get there? Do you know where to go afterwards?

No journey is successful without planning, and that is what this assignment is for. This assignment not only asks you to think about your final destination but also to map out the most direct route. Some of you may even find yourselves reconsidering what your final destination actually is.

The first step is deciding on the TWO four-year colleges you are most likely going to attend and what your major probably will be. Through the use of websites, brochures, catalogs, E-mails, campus visits, and other forms of "intelligence gathering," find information about the following for each four-year college:

For BOTH of the four-year institutions you have selected, write a report that answers the following questions in complete detail. They do not have to be answered in order.

1. Based on the results of the two career inventories taken previously, what will be your program of study?
  - a. Why did you choose this major?
2. To what four-year school will you be transferring?
  - a. Why did you select this institution?
3. What new information did you find out about your major at this four-year school?
4. Which four-year institutions offer your degree?
5. What is the required minimum GPA for transfer to the institution you chose?
  - a. What are the GPA and course requirements for *your major*? Include examples of classes you will have to take to complete the 4-year degree.
6. Did you find a course equivalency for community college courses for your major?
7. Does it require specific courses that need to be taken now at WCC? If so, please list those in this report.
  - a. How do you need to customize your Associate's degree?
8. Does the four-year institution offer transfer student orientation? Is it mandatory?
9. What is the average class size/faculty-student ratio?
10. What campus tutoring resources are available to you there?
11. What information did you find out about the costs for you?
12. What is the in-state versus out-of-state tuition?
  - a. What will be the cost for you per credit hour?
  - b. What other fees will be part of your college expenses?

- c. What are your financial aid options, and does the institution offer transfer scholarships?
- 13. What information did you find out about college resources (financial aid and scholarships, college tutoring, and instructor availability)?
- 14. What is your overall impression of the school? Has it changed?
- 15. Have you contacted someone who is attending/has attended your four-year institution (alumni, friends, school ambassadors, etc.)?
- 16. What materials do you need for your application to the college?
- 17. Create a "To Do" list of all materials you will need to gather for your application to the four-year college: You DO NOT have to collect these. A minimum of 5 items is required.
- 18. Have you visited the school? [OPTIONAL]

### ***Report Requirements***

- A. Typed and double-spaced with 12 point Times New Roman, or Arial. No other font types are accepted.
- B. One-inch margins left and right, top and bottom.
- C. At least three pages in length.
- D. Split the report into appropriate paragraphs.
- E. Do not skip extra lines between paragraphs. Make sure that the spacing before and after each paragraph is set to '0 pts.'
- F. Place a list of sources after the last page of the report (not part of your page count!!!!).
- G. Plagiarism-free: For our purposes, this means that everything must be processed and written in your own words. Information may not be copied word for word from the four-year college's materials.

### **College Transfer Report Part II**

Complete the following tasks and include them with the transfer report. Use the same 'Report Requirements' from Part One.

Get a copy of your **Associate in Arts** or **Associate in Science** curriculum guidelines on your class' Moodle page. It will be a fillable PDF which you can fill out, save, submit via Moodle, and print.

Based off of the guidelines and off of the requirements you discovered through your research:

- a) **Fill in the courses you have already taken/are taking.**
- b) **Fill in the courses you still need to take**



Submit your completed curriculum guideline using the appropriate assignment link found in you ACA 122 Moodle page.

### **College Transfer Report Part III**

Create a tentative semester by semester schedule with the courses you identified as needing to complete to graduate from WCC in the Curriculum Guidelines you filled out for Part II. To accomplish this task, use the **Semester By Semester Course Pathway** document on the next page. Once you have filled out what courses you need to take and what semester you need to take them, upload your assignment using the appropriate assignment link found in your ACA 122 Moodle page.

## Appendix J

### College Support Services Assignment

*Purpose:* To increase your knowledge about various college support services and how to use them to increase your ability to attain academic success.

*Directions:* For each of the college support services listed below you will answer the following questions:

1. Describe all of the resources that the college support service offers to students?
2. How can the college support service assist you in attaining academic success?
3. Where on the WCC campus (building and room number if available) is the college support service located? List all relevant locations on campus.

Answer each of the above questions for each of the following college support services:

Academic Skills Center  
Academic Testing Center  
Writing Center  
Career Services  
Counseling Services  
Disability Services  
Clyde A. Erwin, Jr. Library  
Financial Aid  
GradesFirst

*Feel free to include information for other college support services that are not listed above.*

Please answer each question with correctly spelled, grammatically correct, and complete sentences. You are to type your answers using MS Word. Please name the MS Word file "College Support Services\_Last Name\_First Name." For example, if your name is John Doe your MS Word file should be named **College Support Services\_Doe\_John**.

Upload your answers using the appropriate assignment link via the ACA 122 Moodle page.

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