



Quality Enhancement Plan

Growing

On

All

Levels

Successfully:

Enhancing First-Year Student Success through Learning
Communities, Enhanced First-Year Seminars, and Faculty
Mentoring.

October 28-30, 2008

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Dedicated to the memory of Brittany Marie Vidal, 1987-2007, BCC Student and QEP subcommittee member.

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Executive Summary

Brunswick Community College's Quality Enhancement Plan, GOALS (Growing on All Levels Successfully) Learning Communities, is an initiative designed to address the unique needs of our students by introducing them to skills that will assist them in setting and achieving their academic, personal, and civic goals. This plan defines these skills as "Student Success Skills," echoing the institution's broader mission of "[meeting] the educational and cultural needs of the [Brunswick County] community and [providing] opportunities for individuals to be successful."

This plan further delineates "Student Success Skills" in the form of five specific student learning outcomes, or first-year college competencies. Students completing a GOALS Learning Community will

- Apply the principles of critical thought to their academic and non-academic activities.
- Demonstrate knowledge of the conventions of standard written English and facility with oral communication.
- Demonstrate a level of commitment to their studies appropriate for college success.
- Recognize the importance of physical and socio-emotional health to their overall well-being.
- Recognize the importance of becoming active members of their campus, local, and global communities.

These outcomes, in effect, are the goals of GOALS; important and measurable, they are evidence that the institution is determined to address the areas of need in both the college and the community it serves that have been revealed by empirical and qualitative data.

The plan contains three integrated initiatives that together will act as the means of delivery for these Student Success Skills and as an agent for significant institutional change:

1. The formation of interdisciplinary first-year learning communities for students pursuing A.A., A.S., or A.F.A. degrees.
2. An enhanced and expanded freshman seminar course featuring a service learning component.
3. The introduction of small group academic advising and counseling.

The first of these GOALS Learning Communities will commence in August of 2008 and will serve as a pilot for subsequent GOALS communities, providing essential baseline assessment data that will guide future modifications to the plan. The interdisciplinary make-up of this learning community will be English and Psychology courses as well as a Humanities course in critical thinking. As will all GOALS Communities, the community will be anchored by a freshman seminar course in the first semester. It is important to note that whatever the interdisciplinary curricula of future GOALS Communities, they will all share the five prescribed student learning outcomes, and faculty designing future GOALS communities will design their curricula accordingly.

Faculty members, however, will have the freedom to append a sixth, unique (perhaps discipline-specific) outcome when proposing future GOALS learning communities.

Brunswick Community College's QEP is the culmination of a two-and-a-half year process in which the institution sought input from its constituents in a variety of ways. From the process's inception, stakeholders such as students, faculty, staff, administration, and community members were queried as to how BCC might best enhance student learning via press releases, a QEP web page, and student and faculty surveys that would later inform a series of focus group sessions open to all members of the campus community. The results of these focus groups, in turn, would inform the work of the subsequently formed QEP Development Committee, which transformed the focus group feedback, little changed, into the five student learning outcomes central to GOALS and developed the initiatives by which we will introduce our students to these foundational competencies.

The assessment of this plan will serve as a model for the institution as it immerses itself in a culture of evidence and moves toward becoming a truly learning-centered college. Both the plan's implementation as well as its impact on student learning will be carefully and systematically evaluated, and the results of these evaluations will be used to monitor and modify, as needed, the project on both levels. A framework has been developed allowing for GOALS to be incorporated fully into the institutional structure of the college, and this framework includes timelines, an action plan to be integrated within the institution's larger planning cycle, and the assignment of specific responsibilities. Measurements, moreover, direct and indirect, external and internal, of the student learning outcomes have been designed to assess the plan's success in achieving its stated objectives.

Finally, the institution is committed to and capable of providing the resources necessary for this plan's sustained success. Although ambitious, the plan's budget is within the means of the college. This document contains a detailed projected budget for GOALS that is evidence of an expanding commitment on the part of the institution to enhancing not only the quality of education at BCC, but also the quality of life of the community it serves.

I. Institutional Profile and Context

Brunswick Community College (BCC) is an institution in the midst of intense change, located in a county undergoing almost two decades of unprecedented and transformative growth. Any plan to enhance student learning at an institution such as ours must take these contextual factors into consideration. As a part of the planning process for the BCC QEP, the College carefully analyzed data concerning who we are as an institution, who we are becoming, as well as the dynamic community which we serve. From this analysis, a clear picture began to emerge of what the College and community look like at the present time and what challenges lie ahead as we venture into uncharted waters.

Brunswick Community College

BCC is a public, two-year college located in Supply (Brunswick County), North Carolina. Created in 1979, BCC is the youngest of the 58 constituent institutions in the North Carolina Community College System (NCCCS). For the 2005-06 academic year, BCC ranked 57 out of the 58 colleges in the system in number of students (5,599, including students enrolled in continuing education courses) and 53 out of the 58 in terms of FTE (840.82). The College is fully accredited by the Southern Association of Colleges and Schools and received its last reaffirmation of accreditation in 1998.

A 12-member Board of Trustees that is appointed in equal numbers by the Brunswick County Board of Education, the Brunswick County Board of Commissioners and the Governor governs BCC. The Student Government Association President is an ex-officio, non-voting member of the Board of Trustees.

The College offers 44 credit programs, which award associate degrees, diplomas and certificates. As all colleges in the NCCCS, BCC is striving to meet the needs of its constituents. A 2 + 2 transfer agreement in Education exists with UNC-Wilmington, and a two-year Registered Nurse (RN) program was added in 2005. As a member of the NCCCS, BCC also participates in the Comprehensive Articulation Agreement (CAA) with the University of North Carolina (UNC) System that guarantees admission to a constituent UNC institution, as well as 23 private colleges and universities in the state, to any transfer student who has attained an associate degree and maintained a GPA of 2.0 on a 4.0 scale in CAA courses. BCC also serves more than 4,000 local citizens annually through a variety of non-credit continuing education courses and activities.

In November 2004, voters in Brunswick County approved a \$30-million bond for the expansion of BCC's main campus in Supply, NC, as well as improvements to satellite centers. Groundbreaking for the first of these construction projects took place in May 2007, and in all, 12 major construction projects are scheduled for completion by 2010 (Ribeiro, "College"). New buildings include an Applied Plant Sciences building, an Early Childhood Education building, a new student center, a new 57,000-square-foot recreation and aquatics center, and expansion of the Odell Williamson Auditorium (Ribeiro, "College").

College Mission

The BCC mission statement is the central core of our institution from which all else radiates:

The mission of Brunswick Community College, a public, two-year educational institution, chartered in 1979 and centrally located in Brunswick County, North Carolina, is to provide accessible and affordable programs and services that meet the educational and cultural needs of the community and to provide opportunities for individuals to be successful.

The College will:

- ***Emphasize multicultural experiences***
- ***Encourage lifelong learning***
- ***Enhance economic development locally***
- ***Ensure academic excellence***
- ***Establish positive learning environments***
- ***Foster an awareness of global, economic and cultural trends***

(Brunswick Community College Catalog 8)

Brunswick County

The primary service area of BCC is Brunswick County, NC. The county is geographically expansive with a landmass of more than 885 miles. It stretches from Wilmington, NC approximately 60 miles south to the South Carolina state line, just north of Myrtle Beach, SC. While the county remains rural and sparsely populated, with 85.5 persons per square mile, compared to the average statewide population density of 165.2 persons per square mile, Brunswick County has experienced dramatic population growth over the past 20 years (U.S. Census Bureau, *State and County Quick Facts*). Although many large resort and retirement communities have been developed along the beaches, much of the inland portion of the county remains relatively untouched by development.

According to 2005 US Census Bureau data, the racial composition of Brunswick County is 82.2% white (non-Hispanic), 12.6% African American, and 3.4% Hispanic, with other ethnicities making up the remainder of the population (U.S. Census Bureau, *State and County Quick Facts*). With the influx of retirees from other parts of the U.S. and workers who make up a significant proportion of the labor force for local resorts and developers, the county is becoming more ethnically and culturally diverse. Reported data for the increasing Latino population does not accurately present a true picture as many of these newcomers are undocumented. In an effort to address the needs of these residents, BCC, in partnership with Brunswick County Schools and the Mexican government, established the Brunswick Education Transition Center (BETC) in 2004. The center aims to assist both children and adults with limited English proficiency in learning English and "American cultural survival skills" (Palacio).

Historically, Brunswick County was an agrarian community made up of small farms and fishing villages. In the past 25 years, the local agricultural and maritime industries have experienced a dramatic decline. With more than 65 miles of Atlantic

shoreline and geographic proximity to Myrtle Beach, home of the highest per capita concentration of golf courses in the nation, the county has been transformed into a rapidly growing tourism and retirement destination. Between 1990 and 2000, the county population grew by 43.5% and has grown an additional 29.8% since 2000 (U.S. Census Bureau, *State and County Quick Facts*), making it the 14th fastest growing county in America (Bowen). Two distinct populations live side by side in the area – native, rural residents from mostly lower socioeconomic strata and recently arrived residents who can afford expensive second or retirement homes. County-wide data must, therefore, be disaggregated to give an accurate assessment of the socioeconomic status of the county.

Although located contiguous to the thriving urban areas of Wilmington and Myrtle Beach, Brunswick County does not share their economic characteristics. With limited industrial-manufacturing employment in the county, many residents depend on seasonal employment associated with tourism and recreation. According to the county's economic development director, tourism now accounts for 80% of Brunswick County's economy, with manufacturing making up 16% and farming and fishing only 4% (Steve Johnson qtd. in Ribeiro, "Biotech").

According to U.S. Census Bureau's 2005 American Community Survey, Brunswick County had an overall poverty rate of 14.1%, slightly higher than the national rate of 13.3%. However, 25.5% of children under the age of five live in poverty (U.S. Census Bureau, *2005 American Community Survey*). Action for Children North Carolina reports that the rate of children living in poverty in Brunswick County is 18% higher than the state average (qtd. in Foster). The median household income in Brunswick County (\$36,946) lags significantly behind the national average (\$46,242) (U.S. Census Bureau, *2005 American Community Survey*).

With the arrival of wealthier retirees and second-home owners, affordable housing has become difficult to obtain for many county residents, particularly those who work in the public sector such as teachers and police officers. A study by the Center for Urban and Regional Studies at the University of North Carolina at Chapel Hill found that the cost of an average dwelling in the county rose from around \$168,000 in 2001 to more than \$317,000 in 2006, while increases in the wages for these "essential workers" were negligible. As a result, there is a high proportion of residents who rent, and the majority of the rental houses (54%) in this hurricane-prone county are mobile homes (Rohe and Cowan). All of these socioeconomic conditions create attendant challenges for the county in areas such as educational attainment and public health and safety.

Brunswick County's high school graduation rate (56.9%) is far below the statewide average in North Carolina (68%) ("Local Graduation Rates"). Average SAT scores in Brunswick County dropped 23 points from 2006 to 2007 (Mack, "SAT Scores"), and the county's three public high schools were the lowest scoring schools in the region (New Hanover/Pender/Brunswick Counties) on state standardized tests last year (Scott). These tests show a performance gap between white and non-white students in grades three through eight, with non-white students trailing white students by 27.6 points in math and 13.4 points in reading (Ribeiro, "Brunswick Mulls"). US Census Bureau figures report that 16.1% of Brunswick County residents have earned a bachelor's degree,

substantially lower than the state average of 22.5% (U.S. Census Bureau, *State and County Quick Facts*). If one disaggregates educational attainment by age, however, an enormous disparity becomes evident. The demographic group with the highest level of educational attainment in the county is males aged 65 and older, with 32.6% of these residents, many of whom are recent arrivals, having graduated college. In contrast, only 4.4% of males aged 25-34 residing in Brunswick County have a bachelor's degree (U.S. Census Bureau, *2005 American Community Survey*).

Brunswick County also faces a number of public health and safety challenges, particularly among younger residents. The 2006 Behavioral Risk Factor Surveillance Survey (BRFSS) administered by the North Carolina Department of Health and Human Services found that about 55% of young people in Brunswick and three surrounding counties between the ages of 18-44 were either overweight or obese (*2006 BRFSS Survey Results*). According to the North Carolina State Center for Health Statistics, an average of 72.7 of 1,000 females aged 15-19 in Brunswick County became pregnant in the years 2003-2005; in contrast, the state average for that same time period was 61.7 of 1,000 (North Carolina Dept. of Health and Human Services, *North Carolina State Health Statistics Pocket Guide*). Action for Children North Carolina, however, stated that the rate of teenage mothers in Brunswick County is actually 40% higher than in the state as a whole. Between 2000-2004, an average of 25.7% of expectant mothers in Brunswick County smoked while pregnant, compared to 13.2% of pregnant women in North Carolina (North Carolina Department of Health and Human Services, *North Carolina Statewide and County Trends*). According to the Brunswick County School System's *Youth Risk Behavior Survey*, administered in 2006 to area middle and high school students, 50% of students reported consuming alcohol, with 46% consuming five or more drinks in the previous month. Close to 40% of students surveyed reported using tobacco, 22% admitted to using marijuana, and 6.7% said that they had abused prescription drugs. A third of student respondents reported they did not feel safe at school due to a growing gang problem in county schools (Mack, "Youths Report").

According to statistics from the North Carolina Department of Health and Human Services' Division of Social Services, Brunswick County had a higher percentage of substantiated cases of abuse, neglect, and dependency (27.5%) in the years 2004-2005 than the state average (22.1%).

The Impact of County Growth on BCC

The increasing population of Brunswick County is already having a direct effect on BCC in terms of increased full-time student enrollment. Other anticipated changes will increase the need for additional programs to support economic development. For example, in May of 2007, the North Carolina Department of Facility Services approved construction of a new hospital to be located directly across from BCC on US 17. The 74-bed hospital is to be owned and operated by Novant Health, a private non-profit based in Winston-Salem, to meet the projected health care needs of county residents (Sebens). No other development in Brunswick County in the next decade, however, will have a greater economic impact than the projected construction of the North Carolina International Port near Southport. This billion dollar facility, scheduled to be completed

by the North Carolina Port Authority in the next eight to ten years, is projected be one of the largest ports on the East Coast, capable of handling up to two million ocean-going containers annually (Jefferson). This port project brings with it the potential for thousands of new jobs and will undoubtedly require drastic changes to the county's existing infrastructure.

BCC Students

The fall 2005 curriculum enrollment (headcount) at BCC was 1,046. More than 79% of BCC students are residents of Brunswick County, with 20.5% coming from other NC counties and less than 1% from other states. The student body is 75% white and 25% African American. The average age of a BCC curriculum student is 25, and currently, 28% of the students are male and 72% are female. In 2005, approximately 50% of BCC curriculum students were full-time students and 50% were part-time students, and about 80% of BCC students attended class during the day, while 20% attended class in the evening. In 2005-06, around 70% of the student population received some form of federal, state, or institutional financial aid.

BCC enrolls a significant number of students who are academically under-prepared to succeed in college-level studies. Of the students who took the college academic placement test in the fall of 2007, 55% scored at a level which would have required them to take at least one developmental (remedial) English course, and more than 75% scored at a level which would have required at least one developmental math course prior to enrolling in a college credit course. The performance of developmental students remains a challenge at BCC. Although the passing rates of students in developmental courses increased from 67% in 2004-05 to 77% in 2005-06, a percentage that meets the NCCCS's critical success factor standard of 70% for this measure, BCC has met the system's critical success factor standard for the success rate of developmental students enrolled in subsequent college-level courses only twice in the years 2001-05. The system standard is that there be no significant difference between the performance of developmental students and non-developmental students in college credit courses; there may be a significant difference, however, as long as the success rate of developmental students exceeds 85%. In 2005-06, the success rate of developmental students in these courses was 78%. The success rate of non-developmental students in college credit courses was lower at 74%. As these rates do not differ significantly, BCC met the state standard; however, these rates also reveal an area of need for the institution to address.

BCC also consistently met the state standard for curriculum student retention and graduation (60%) for the years 2000-05, with an average retention rate of 62% for that period. The NCCCS standard combines together the percentage of curriculum students who graduate from an institution with the percentage of curriculum students retained by an institution. In 2004-05, 20% of the curriculum students at BCC graduated, a figure higher than the system average of 14%; however, for that same year, BCC retained only 40% of its curriculum students, a percentage significantly below the system average of 51%. The retention of first-time students, moreover, is another challenge the institution faces. The retention rate of first-time, full-time students in the year 2004-05 was 53%,

and the rate for part-time students was just 12%. The overall graduation rate for the cohort of first-time, full-time undergraduates entering BCC in 2002 was around 28%, while the rate of students who transferred to other colleges was 24%. Of the students BCC did not retain over the years 2001-2006 (students who had enrolled at the beginning of an academic year but neither completed a program nor enrolled again the following year), 66.79% reported that they had chosen to enter the work force, 17.43% reported that they had chosen to enroll at another college, and 15.78% reported doing neither. Students reported a variety of reasons as to why they were no longer enrolled at BCC:

- 19.79% accomplished their objectives for attending,
- 17.28% cited family or personal issues,
- 13.72% stated that school conflicted with their jobs,
- 12.27% stated that they could not afford the cost of tuition,
- 9.76% reported that they were enrolled at another college,
- 9.10% reported that college conflicted with their schedules,
- 7.39% stated that the courses they desired were not being offered at the college, and
- 10.69% gave another reason for leaving BCC.

BCC Faculty

During the spring term, 2007, BCC employed 133 faculty members. Of these, 31 were employed on a full-time basis, while 102 instructors worked on an adjunct or part-time basis. The ratio of full-time to part-time faculty was about 1:3, while the faculty-to-student ratio was approximately 1:8. Sixteen percent of full-time faculty members have doctorate degrees, 55% have master's degrees, 6% bachelor's degrees, 16% associate degrees, and 4% have other certification. Also, BCC currently employs one full-time tutor who provides supplemental instruction to students, two staff members who work in the area of retention, and two counselors in Student Services.

In recent years, the faculty and staff of BCC has made much progress related to student learning, most notably marked improvements in the rate of curriculum student retention, the passing rates of students enrolled in developmental courses, and the performance of college transfer students at four-year colleges and universities. As our college and community move forward together into a new era, however, BCC must be prepared to meet the challenges that lie ahead.

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II. Broad-Based QEP Planning Process

Inception of QEP Steering Committee

In the spring of 2006, as required by the Southern Association of Colleges and Schools for reaffirmation, Dr. Stephen Greiner, President of Brunswick Community College (BCC), initiated the process of reaffirming BCC's accreditation by organizing a committee to begin work on BCC's Quality Enhancement Plan (QEP). The QEP Steering Committee initially consisted of Robert Rogan, English Instructor, Jennifer Woodhead, then Chair of Science and Information Technology, and Velva Jenkins, then Executive Director of Marketing and Community Relations at BCC.

After doing preliminary research on the QEP and reviewing other schools' plans, the committee attended the SACS-COC Summer Institute on Reaffirmation of Accreditation in July 2006. At this four-day conference, committee members participated in intensive sessions that further oriented them with basic tenets of the reaffirmation process, including the importance SACS places on institutional planning and assessment; the SACS definition of "student learning"; and the SACS expectations of and criteria for the QEP (a narrow, data-driven focus based on an area of need concerning student learning, institutional capability, ability of the plan to be assessed and modified, if necessary, and broad-based support among the institution's constituents). Committee members also talked with representatives from other institutions across the southeastern U.S. to discuss their institutions' plans. This conference prepared the committee with the necessary information to begin the planning process for QEP.

Campus Orientation and Outreach

In the fall of 2006, the committee turned its attention to initiating the process. On August 16, 2006, the committee conducted presentations to BCC faculty and staff at BCC's annual Employee Recognition Luncheon and at the adjunct faculty orientation, orienting the campus community to the QEP and SACS's expectations. The committee also began to research further other schools' QEP processes, as well as to look for internal, empirical data that might point to areas of need for the BCC student population concerning student learning as defined by SACS.

To encourage the necessary broad-based participation in the process, as well as solicit valuable feedback from constituents, one of the initial steps the committee undertook was construction of a BCC QEP web page. The page contained basic information about the institution and the community, as well as additional information about the SACS criteria for the QEP. The committee also listed some broad areas of potential focus that the committee had seen recurring in other schools' plans to stimulate thoughtful feedback from constituents. These themes included Critical Thinking, Communication, Life Skills, Learning beyond the Classroom, Membership in the Global Community, Academic Rigor, and Information Literacy. Finally, the web page provided an e-mail address to which constituents could submit questions or feedback. (The content of this early version of the webpage and a press release publicizing the page are shown in Appendices A and B, respectively.) The committee marketed the website to the community via press releases to local newspapers and on-campus through the use

of posters that advertised the web page as well as the “Prize Inside” contest, a contest that would require constituents to visit the web page and respond, via e-mail, with what they believed to be issues concerning student learning that our institution most needed to address. (A copy of the flier the committee used to publicize this contest is located in Appendix III.)

Concurrent with this public outreach, the committee continued to look at available empirical data concerning student performance at BCC, specifically BCC’s performance on the NCCCS yearly performance measures. The committee noted that, in 2005, BCC had fallen short on three significant performance measures: passing rates of developmental students, success of developmental students in subsequent college-credit courses, and success of students transferring to four-year institutions. To facilitate further feedback from constituents, the committee decided that surveys of part-time faculty and students would be useful tools in gathering qualitative data. The committee distributed surveys to all adjunct faculty members and chose 30 instructors across the curriculum, who were then asked to distribute surveys to students in their classes. These surveys included the same seven broadly- described themes that the committee had previously listed on its web page. (One can find copies of these surveys in Appendices D and E.)

In November, the committee set a deadline by which constituents’ feedback must be received and, after the deadline had passed, tallied survey results. Although there were slight variations across constituencies, four potential themes appeared to emerge: Life Skills, Learning beyond the Classroom, Critical Thinking, and Communication. Noting that the findings might correlate with the NCCCS performance measure data, the committee held six focus group sessions open to employees of BCC, faculty, staff, and administration, students, and community members in hopes of narrowing the focus of the QEP even further.

Focus Groups

After publicizing focus group sessions via the web page, on-campus marketing, and word of mouth, the committee determined the focus group format. The co-chairs, Robert Rogan and Jennifer Woodhead, were designated as facilitators for the sessions. The format consisted of a brief presentation about the institution and the county, including demographic information and the results of the surveys, followed by a discussion of data and other issues related to enhancing student learning at BCC. These meetings were held on November 28 and December 6 and were scheduled at various times throughout the day to encourage participation.

The feedback received during the discussion portions of these focus groups was extremely informative. A surprising amount of consensus emerged around one of the most popular survey themes: ***Life Skills***. (See Focus Group Minutes in Appendix VI.) Participants believed that the institution needed to do more to provide students with the skills necessary for student success. Some of the tangible recommendations coming out of these sessions included a revamping of existing student success courses (ACA 111 and 115); an enhanced student advising/counseling/learning resources center; the need for a full-time retention specialist familiar with the issues that might be impeding

students' success; adoption of a learning community/cohort model of education; an enhanced new student orientation; implementation of a service learning component into BCC curriculum; as well as other valuable suggestions.

In December, after the last of the focus group sessions, the committee met to discuss findings. Results indicated general consensus on *what* needed to be addressed in regards to improving student learning at BCC. *How* the committee was going to address this area of need was the challenge that lay ahead for the committee as it entered 2007.

Creation of QEP Development Committee

On January 18, 2007, the committee co-chairs met with President Greiner and then Assistant to the President for Institutional Effectiveness and SACS Liaison Sharon Thompson to discuss creation of the QEP Development Committee. The co-chairs presented a list of individuals from across the campus community whom they believed to possess unique competencies that would be beneficial to the next phase of the process. Dr. Greiner and Ms. Thompson offered additional input on potential candidates. Dr. Greiner extended personal invitations to the individuals who, along with Mr. Rogan and Ms. Woodhead acting as co-chairs and Ms. Thompson acting in an ex-officio role, would ultimately comprise the expanded QEP Development Committee which would now report directly to the BCC SACS Leadership Team.

QEP Development Committee: January, 2007

Robert Rogan Co-Chair English Instructor	Jennifer Woodhead Co-Chair Chair, Science and Technology
Robert Pontious Chair, English Department	Kim Jones Grant Writer
Dr. John Gray Instructor, Psychology and Religion	Nekesha Randolph Financial Aid Officer
Joe Moorefield Director of Counseling and Athletics	Dean Bennett Director, Horticulture and Turfgrass Programs
Sharon Thompson Assistant to the President for Institutional Effectiveness and Planning	

Also in January, Ms. Woodhead, in her capacity as QEP co-chair and member of the BCC SACS Leadership Team, attended the SACS Annual Meeting in Atlanta where she met with BCC's SACS liaison, Dr. Gerald Lord, who provided a timeline that would guide the College's SACS development process.

On February 13, 2007, the QEP Development Committee met for the first time, and at this meeting, the co-chairs familiarized committee members further with the SACS criteria for QEP, the SACS definition of student learning, results of the previous fall's focus group sessions, plans from other schools, and Dr. Lord's timeline, which listed target dates for specific QEP goals. The group discussed perceived barriers to

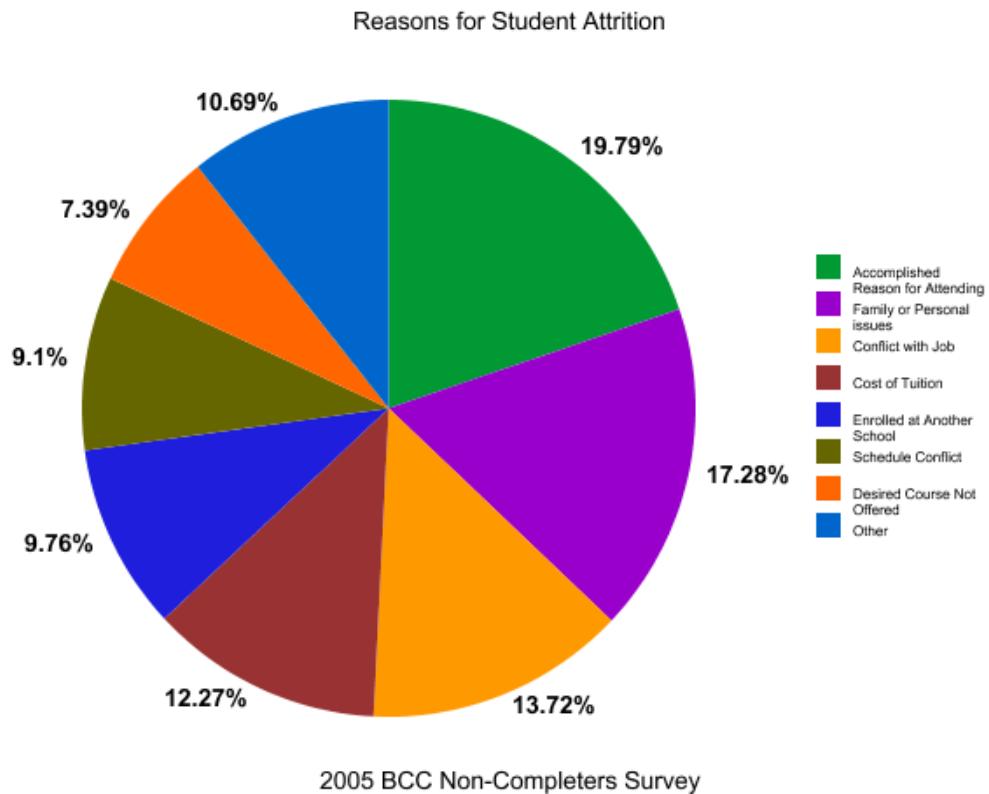
students' success and adjourned with the task of studying QEPs of institutions who had chosen a focus similar to "life skills."

Gathering of Empirical Data

On February 15, 2007, the committee co-chairs met with the Institutional Effectiveness Data Coordinator at BCC to examine empirical data related to BCC's student population to assess areas of need. Data indicated that almost 80% of BCC students come from Brunswick County and that many BCC students are economically at-risk with approximately 70% of the student population receiving some form of financial aid. Also, according to 2006 NCCCS reports, BCC had addressed its shortcomings on the state standards for the passing rate of students enrolled in developmental (remedial) courses, the success rate of students enrolled in college-level courses, and the success rate of students who transferred to four-year colleges and universities. Although BCC had met the state standard of a 60% graduation and retention rate (with an average rate of 62% from 2000-05), the committee noted that there was still a high level of student attrition. In fact, if one were to look at BCC's retention rate alone, as the system standard combines the graduation and retention rates together into one percentage, one would see that in 2004-05, BCC's rate of curriculum student retention was 40%, considerably lower than the system average of 51%. The retention rate of first-time students was also of concern to the committee. In 2004-05, the retention rate for first-time full-time students was 53%, while the rate for first-time part-time students was only 12%, figures which the committee felt had major implications for the institution.

Another important measurement tool for the committee was BCC's annual survey of non-completers. BCC classifies "non-completers" as students who enroll for a term but do not complete a program of study or re-enroll within one year of the last enrollment period. Of the students who responded to the survey who did not feel that they "accomplished their reasons for attending," the majority (52.37%) attributed their lack of success to non-academic factors, with the most commonly cited obstacle being "family or personal issues" (17.3%). The chart below identifies reasons for student attrition in 2005:

Figure 1: BCC Non-Completers



Finally, the committee also took note of a disturbing trend among BCC curriculum students. According to BCC Student Services, approximately 40% of BCC students found themselves on academic probation for the school year 2006-07, and this figure was not an aberration in recent years. To be placed on academic probation, a student's cumulative grade point average must be below a 2.0. The committee felt that these figures provided further evidence of lack of preparation for college success among BCC students.

Now meeting on a weekly basis, the committee discussed the empirical data. The members agreed that these findings served to reinforce the need for a "life skills" focus that addressed first-time students in particular. The committee decided that it needed to develop an operational definition of "life skills" and determine a system by which BCC might deliver these skills to students who need them. Committee members researched the somewhat nebulous concept of life skills and found numerous variations on the theme such as the terms "soft skills" and "transferable skills," common to the lexicon of workforce development, as well as the idea of "emotional intelligence." There was considerable overlap among concepts, particularly with the specific competencies listed in their definitions. For example, the committee found the work of the Collaborative for Academic, Social and Emotional Learning (CASEL) informative. CASEL lists five "core groups" of competencies: "self-awareness, self-management, social awareness, relationship skills, and responsible decision-making." Although instructive, none of these definitions fully satisfied the needs of the committee.

Student Success Skills

On February 27, 2007, the committee met to refine further its life skills focus. After much discussion concerning the research the committee members had gathered on this topic, and the topic's practicality in fitting the SACS QEP criteria as well as BCC's institutional needs and resources, the committee decided to modify the focus for the QEP to "student success skills." The committee also concluded that quantitative and qualitative data supported an emphasis on goal-setting as a central theme of the plan. Informed by the definition of student learning found in the *SACS Handbook for Reaffirmation of Accreditation* as "changes in students' knowledge, skills, behaviors, and/or values that may be attributable to the collegiate experience" (29), the committee then defined "student success skills" as "those values and behaviors that enable individuals to identify and realize their goals as growing people, effective learners, and involved citizens." The committee saw the definition's three contexts (person, learner, and citizen) as consistent with BCC's motto, "Your Community, Your College, Your Life," as well as echoing Copa and Ammentorp's recommendation that the learning outcomes of two-year institutions address the "key lifeplaces" of "work, family, and community."

In March of 2007, the BCC SACS Leadership Team held six "update" sessions to inform the campus community further about the nature of the process of reaffirmation for accreditation and its progress on compliance and QEP components. At these sessions, the QEP Committee co-chairs presented an update that reacquainted the campus constituents with SACS Core Requirement 2.12 (the QEP), brought them up to date on the evolution of the plan and its focus, and solicited feedback concerning what strategies might be useful in achieving the plan's goals. The campus responded to these presentations by subsequently providing the committee with useful input to refine further the initial plans.

The Three Pillars and the GOALS Matrix

In March 2007, the committee focused attention on outlining the plan, including reasonable objectives and tangible strategies for achieving those objectives, as well as the plan's overarching goal of "student success skills." At that point in time, the committee anticipated using existing campus resources to accomplish its aims, specifically a mandatory student success course (ACA), faculty and staff professional development, and the school's academic tutoring center, the Academic Center for Excellence. These three components, or "pillars," as the committee now termed them, would have to be significantly enhanced or altered in order to act as the means through which student success skills might be delivered to BCC students.

Once the committee determined the components of the plan, a natural organization appeared to emerge: a matrix-style organization in which the three contexts in the definition -- person, learner, and citizen -- intersected with the three components of a student success course, the Academic Center for Excellence and enhanced professional development.

Figure 2: QEP Matrix: March 2007

	Student Success Course	Faculty and Staff Professional Development	Student Success Center
Person			
Learner			
Citizen			

Use of this matrix provided connectivity, on intersecting horizontal and vertical axes, between the contexts in the QEP definition and the pillars of the plan, while also providing the committee with a template in which it could place objectives for each context as well as tentative strategies to achieve objectives. The committee chose to title its plan “GOALS” (Growing on All Levels Successfully), an acronym both describing the scope of the plan’s ambitions in relation to student learning and further emphasizing the centrality of goal-setting to the QEP.

Presidential Update and Formation of Subcommittees

On March 27, 2007, members of the QEP Committee met with President Greiner to update him on details of the QEP, to solicit his response to the committee’s work, and to inform him of the committee’s plans for the immediate future. The committee decided that a necessary next step in the process would be to form subcommittees made up of individuals from across the BCC community, including faculty members, staff, and students. Specifically, the committee wished to involve those at BCC who might have expertise in the areas of counseling, tutoring, student success courses, institutional data, financial aid, and faculty and staff professional development. The committee saw the formation of three subcommittees, each corresponding to one of the three pillars of the plan, the student success course, faculty and staff professional development, and the student success center, as another opportunity to generate buy-in among BCC constituents and create a sense of shared ownership of the QEP. Dr. Greiner suggested that the committee’s vision for the student success center might fit into the projected budget, as well as the architectural design, of the new student center planned for construction at BCC and expressed his wish for the QEP to determine the ultimate composition of the center. He agreed with the committee’s decision to move forward with creation of subcommittees and volunteered again to personally invite those individuals whose expertise would support planning efforts.

On April 3, 2007, the committee finalized its list of candidates for the subcommittees and submitted it to the President. The committee discussed several key steps for the next phase of the process, including developing an orientation session for new subcommittee members on April 10 and deciding on tasks of the subcommittees. The following week, subcommittee members assembled for orientation where they heard a presentation from the QEP co-chairs, informing them of the progress of the plan and its projected timeline as well as detailing expectations for QEP subcommittees. After the presentation, subcommittees led by members of the QEP Development Committee met for the first time to discuss scheduling of future meetings and to share preliminary ideas concerning strategies.

QEP Subcommittees

Student Success Course/ACA Subcommittee:

- Bob Pontious, Chair, English Department.
- Dean Bennett, Director, Horticulture and Turf grass
- Nekesha Randolph, Financial Aid Officer
- Greg Bland, Director, Brunswick Interagency Program
- Jackie Wilson, Administrative Assistant to Vice President of Instruction
- Brittany Vidal, Student
- Kate Westhausen, Library Technical Assistant

Faculty and Staff Development Subcommittee:

- Kim Jones, Director, College Transfer
- John Gray, Instructor, Psychology and Religion
- Ronnie Bryant, Instructor, Computer Science
- Susan Lang, Employee Services
- Vickie Snyder, Early College Principal
- Nancy Apple, Institutional Effectiveness
- Ashley Barnhill, Instructor, History
- Melody Knowles, Adjunct Instructor
- Ray Heath and Mary Baldwin, Students

Student Success Center Subcommittee:

- Joe Moorefield, Director, Counseling/Athletics.
- Jennifer Woodhead, Chair of Science/Information Technology
- Paula Almond, Financial Aid Coordinator
- Marcus Bryant and Joan Elder, Students
- Tonya Robinson, Evening Librarian
- Sybil Burgess, Instructor, Biology/Chemistry
- Sylvia Knapp, Early College Liaison
- Polly Decker, Director, Health Information Technology

Subcommittees met several times in April to generate potential strategies to help the QEP reach its broad, outlined objectives, as well as its ultimate aim of enhancing the student success skills of BCC students.

Meeting with SACS Liaison, Dr. Gerald Lord

On May 1, 2007, the QEP Committee met with BCC's SACS liaison, Dr. Gerald Lord, about its work on the QEP. The committee gave a PowerPoint presentation to Dr. Lord to provide him an overview of the process from inception to the subcommittee's newly formulated strategies and then engaged him in a wide-ranging discussion. Dr. Lord commented that the work thus far was "impressive" and "ambitious" and, so as not to preclude some potentially valuable ideas, recommended that the committee not give

too much thought to the financial implications of the plan until a later date. He also recommended that the committee consider the assessment piece of the plan as well. His advice to the committee was to proceed in the direction it was going.

The committee convened again on May 1 to discuss Dr. Lord's feedback and plan for the immediate future. The committee decided that the three subcommittees should meet over the course of the summer of 2007 to continue developing and refining precise strategies to meet the plan's objectives, so that the committee would be prepared for the next stage of QEP planning in fall 2007.

Summer 2007

In summer 2007, BCC experienced major organizational changes that directly affected the QEP Development Committee, particularly Jennifer Woodhead's resignation as co-chair to assume the position as Dean of Arts and Sciences at BCC. As many of the members of the QEP Committee and the subcommittees found it difficult to meet during summer, the QEP Development Committee met just twice from May through August of 2007. In lieu of meeting, the committee decided to devote the summer to researching best practices in outlined areas of subcommittee responsibility (a freshman seminar course, professional development, and a student services center) and report back to the QEP Development Committee at its next meeting in July.

During this meeting on July 18, 2007, a consensus was reached within the committee that the current QEP might be addressing too many challenges and that a more focused approach was necessary. Co-Chair Robert Rogan shared with the committee his research on learning communities, specifically information about Kingsborough Community College in New York and the learning communities constructed there as part of the school's participation in the MRDC's *Opening Doors Project*. The committee agreed that this approach might be an appropriate vehicle by which faculty might support BCC students in developing "student success skills" and allow them to grow as students, individuals, and community members. The committee tasked Co-Chair Rogan with gathering as much information as he was able on this topic at the SACS-COC Summer Institute in Louisville in late July.

While in Louisville, Rogan attended several sessions on the "first-year experience," learning communities, and assessment. He also had lunch with Dr. Randy Swing, Co-Director of the Policy Center on the First Year of College, who recommended some valuable resources on the topic. Upon returning to BCC, Rogan, along with the new co-chair of the committee, Dr. John Gray, Chair of Arts and Humanities, tentatively proposed a revision of GOALS as a first-year learning community for students enrolling at BCC to pursue associate degrees in the College Transfer program.

Fall 2007

Just prior to the beginning of the fall term, Co-Chairs Rogan and Gray met to discuss how BCC might use the learning community model to address the specific needs of BCC students and decided that a focus on first-year students would be consistent with the committee's recommendation to scale back the scope of the QEP to more manageable proportions as well as address the empirical data concerning first-year students that the committee had noted the previous spring. On August 13, 2007,

Rogan introduced the learning community concept to both full-time and adjunct BCC faculty during two information sessions on the school's annual Professional Development Day. The faculty affirmed the committee's recommendation that learning communities would be an effective vehicle to transfer "student success skills" to a targeted segment of BCC students who face specific challenges in retention, success, and engagement.

On August 21, the QEP Development Committee met to discuss specifics of the proposed GOALS initiative, the development of first-year learning communities. The committee agreed on a draft curriculum for the first learning community comprised of three linked courses in each of the first two semesters: ENG 111, PSY 150, and ACA 115 in the fall, and ENG 112, PSY 275, and HUM 115 in the spring. The first cohort would be taught by two instructors who would serve also as academic advisors to the students. The committee agreed that the interdisciplinary grouping of courses in English, Psychology, Health Psychology, and Critical Thinking anchored by a freshman seminar course would address needs of BCC students in the cohort and support their goals as individuals, learners and community members. The committee discussed a tentative timeline for the plan as well, proposing that the program begin with one GOALS cohort in the first and second year of the plan and expand to additional cohorts by the third year, pending significant evaluation of the first cohort. At this time, members of the committee also considered introduction of additional "non-GOALS" cohorts with different interdisciplinary themes in subsequent years of the plan.

Creation of the QEP Implementation Committee

In September, 2007, with a plan in place and the work of the QEP Development Committee and subcommittees complete, the institution shifted its focus to realizing this proposed plan. To this end, SACS Liaison and Vice President of Academic and Student Services Sharon Thompson met with QEP co-chairs Rogan and Gray on September 25 to discuss the creation of the QEP Implementation Committee, a group of individuals from across the campus community whose expertise in areas such as curriculum, assessment, marketing, and budgeting would help to facilitate the process of implementing GOALS.

On October 2, the QEP Implementation Committee held its inaugural meeting and discussed needs in the areas of marketing, assessment, and budget development as well as the creation of future subcommittees in those areas. Also, the committee decided to involve the Information Technology Department in this phase of the process by inviting Ronnie Bryant, Director of IT, to become a member.

QEP Implementation Committee: October, 2007

Robert Rogan Co-Chair English Instructor	Elizabeth McLean Director of Marketing
Dr. John Gray Co-Chair Chair, Arts and Humanities	Pamela Federline Institutional Effectiveness Coordinator

Dr. Edith Lang Interim Chair, Developmental Studies and Assistant Vice President, Academic Services	Dr. Kelley Evans Instructor, Developmental English
Sheila Galloway Director, Fiscal Services	Ronnie Bryant Director, Information Technology
Sharon Thompson Vice President, Academic and Student Services (SACS Liaison)	Paula Lewis Adjunct Instructor, Spanish
Susan Lawing Major Gifts Coordinator	Julie Goode Adjunct Instructor, Communication

On October 5, Co-Chairs Gray and Rogan traveled to Blue Ridge Community College in Weyer's Cave, Virginia to confer with administrators and faculty concerning the institution's learning community initiative. They asked the assembled group, which included the Coordinator of Learning Communities, Vice President of Instruction, and Chair of the QEP Development Team, general questions concerning the success and sustainability of the BRCC's 2003 QEP, as well as specific questions concerning the assessment, marketing, and budget of their program. The group provided Rogan and Gray with recommendations given to them by their SACS visiting committee, along with a great deal of practical advice. Rogan and Gray shared their findings with the QEP Implementation Committee on October 9 and tasked individuals on the committee with expertise in assessment, budget, and marketing with developing concrete strategies for those sections of the plan. At this meeting, new Vice President of Academic Services Sharon Thompson shared with the committee that the institution would hire new faculty in English and Psychology in an effort to support and ensure the long-term sustainability of the GOALS initiative.

On October 30, 2007, Co-Chairs Rogan and Gray met with President Greiner and Vice President Thompson to update them on the progress and the potential institutional impact of the QEP/GOALS. Both gave the plan their full support and commended the co-chairs and the committee on its work thus far. On October 31, 2007, at a campus-wide gathering, the co-chairs held another update session to thank the members of the campus community for their contributions to the process as well as inform them on the shift from the development phase of the plan to its implementation.

In November, the committee, particularly the assessment subcommittee, turned its attention to the assessment piece of the plan. After a number of meetings, the subcommittee refined the committee's work on assessment. On November 13, the subcommittee updated the main committee on its progress, and it was at this meeting that the plan as it stands currently took shape. *After a great deal of discussion, the committee decided that the five student learning outcomes devised for the first GOALS cohort could be shared by every subsequent learning community, whatever the interdisciplinary make-up.* These learning outcomes became, in effect, the defining goals of the GOALS Learning Communities, and this slight but significant reframing of the plan opened the door for the long-term sustainability of the program as well as increased buy-in from members of the campus community.

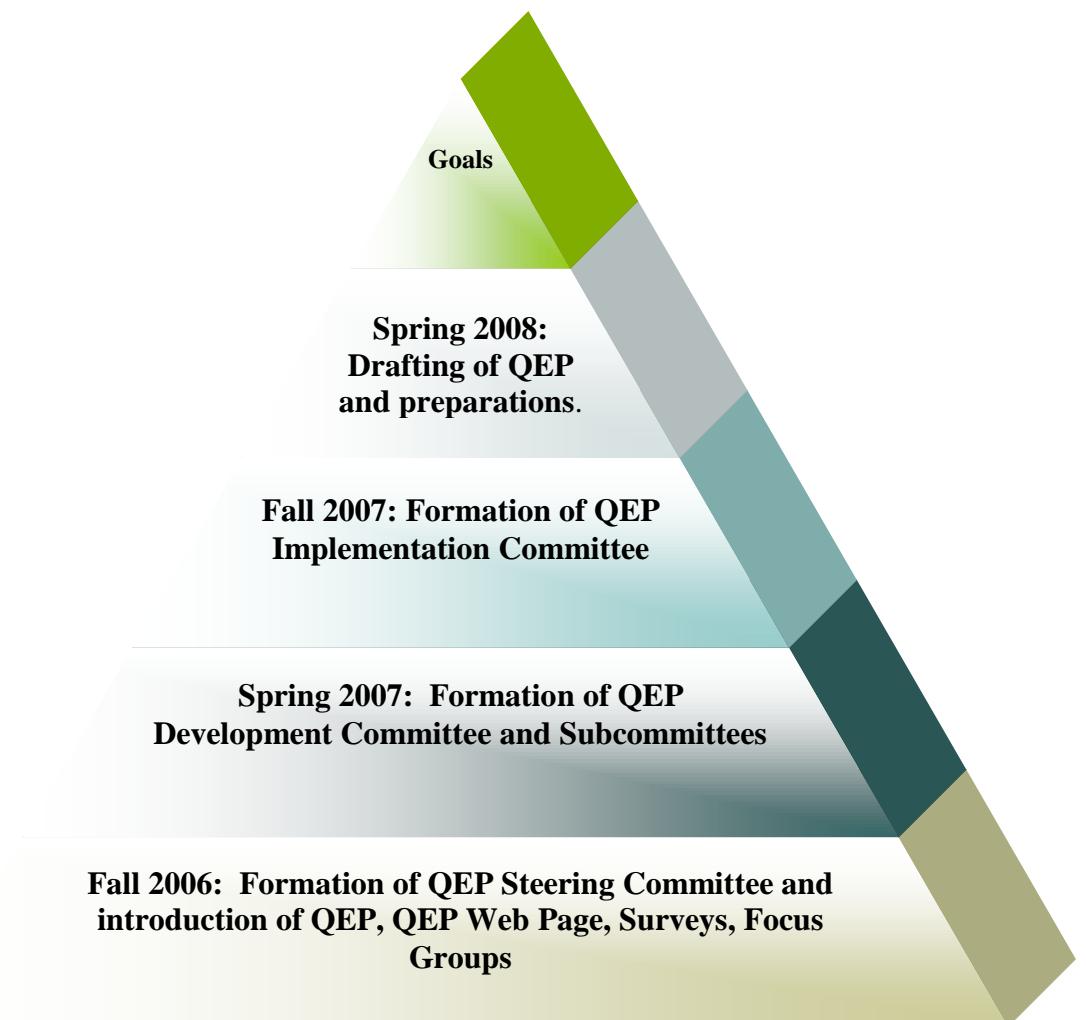
Spring 2008: Institutional and Departmental GOALS/Submission of Draft Copy to Dr. Lord

In January, as it continued its work of refining and drafting the QEP, the GOALS Implementation Committee determined that the principles contained in the plan concerning students' development as learners, persons, and citizens could be applied as well to the institution and its constituent departments. To this end, the committee created a guide to assist department heads in applying the three essential principles to their individual departments and evaluating them on an annual basis. (See Appendix VII). Thus, the committee believed that GOALS might enhance not just the "success skills" of BCC students, but the life of the institution given that, now, all members of the campus community would have the opportunity to embrace the plan's core beliefs.

On March 28, BCC submitted a draft copy of the plan to SACS Liaison Dr. Gerald Lord for his review. On May 6, Dr. Lord took part in conference call with Vice President for Academic Services and BCC SACS Liaison Sharon Thompson as well as QEP Co-Chairs Robert Rogan and John Gray. As the plan was in a far more realized state than it had been the last time the committee had conferred with Dr. Lord a year earlier, he was able to ask the committee very precise questions concerning the plan's feasibility vis-à-vis the institution's existing resources as well as achievability and assessment of the plan's stated implementation and learning outcomes. He also asked the committee to consider what benefit campus resources such as the library might have for the plan. The group also discussed the process of selecting a lead evaluator for BCC's on-site review in October. In sum, Dr. Lord, although not without critique, described the plan as "impressive," "well written and researched," and "sophisticated" and commented that he believed it would "invite conversation at a high level with the on-site committee." After the conversation concluded, the Co-Chairs discussed ways in which the plan could be refined in order to address Dr. Lord's concerns, specifically his concern that more explanation was needed to show how the QEP's three integrated initiatives would achieve the plan's "ambitious" outcomes, outcomes intended to enhance not only students' learning, but also their well-being and civic engagement.

Throughout the subsequent spring and summer months, the Co-Chairs refined the plan, attended conferences and workshops pertaining to learning communities and academic advising, recruited a full cohort of students, and worked on creating an integrated curriculum for the first GOALS Learning Community that would commence on August 18, 2008.

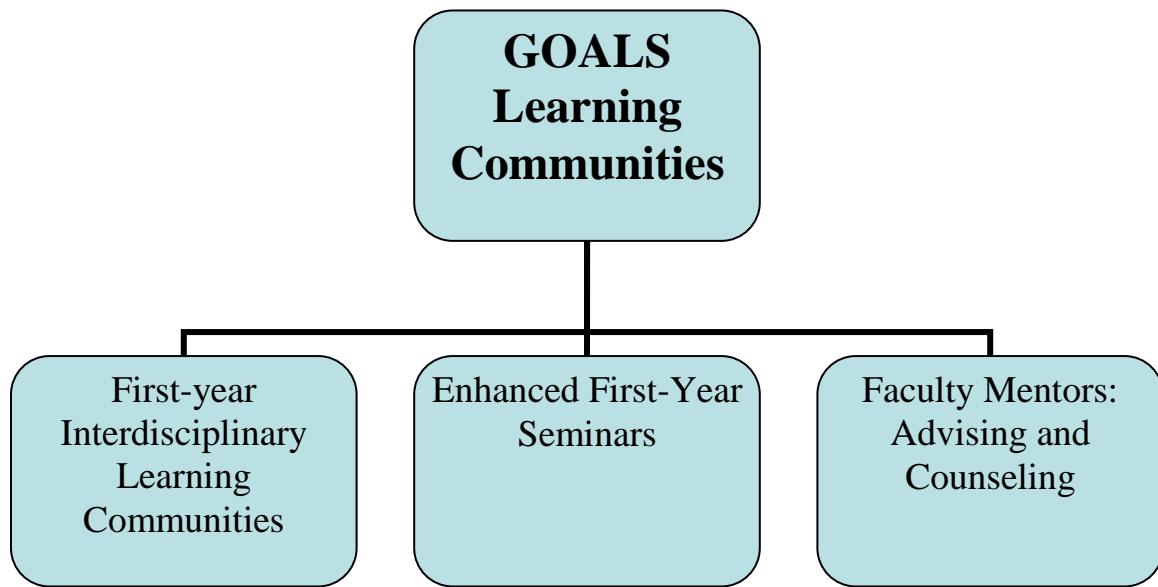
Figure 3: QEP Development Process



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III. Brunswick Community College Quality Enhancement Plan



A. Initiative One

Learning Communities

"They work!!"

-- Barbara Leigh Smith

As a part of its QEP, Brunswick Community College will create a learning community for a targeted group of first-year students in an effort to construct a model for the integration of social and academic support. In the first year of the plan, the College will recruit a cohort of approximately 20 incoming students enrolling in the Arts and Sciences program and planning to continue their education at a four-year institution. This cohort will enroll in an interdisciplinary cluster of courses for each of their first two semesters at the institution. This learning community will be the first of the "Growing on All Levels Successfully" (**GOALS**) Learning Communities. In the first semester, students will take three blocked courses: a three-credit English composition course (ENG 111), a three-credit general Psychology course (PSY 150), and a one-credit enhanced study skills/freshman orientation course (ACA 115) (see Course Descriptions in Appendix VIII). GOALS students will also enroll in three blocked courses in the second semester: the subsequent three-credit English composition course (ENG 112), a three-credit Psychology course which covers biological, psychological, and social topics (PSY 275), and a three-credit humanities course in critical thinking (HUM 115). Initially, two faculty members from the fields of English and Psychology will together oversee the year-long program, working collaboratively to create and coordinate an integrated curriculum for the cohort, establishing as many connections and opportunities for overlap among the courses as possible. To that end, these faculty members, and eventually other faculty

recruited to instruct additional cohorts, will have opportunities for professional development and training in the construction, implementation, administration, and assessment of learning communities. For example, in June 2008, two of the faculty members working in the inaugural GOALS community attended a curriculum development workshop sponsored by the Washington Center at Evergreen State and held at Johnson C. Smith University in Charlotte, NC. Furthermore, plans are in place to create a space in the BCC Library to serve as a repository for professional development literature on this and other topics.

The planned interdisciplinary curriculum of the first GOALS and the student learning outcomes to be shared by all the subsequent GOALS communities were chosen to address needs indicated by both qualitative and quantitative sources that are particular, but not exclusive, to BCC's population and the county in which the majority of students reside. These challenges are detailed in previous portions of the "Institutional Profile and Context" chapter and have informed the planning process of our QEP from its inception, particularly the plan's overarching goal of enhancing student learning at BCC through development of "student success skills," a concept explicitly defined in the "QEP Planning Process" chapter of the plan. Ultimately, the QEP Committee decided that learning communities would be an appropriate method by which BCC could introduce students to a number of foundational competencies to assist them in achieving their goals as students, individuals, and community members. The committee decided, moreover, to target students enrolled in the Arts and Sciences program rather than students enrolled in the college's technical programs because data indicated that students in these smaller, more cohesive programs already received many of the benefits of cohort-style learning. Furthermore, the performance of BCC graduates at four-year institutions, although recently improved, had been a perennial cause for concern for the college.

The first cohort will act as a pilot for the succeeding cohorts, allowing the institution to gather and assess essential baseline data and modify the program where necessary. It is BCC's plan to expand the number of GOALS cohorts beyond the initial GOALS cohort by the third year and explore opportunities for the creation of learning communities targeting developmental students enrolled in the Arts and Sciences program as well as construct additional GOALS communities with different interdisciplinary themes. The GOALS program marks only the beginning of a long-term institutional commitment at BCC to cohort learning, and to ensure the long-term sustainability of the plan, the College will offer incentives to faculty members teaching in and developing new learning communities. For example, GOALS faculty members will work together in the summer before the launch of a new GOALS community to develop an integrated curriculum, and for their efforts, they will receive a stipend. Additionally, faculty members will carry a reduced course load while teaching in a GOALS community.

Research Supporting Initiative One

Although GOALS will mark the introduction of learning communities at BCC, the concept of learning communities is not a novel movement in higher education, with

substantial research detailing their positive impact on student learning. In 1984, a landmark study by the National Institute of Education's Study Group on the Conditions of Excellence in Higher Education touted the advantages of learning communities. According to that study, some of these advantages are that learning communities help to "overcome the isolation of faculty members from one another and from their students . . . , encourage continuity and integration in the curriculum . . . , [and] build a sense of group identity, cohesion, and 'specialness.'"

Barbara Leigh Smith, a renowned authority on the topic of learning communities, asserts that research shows that learning communities "improve retention and persistence, increase student motivation, satisfaction, and involvement, improve academic achievement" as well as increased "faculty collegiality and innovation." According to Smith, research indicates that learning communities can result in a 5-9% increase in student retention. Smith also believes that learning communities encourage "core practices that promote student learning" such as "active learning, community, integration, diversity, reflection, and assessment."

Vincent Tinto, another pioneer in the field of learning communities, explains that "the purposes of learning communities are both academic and social" (136). Tinto states that learning communities allow students to engage in "more meaningful" interdisciplinary learning as well as create "close relationships" with faculty and "overcome the isolation [from their peers] they might otherwise feel especially if they commute to school" (136-137). Research indicates that the power of these peer relationships cannot be underestimated. Alexander Astin states, "The student's peer group is the single most important source of influence on growth and development during the undergraduate years" (398). Tinto, in his essay "Learning Better Together: The Impact of Learning Communities on Student Success," suggests that learning communities have a unique ability to harness this peer influence to a positive end. Tinto calls this effect "shared responsibility" and writes, "Learning communities ask students to be responsible to each other in the process of trying to know. They participate in collaborative groups which require students to be mutually dependent on one another . . ." (2-4). Tinto, furthermore, believes that this kind of collaboration is of particular benefit to "commuter students" (qtd. in Raftery 64).

A leader in educational reform and the preeminent resource for information on learning communities, the Washington Center for Undergraduate Education at Evergreen State College has been on the forefront of the learning communities movement for more than two decades. In addition to "improv[ing] students' time to degree completion and enhanc[ing] student intellectual development," the center suggests that learning communities can have a profound and transformative impact on members as learners, individuals, and citizens:

Learning community programs also address a variety of societal issues such as the increasing fragmentation of information and student alienation toward participation and engagement. With an emphasis on interpersonal dialogue, collaboration, and experiential learning within the context of diversity, these programs address a decreasing sense of

community and connection and allow students to relate their college-level learning to larger personal and global questions.

B. Initiative Two

Enhanced First-Year Orientation Course

“Freshman orientation programs are a proven method to assist in raising students' levels of academic performance, retention, and degree program completion”

-- Christopher Chaves

BCC has offered two freshman seminar courses, ACA 111 and ACA 115, for a decade. In fact, the North Carolina Community College System's Combined Course Library lists eight such courses under the ACA prefix that constituent institutions may offer. Unlike at many colleges in the system, however, ACA courses at BCC are neither optional nor reserved for only at-risk students (e.g. students on academic probation), but are required for all students who wish to attain a degree from the College (with the exception of students enrolled in the Nursing program).

Currently, BCC requires that students whose assessment test scores place them into developmental English (ENG 075 or ENG 085), developmental Math (MAT 050), or more than one developmental course overall enroll in the more intensive ACA 115 (See excerpt from Faculty Advisement Handbook in Appendix IX), a semester-long student success course that meets twice a week for one hour. All other students must enroll in ACA 111, a course with a slightly different course description that meets twice a week for an hour for only eight weeks (or half the semester).

Although BCC encourages students to take these courses in their first semester of college, students are not required to do so; consequently, students may take this first-year orientation course at any time during their course of study at BCC, with some students waiting as late as their final semester to enroll in the course.

From the outset of the planning process for the QEP, the QEP Committee anticipated that an enhanced freshman orientation course would play an integral role in the plan. After a review of best practices, the committee decided that any changes to the current mode of delivery for either of the freshman orientation courses at BCC would have to factor in three important considerations: when students would take the course, the length of and number of credit hours students would receive for the course, and enhanced professional development for the instructors teaching the course. An additional consideration is which course's time frame (number of contact hours) would allow students more exposure to topics related to the plan's student learning outcomes.

Ultimately, the committee decided that an enhanced version of ACA 115 would be a central piece of the GOALS curriculum, one of the three blocked courses to be taken by cohort members in the first semester of the program. The committee chose ACA 115 over ACA 111 because the course's emphasis on “self-assessment, wellness, goal-setting, and critical thinking” would support extremely well the plan's overarching

goal of improving student learning through students' acquisition of selected "student success skills" essential to achieving academic, personal, and civic goals.

The committee, moreover, recognized that much of the best practices literature on freshman seminar courses recommends that these seminars be at least a semester in length as well as three -credit courses. Although BCC is unable to change the number of credit hours awarded for ACA 115 due to program requirements and system restrictions, the committee believes that ACA 115, with its 32 class meetings over a full semester, better addresses the needs of the plan. As a part of this freshman seminar component of the program, members of the cohort will explore their own academic and personal goals, engage in extra-curricular and team-building activities, and participate in service learning activities relating to the interdisciplinary theme of the community.

The instructors of GOALS cohorts will serve also as the instructors for the first-semester ACA 115 course and, accordingly, will avail themselves of professional development opportunities relating to first-year orientation seminars. For example, in November, 2008, three faculty and staff members plan to participate in the National Resource Center for the First-Year Experience's 15th National Conference on Students in Transition to enhance their existing expertise in working with first-year students. Additionally, one instructor from the first GOALS learning community will serve as the second-semester instructor for the course in critical thinking (HUM 115). Although the committee saw all of the courses in the initial cluster as naturally integrated under the learning community model, it saw the HUM 115 course as being able to offer two important advantages to the plan: a semester-long, three-credit supplement to and extension of the first-semester orientation course as well as a course curriculum that addresses issues essential to academic, personal, and interpersonal success. Future GOALS communities may or may not choose to include HUM 115 as part of their curricula, particularly those targeting AS students whose program restricts the number of electives students can take beyond mathematics and the sciences. (Faculty members in these communities are free to devise an alternative method to meet the critical thinking learning outcome shared by all GOALS communities.)

In January 2008, to facilitate the establishment of service learning at BCC, the institution granted a faculty member a course reduction to serve as a service learning coordinator. This individual will act as a liaison between the institution and community organizations and put together a database of service learning opportunities that may be accessed by both GOALS faculty and students and non-GOALS faculty and students alike. Although a by-product of the QEP process, this separate, but related, initiative is one to which the College is now also committed.

Research Supporting Initiative Two

Ninety four percent of institutions of higher learning in America "enroll some students in a first-year seminar course" (Swing), and BCC has required such a course for some time. BCC does not require that students take the course in their first semester of study, although the research indicates that these courses are the most valuable at that time (Gardner). First-year seminars are commonly linked with learning communities (Hunter and Linder 286), and a 2002 study by Randy Swing and Betsy Barefoot found

that these kinds of linked seminars “produce higher student-reported ratings on learning outcomes and satisfaction measures than stand-alone seminars” (qtd. in Hunter and Linder 286).

There exists a great deal of research extolling the benefits for new students of freshman orientation seminars. In fact, J.B. Cuseo states that “there may be more empirical research supporting the value of the freshman orientation seminar than for any other single course offered in higher education . . .” and that these courses impact not only “students’ persistence to graduation and . . . academic achievement” but also “institutional fiscal stability” by increasing overall retention (3). A study by F.B. Brewster of freshman orientation courses at four North Carolina community colleges found that the academic performance of students in these courses increased “regardless of race, age, gender, major, employment status, or entrance exam scores” (qtd. in Chavez).

A mandatory first-semester, 16-week orientation seminar for GOALS students, although a new approach at BCC, fits well within the mainstream of best practices in freshman seminars and addresses many factors critical for success in orientation courses. Swing, for example, believes that the factors that “matter most” in a successful first-year seminar are the course’s number of credit hours, who teaches the course, the topics covered in the course, whether they be “study skills, orientation, or interdisciplinary,” whether the course is graded and whether the course is mandatory. Cuseo, furthermore, developed a “comprehensive taxonomy of major topics that should be included in an effective student-centered freshman seminar, including the college experience, academic skill development, academic and career planning, and life management” (qtd. in Chavez), all topics that ACA 115, in its new mode of delivery, will cover.

The QEP Committee recommended that service learning be added as a component of all GOALS learning communities, although the learning community model as a whole provides “more time and space . . . for community-based work” (Smith et al. 104). In a 2003 monograph, Eaton, MacGregor, and Schoem assert that “integrating learning communities with service learning . . . has the potential to strengthen them both” (qtd. in Smith et al. 104). In addition, this kind of activity has been shown to have a positive effect on students’ self-efficacy and self-esteem. One study, for example, concludes that students who participated in a Head Start-based family literacy program reported benefits in the area of self-knowledge, academics, social awareness, self-esteem, and self-efficacy (“Community-Based”). Furthermore, Carol Raupp and David Cohen conducted research on incorporating service learning into a college psychology class. In a model that included an academically appropriate incentive and classroom principles to enhance learning, students reported increased empathy, commitment to community, empowerment, and self-esteem. The committee’s rationale for including service learning as a part of BCC’s QEP is captured also by Bringle and Hatcher who state that the effect of service learning on students “results not just in greater technical mastery [‘course content’] but also in an expanded appreciation of the contextual and social significance of their work and, most broadly of all, in ‘an enhanced sense of civic responsibility’” (qtd. in Zlotkowski 358), one of the outlined objectives of the plan.

C. ***Initiative Three***

Faculty Mentoring: Academic Advising and Counseling

"[R]esearch shows a clear relationship between student interaction with faculty and student retention."

-- King and Kerr

Advising

As at half the institutions of higher learning in America (Habley and Morales qtd. in King and Kerr), academic advising at BCC is primarily the responsibility of full-time faculty. Faculty members in each program of study are responsible for advising the students enrolled in that program. In larger programs, such as the Arts and Sciences programs, students are assigned faculty advisors by alphabetical sequence (e.g. A-F). In smaller programs, such as AAS, diploma, and certificate, students' advisors and instructors are normally one and the same, allowing advising to take place both formally and informally.

In Arts and Sciences, however, students' contact with their advisors is often limited. Students pursuing an AA/AS/AFA degree are required to meet with an advisor before registering and have a number of opportunities to do so. Some meet with their assigned advisor and register for courses for the next semester during pre-registration each fall and spring. (In 2007, BCC extended pre-registration for the entire summer, but only one faculty advisor was regularly available to assist students with registration for all curriculum programs.) Many students' only contact with an advisor, however, still takes place on registration days. Due to time constraints, these meetings are often brief, and to reduce waiting time, staff often directs students to the first available faculty advisor. Some students may never be advised by, or even meet, their assigned advisors. Recognizing the importance of quality academic advising to student success, the committee determined that enhanced advising should be another key element of the plan.

In addition to serving as the instructors for the interdisciplinary courses, the instructors for each GOALS cohort will serve also as the academic advisors/faculty mentors for students in that cohort. The learning community model provides ample opportunity for academic advising. The first-year orientation course, specifically, covers germane topics such as learning styles, career planning, time management, and campus resources. In addition to these topics, the academic advisors for each cohort will help prepare students for transfer to four-year institutions through assignments in the seminar course designed to familiarize students with admissions and program requirements of their prospective transfer colleges and universities. The seminar course will also provide a forum for guest speakers to share their expertise with the cohort. These speakers will include representatives from four-year institutions, staff from BCC Student Services, and individuals from the local community with knowledge relevant to the GOALS community's interdisciplinary theme (e.g. health professionals, educators, public servants, and representatives from service organizations). The learning community model also allows for significant enhancements to advising practices at BCC, the major

enhancements being continuous small-group advising and the fostering of informed peer advising.

Since students in GOALS cohorts will have access to their advisors on a continuous basis, academic advising can and will take place at any time in the life of a cohort, and the topics covered in the courses, as well as time shared by the cohorts with their mentors, will create numerous occasions for advising. Also, since much of a GOALS student's schedule will be predetermined, the process of choosing and signing up for courses will be greatly simplified, and cohort members, with the advice of their mentors, may choose to take courses together outside of the GOALS curriculum. Because of the cohort design of the program, students will inevitably utilize peer advising, already a common practice among students but one not without risk due to peers' predictably low levels of knowledge of "academic discipline[s]" and "student development" (King qtd. in King and Kerr). With continuous exposure to trained, knowledgeable advisors/instructors, however, students will be better equipped to assist each other in making more informed short-term and long-term decisions concerning their academic plans. To this end, two of the faculty members teaching in the first learning community participated in an advising seminar sponsored by the National Association of Academic Advisors (NACADA) in June, 2008.

Counseling

According to BCC internal data from 2005, the largest single reason that students left the institution was "family or personal issues." This indirect measurement confirmed the qualitative data the committee gathered from faculty during the planning process for the QEP, discussed earlier in the Profile section. The committee consequently advocated enhanced counseling services for students at the college.

Currently, the faculty at BCC receives little or no training in recognizing emotionally at-risk students. If a student comes to a faculty member with a personal issue that may be impeding his or her academic progress, that faculty member normally refers the student to Student Services, who usually refer the student to an outside professional. The committee, informed by review of best practices in the area, recommended a more proactive approach to dealing with the personal needs of students.

To this end, faculty teaching in GOALS communities will avail themselves of professional development opportunities and training designed to supplement their existing level of expertise in the counseling of emotionally at-risk students. GOALS faculty will also know how and when to refer matters, academic or personal, to the appropriate student support service. As GOALS instructors will be on the "front line," as it were, and will undoubtedly develop close relationships with students in their cohorts, they will be able to act as an effective early warning system for at-risk students.

Research Supporting Initiative Three

A review of literature on advising of first-year students reveals that two distinct groups of individuals have an enormous influence on the decisions made by new

students: their teachers and their peers, or their “formal” and “informal” sources of information (Tinto and Goodsell Love 88).

For faculty to be effective advisors, they must develop relationships with their students/advisees. King and Kerr assert that “strong student/faculty relationships” foster “student growth, satisfaction, and persistence” (“Organizing and Delivering” 37). They also conclude that a particularly effective means of delivering advising to new students is through what they term “small group advising” which “can easily be incorporated into orientation programs, a first-year seminar . . . [or] learning communities . . .” as these settings provide “efficient and effective way[s] to share information” and allow “peer groups . . . to reinforce good advising (“Academic Advising” 331). Gardner, furthermore, believes that this small group model of advising with the teacher as advisor “makes possible a number of enhancements over traditional academic advising” as the “advisor has regular contact once or twice a week with the student throughout the entire first term” and can deliver “information which very rarely can be provided in a time-and cost-effective manner in one-on-one advisor-advisee relationships” (“Perspectives” 165). Tinto and Goodsell Love believe that students in learning communities will often naturally “look to [faculty members] for advice, especially if they have developed a good rapport with the community” (88).

Students’ primary advisors are “other students” (Swing). Once again, learning communities provide a context where this powerful peer influence can be put to good use. As a supplement to the formal advising provided by faculty, there is a “variety of informal advising that takes place in learning communities” (Tinto and Goodsell Love 87). Tinto and Goodsell Love state, “As students [in first-year learning communities] interact and learn more about the campus, classes, professors, majors, and academic requirements, they begin to share that information among themselves. Students see this as one of the many benefits of learning communities . . .” (87).

According to the research, the availability and nature of personal counseling is also an important contributing factor to student success. Echoing BCC’s own internal data, Griffith and Connor found that the success, or lack thereof, of community college students depends more “on their personal lives, their job lives, the outside world, than on anything happening within the college” (20). A 2004 report from the MDRC on its Opening Doors Project states that “regardless of how well students are prepared for academic work, even their best-laid educational plans can be diverted by unexpected life events and ongoing personal problems (Purnell and Blank 21), and the report found that “personal problems were a major impediment to students’ persistence and retention in community colleges” (22). Nationally “the rate of serious emotional issues [is rising] among college students” with over “90% of college counseling centers [reporting] more students with serious mental health problems than in years past” (Feirman).

The idea of faculty mentors is not unique to BCC or its QEP. Fugate and Amey found that many community college faculty often describe their roles in relation to their students as “mentor[s], role model[s] student facilitator[s] and guide[s]” (qtd. in Purnell and Blank 23). The MDRC report found that students believed that the guidance of these faculty mentors was “critical when they faced personal difficulties that might have affected their ability to get good grades or to complete courses” (Purnell and Blank 23).

In addition, a 2004 study reported in *Dissertation Abstracts* positively correlates self-esteem with students having an identified support person and seeing that person as capable, stable and meeting their emotional needs (McNair).

This initiative, the utilization of faculty mentors to enhance academic advising and counseling services for BCC students enrolled in GOALS cohorts, is a fundamental component of the plan in meeting its goal of preparing students to be successful as learners, individuals, and citizens. This goal is very similar to the role of an academic advisor as envisioned by Grites and Gordon: “to facilitate student learning, hopefully in all three contexts identified by Winston et al. [1984]: educational, career and personal” (qtd. in King and Kerr 320).

D. The Integration of the Three Initiatives: An Apparatus for Academic, Personal, and Social Growth

Learning communities, as stated previously, have been a common pedagogical vehicle for decades, and the evidence appears to be clear that their implementation results in increased academic performance, student retention, persistence, and degree completion. These factors may account, in part, for the popularity of learning communities at institutions of higher learning. It is less common, though not unheard of, for an institution to expect other, broader outcomes from learning communities, such as improvements in students’ sense of self, well-being, and social development, although these enhancements are also indicated in the scholarly literature on learning communities and have been discussed in this document. These enhancements are, perhaps, more problematic to assess, and this difficulty might explain why the evaluation of many learning community programs is based only on academic measurements. In its QEP, however, BCC, informed by SACS’s definition of student learning as “changes in students’ knowledge, skills, behaviors, and/or values that may be attributable to the collegiate experience” (29), sees student learning as a holistic concept that must, at least partially, be measured outside the classroom and, consequently, chose learning communities as well as the plan’s other two initiatives as a way of realizing this broader vision of “student learning.”

Ambitious as this QEP’s outcomes for students may admittedly be, they are not without precedent. In addition to being assessed on educational outcomes, students in the Opening Doors Learning Communities at Kingsborough Community College were assessed on the impact of their learning community experience on their overall “well-being,” which Scrivener et al. “broadly defined to include a range of social, psychological, and health outcomes” (73). Although the study did not initially find “significant impacts” in these areas for students in the learning communities, the researchers believe that “significant program effects on well-being may be discovered” in future studies. It is important to note, moreover, that this QEP and the curriculum of GOALS Learning Communities were designed with similar well-being outcomes as program goals, and, as such, these concepts will be conveyed to students repeatedly in a self-reinforcing manner: explicitly through course content and course-level learning outcomes as well implicitly via the apparatus of the three integrated initiatives.

For example, this plan's second initiative is the enhancement of an existing freshman seminar course, ACA 115. All future GOALS Learning Communities, regardless of their interdisciplinary composition, will be anchored by an orientation course in the first semester with a service learning component in its curriculum. As with virtually all freshman seminar courses, the content of this course will address academic topics such as critical thinking, learning styles, note-taking, test-taking as well as other study skills. Exposure to this content, research shows, improves students' academic performance. As is also common in these courses, students will be exposed to "life skills," such as time, health, and financial management. With the addition of a service learning component in this course, students will be expected to increase their existing level of civic engagement. In short, if one were to view ACA 115 as a discrete initiative, which it is not, one could see how the content in this course alone would expose students to skills and values that would help them to achieve the program's goals (i.e. to produce effective learners, healthy persons, and involved citizens) and the resulting student learning outcomes for GOALS Learning Communities. (See pages 48-49.)

ACA 115 is not a stand-alone course, however, but a component of a larger, self-reinforcing apparatus. Based on the research, one can expect that because these students are members of a learning community, their academic performance in this course, as well as others, will be enhanced. Also, this and the other courses in the program will be taught by instructors who will serve as advisors and mentors to the cohort as described in this plan's third initiative. Research shows that students who can look to a faculty or staff member as a mentor "have a greater sense of self-worth" and are "better able to weather personal crises" (Scrivener et al. 76). Finally, it would seem almost self-evident that participation in a learning community would improve a student's skills as a community member, and learning communities, such as the ones at Kingsborough Community College, "creat[e] a more supportive and bonding environment for participating students . . ." as well as discourage "behaviors that compromise their own and their community's well being" (Scrivener et al. 76-77). In other words, one could posit that, regardless of the course content in a learning community program, students will be more effective learners, healthier persons, and more involved citizens simply by being members of a learning community designed in the manner we have chosen. Of course, faculty members constructing future GOALS cohorts will act with a high degree of intentionality in designing a curriculum that will complement the already existing benefits of the GOALS apparatus.

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IV. Implementation and Assessment

Mission Statement

GOALS Learning Communities will instill in their students the skills, values, and behaviors that will enable them to identify and realize their goals as growing people, effective learners, and involved citizens.

Institutionalizing GOALS

In the spring of 2008, guided by best practices literature, the QEP Implementation Committee will be expanded to establish a standing committee “composed of participants from all areas of the campus [faculty, academic administrators, student affairs professionals, institutional researchers and assessment professionals, and students]” (Gardner, Barefoot, and Swing 7). This committee is to be called the GOALS Advisory Committee. The College will appoint a GOALS Coordinator to manage the implementation of learning communities by the spring of 2008. This individual will report to the Dean of Arts and Sciences and chair the GOALS Advisory Committee. Together, this individual and this committee will work to oversee the launch of the first GOALS cohort and the creation and implementation of future interdisciplinary learning communities. The establishment of this committee provides support for evaluating the experience of first-year learning community student cohorts, as well as formulating strategies to address challenges unique to first-year community college students.

The GOALS Advisory Committee will facilitate the GOALS learning communities, including (but not limited to) the following tasks:

- Study and revise the QEP Implementation Committee’s Action Plan.
- Study the proposed assessment plan for the GOALS cohorts and suggest enhancements.
- Inform Arts and Sciences faculty members about GOALS program
- Recruit students for initial cohorts.
- Solicit proposals from other Arts and Sciences Faculty to develop additional interdisciplinary cohorts and analyze these proposals.
- Collaborate with the GOALS Coordinator to create strategies for the marketing and recruitment of the initial GOALS cohort as well as assess the professional development needs of faculty teaching within the first cohort.

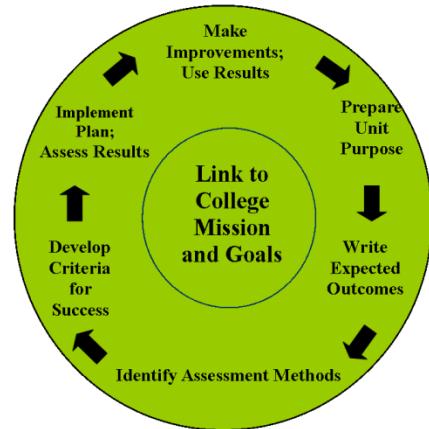
In time, the committee will expand its focus to a broader range of responsibilities, which will include oversight of the initial GOALS cohort, the development of other subsequent interdisciplinary cohorts, and the evaluation of the general experience of first-year students at BCC.

Assessment at BCC of the GOALS Learning Communities initiative will serve as a model for the institution as it moves toward both fully embracing a culture of evidence as well as re-envisioning itself as a learning-centered college through the introduction and expansion of cohort learning. As this plan represents a significant change in and addition to the institutional culture at the College, the Advisory Committee will give careful thought to formulation of student learning outcomes for the GOALS communities, direct and indirect assessments of these outcomes, and the cycle on which these

measurements would take place. The process has been and continues to be guided by a recursive, cyclical assessment model, “widely known in program evaluation” (Smith et al. 227; Nichols 10), that will allow the institution to evaluate the plan’s holistic success in achieving its identified student learning outcomes.

**Brunswick Community College
Outcomes Assessment Planning Model**

GOALS will be part of the BCC Outcomes Assessment model used with institutional effectiveness. The assessment “wheel” identifies the following key steps in the assessment of student outcomes.



Results of the assessment of the GOALS student learning outcomes will guide curricular and pedagogical practices of those working with the initial GOALS cohort as well as those working with future interdisciplinary GOALS cohorts. Assessment of the plan’s implementation process will inform both short- and long-term institutional policy decisions concerning the expanding utilization of cohort learning at BCC.

As this plan will have significant impact on the College’s existing institutional structure, as well as serving as a model of pedagogical and curricular innovation, it will be imperative for the GOALS Advisory Committee to evaluate carefully, systematically, and regularly the plan’s impact and progress on both the institutional and student levels. Accordingly, this plan provides for assessment of the implementation of the project as well as for the assessment of student learning outcomes, and the results of both evaluations will be used to monitor and, if need be, modify the project on both levels. Furthermore, as this QEP represents the College’s pilot project in cohort learning, the information gathered by both evaluations will have important implications for future learning communities at BCC.

Assessment of the Effectiveness of Key Activities:

Using an evaluation rubric developed by the W.K. Kellogg Foundation for education projects, the chart below outlines the phases and anticipated areas of evaluation. The Action Plan Sub-Cycle for monitoring implementation will accommodate these phases as appropriate.

Phase	Project-Level Evaluation Activities
Pre-project	<input checked="" type="checkbox"/> Assess needs and assets of target population/community. <input checked="" type="checkbox"/> Specify goals and objectives of planned services/activities. <input checked="" type="checkbox"/> Describe how planned services/activities will lead to goals. <input checked="" type="checkbox"/> Determine the match between project plans and College priorities. <input checked="" type="checkbox"/> Obtain input from stakeholders. <input checked="" type="checkbox"/> Develop an overall evaluation strategy.
Start Up	<input type="checkbox"/> Determine underlying program assumptions. <input type="checkbox"/> Develop a system for obtaining and presenting information to stakeholders <input type="checkbox"/> Assess feasibility of procedures given actual staff and funds. <input type="checkbox"/> Assess the data that can be gathered from routine project activities. <input type="checkbox"/> Develop data collection system to answer evaluation questions. <input type="checkbox"/> Collect baseline data on key outcomes and implementation areas.
Implementation and Project Modification	<input type="checkbox"/> Assess organizational processes or environmental factors that inhibit or promote project success. <input type="checkbox"/> Describe project and assess reasons for changes from original implementation plans. <input type="checkbox"/> Analyze feedback from staff and participants about successes/failures and use information to modify project. <input type="checkbox"/> Provide information on short-term outcomes to affect long-term outcomes, including a description of how you expect short-term outcomes to affect long-term outcomes. <input type="checkbox"/> Use short-term outcome data to improve the project. <input type="checkbox"/> Continue to collect data on short- and long-term outcomes. <input type="checkbox"/> Assess assumptions about how and why program; modify as needed.
Maintenance and Sustainability	<input type="checkbox"/> Share findings with key stakeholders and community. <input type="checkbox"/> Inform alternative funding sources about accomplishments. <input type="checkbox"/> Use evaluation to improve the project and monitor outcomes. <input type="checkbox"/> Assess long-term impact and implementation lessons, and describe how and why program works.
Replication and Policy	<input type="checkbox"/> Assess project fit with other community colleges. <input type="checkbox"/> Determine critical elements of the project necessary for success. <input type="checkbox"/> Highlight specific contextual factors that inhibited/facilitated project success. <input type="checkbox"/> As appropriate, develop strategies for sharing information with policymakers to make relevant policy changes.

The intent of using an established process evaluation rubric is to support key **process** questions, such as:

- ▶ Did the project design effectively anticipate staffing and resource needs?

- Were anticipated partnership relationships effective?
- Did the project design effectively anticipate the barriers to implementation that would need to be addressed by participants?
- Did the project start and proceed on time as anticipated?
- Were the numbers of students recruited and retained consistent with expectations?

The following sections are organized by the key GOALS implementation objectives: implementation planning, recruitment and marketing strategies, implementation, and ultimately student learning and retention. The Action Plan Sub-Cycle below identifies key process steps in the implementation, while the Student Outcomes section includes anticipated measurements that assess each program goal. Data collection instruments are described in the next section.

Action Plan Sub-Cycle

DATE	ACTIVITY	DESIRED OUTCOME	RESPONSIBILITY*
January 2008	Planning for initial implementation, including budget development and student recruitment plan for GOALS.	Detailed, cohesive plan for budget and implementation of GOALS, including student recruitment. Measurement: Completion of budget recommendations and implementation and recruitment plan.	GOALS Implementation Committee and GOALS Coordinator, Faculty, and Student Advisor
	Identify/develop additional co-curricular and extracurricular service learning activities to augment GOALS.	Establish appropriate internal and external partnership relationships to support service learning development. Measurement: Assess partnership needs and strength of collaboration.	GOALS Coordinator, faculty, and Implementation Committee
February 2008	Develop GOALS recruiting and marketing materials.	Marketing materials, including brochures, catalogs, class schedules, and BCC website will feature GOALS prominently. Materials for various media such as radio, television, newspapers, and internet will also be available by March 1. Measurement: (1) Completion of products; (2) Recruitment and marketing	GOALS Coordinator, Advisory and Faculty, Directors of Marketing, Public Information, and IT

DATE	ACTIVITY	DESIRED OUTCOME	RESPONSIBILITY*
		strategies used to disseminate information about GOALS are effective in recruiting potential students.	
	GOALS Coordinator and faculty will visit area high schools to make guidance counselors and school leadership aware of GOALS program and to assist with student recruitment.	Increased awareness and willingness of counselors to support student recruitment efforts for GOALS. Measurement: Agenda and/or minutes of meetings with high school personnel	GOALS Coordinator, faculty and BCC Recruiter
March through June 2008	GOALS Coordinator and faculty will work with area high school guidance counselors to identify and recruit students eligible for GOALS.	Area high school students will be aware of and interested in enrolling in GOALS learning communities at BCC. Measurement: Completed criteria for identifying potential GOALS students	GOALS Coordinator, Advisory, and Faculty, BCC Marketing and Public Information, IT, and Student Services Departments
	Incorporate blocked GOALS Learning Community course schedules into Fall Master Schedule	Blocked GOALS Learning Community schedules will be coded and integrated into the next Fall Term's schedule. Measurement: Fall Schedule containing blocked GOALS schedules	GOALS Coordinator, faculty, and Dean of Arts and Sciences
	GOALS faculty orientation	100% of GOALS faculty and appropriate College staff will attend the formal orientation session(s). Measurement: Attendance records; Evaluation.	GOALS Coordinator, faculty
	Distribute GOALS information to area high schools, PTAs, Chambers of Commerce and more.	Increased student, parent and community awareness of program availability. Measurement: Completed promotional materials; schedule of meetings	GOALS Coordinator and BCC recruiter
	Determine student eligibility for GOALS during admission process and provide materials to all eligible	Identification of and recruitment of potential GOALS students to develop the implementation cohorts.	Student Services staff

DATE	ACTIVITY	DESIRED OUTCOME	RESPONSIBILITY*
	applicants.	Measurement: Number of students recruited.	
April 2008	Faculty participating in GOALS will formulate themes, learning outcomes, assessment, syllabi development, and interdisciplinary integration.	Complete program implementation outline for August 2008. Measurement: Completed draft for review.	GOALS Coordinator, Student Advisor and faculty
May through June 2008	Planning for and refinement of Fall Semester Learning Communities.	GOALS faculty will develop integrated curriculum for Fall Semester implementation. Measurement: Completed curriculum.	GOALS Coordinator and faculty
	GOALS Action sub-cycle will be added to the College's identified reporting calendar.	Institutionalize ongoing GOALS assessment. Measurement: All activities described in the GOALS sub-cycle will be implemented according to the timeline.	GOALS Coordinator and IE
July 2008	Meet with GOALS Advisory Committee to present final recommended plan for implementation and obtain feedback.	Final implementation plan approved. Measurement: Completed FINAL plan submitted to Advisory Committee for approval and forwarded to/approved by the President's Cabinet.	GOALS Coordinator and Advisory
First week of August 2008	Final Review of cohorts.	Complete, viable GOALS cohorts. Measurement: Final cohorts established and names submitted to Registrar and IE for tracking.	Dean of Arts and Sciences, GOALS Coordinator, Student Services
August 2008 and ongoing	Administer battery of assessments to student cohorts.	Establish baselines. Measurement: Initial battery completed and baselines established.	GOALS Coordinator and faculty, Student Services, Office of Institutional Effectiveness
October 2008	Progress update to Advisory and Board of Trustees	Assurance that project implementation is on schedule. Measurement: Agendas for Advisory and Board of	GOALS Coordinator

DATE	ACTIVITY	DESIRED OUTCOME	RESPONSIBILITY*
		Trustees.	
November-December 2008	End-of –Semester student evaluations	Ongoing first year student assessment. Measurement: Completed batteries.	GOALS Coordinator and faculty
	Refining program implementation based on 1 st semester experience.	Improve and revise implementation plan as needed. Measurement: Implementation plan for Spring 2009, revised as needed	GOALS Coordinator , faculty and Advisory Committee
Beginning January 2009	Repeat recruitment cycle.	New student enrollment in GOALS for Fall 2009. Measurement: Documentation similar to previous recruitment cycle, revised to reflect evaluation of previous cycle.	GOALS Coordinator and BCC Recruiter .
February 2009	Progress update to Advisory and Board of Trustees on 1 st semester implementation	Assurance that project implementation is on schedule.	GOALS Coordinator
April – May 2009	Administer battery of assessments to student cohorts.	Establish baselines.	GOALS Coordinator and faculty , Student Services , and Office of Institutional Effectiveness .
April – June 2009	Planning for 2 nd year implementation.	Implementation model is evaluated and modified as needed.	GOALS Coordinator , IE , faculty , Advisory and students .
May (beginning 2009 and ongoing)	Analysis of assessment data on GOALS students.	Assessment data for all GOALS students will be compiled and interpreted.	GOALS Coordinator , IE , faculty and Advisory Committee

(* Responsibility Color Key: GOALS Coordinator, Yellow; GOALS Faculty, Blue; GOALS Advisory Committee, Red; Student Representative, Green; Director of Marketing, Pink; Director of Public Information, Turquoise; Director of IT, Teal; BCC Student Services, Violet; Office of Institutional Effectiveness, Dark Red; and Dean of Arts and Sciences, Dark Yellow)

Implementation Responsibilities and Review Cycle

As the GOALS program is being implemented, the GOALS Coordinator will be responsible for the oversight of the activities and the collection of data/documents for the “Desired Outcome” column of this table and will pass the results onto the Advisory Committee. Together, they will determine action(s) to be taken and provide recommendations to the Vice President of Academic Services.

Program Goals and Student Learning Outcomes

As both the earlier definition of “student success skills” and the current mission statement emphasize goal setting and attainment in three contexts (person, learner, citizen), the QEP Development Committee identified three broad program goals related to these contexts, as well as more specific corresponding student learning outcomes and measurements as noted in the chart below

GOALS Student Learning Outcomes		
Program Goals	Student Learning Outcomes	Criteria for Success and Measurement
A. Students completing the GOALS Program will possess the skills, values, and behaviors of effective learners.	<p>A.1. Students completing the GOALS Program will be able to apply principles of critical thought to their academic and non-academic activities.</p> <p>A.2. Students completing the GOALS Program will demonstrate knowledge of conventions of standard written English and facility with oral communication.</p> <p>A.3. Students completing the GOALS Program will demonstrate a level of commitment to their studies appropriate for college success.</p>	<p>A.1. GOALS students will score at a statistically significantly higher level than a random sample of non-GOALS cohort. Measurement: Cornell Critical Thinking Test (CCTT Level Z).</p> <p>A.2. GOALS students will score statistically significantly higher than non-GOALS student cohort on the BCC Written Communication Rubric and demonstrate competency in oral communication as determined the BCC Oral Communication Rubric. Measurements: BCC Arts and Humanities assessment rubrics for Oral and Written Communication</p> <p>A.3.a.1. GOALS students will achieve higher fall-to-spring and fall-to-fall retention rates than the non-GOALS student cohort. Measurement: NCCCS Data Collection format.</p> <p>A.3.a.2. GOALS students will graduate or transfer as appropriate by the end of the second academic year at a higher rate than non-GOALS student cohort. Measurement: NCCCS Data Collection format.</p> <p>A.3.b. GOALS students will achieve higher first-year, second-year, and cumulative grade point averages than the non-GOALS student cohort. Measurement: NCCCS Data Collection format.</p> <p>A.3.c. GOALS students will report higher levels of academically responsible behaviors than a non-GOALS student cohort as well as higher levels than those they reported on the TFS. Measurement: YFCY survey and The Freshman Survey (TFS).</p>

<p>B. Students completing the GOALS Program will possess the skills, values, and behaviors associated with a healthy lifestyle.</p>	<p>B.1. Students completing the GOALS Program will recognize the importance of physical and socio-emotional health to their overall well-being.</p>	<p>B.1.a. GOALS students will report lower levels of physically unhealthy risk behaviors than non-GOALS student cohort. Measurement: YFCY and TFS surveys.</p> <p>B.1.b. GOALS students will report higher levels of personal satisfaction than non-GOALS student cohort. Measurement: YFCY survey and those they reported on the TFS.</p> <p>B.1.c. After completing the first year of college, GOALS students will report higher levels of self-esteem. Measurement: Cooper-Smith Self-Esteem Inventory</p> <p>B.1.d. After completing the first year of college, GOALS students will report improved self-efficacy. Measurement: Generalized Self-Efficacy Scale (GSE).</p>
<p>C. Students completing the GOALS Program will possess the skills, values, and behaviors of involved citizens.</p>	<p>C.1. Students completing the GOALS Program will recognize the importance of becoming active members of their campus, local, and global communities.</p>	<p>C.1.a. GOALS students will report higher levels of participation in campus life, utilization of campus resources, and interaction with faculty than non-GOALS student cohort. Measurement: YFCY and TFS surveys.</p> <p>C.1.b. After completing the first year of college, GOALS students will report higher levels of volunteerism, civic engagement, and tolerance of diverse views. Measurement: (1) YFCY survey and those they reported on the TFS; (2) # of hours of community service reported on BCC Service Learning Timesheet (see Appendix X); (3) Mean hours of GOAL students and cohort.</p> <p>C.1.c. After completing the first year of college, GOALS students will demonstrate the ability to work as a member of a team to accomplish tasks. Measurement: A score of no less than three on the Work Keys Teamwork Assessment.</p>

Measurement Tools

BCC will utilize, whenever feasible, both direct and indirect assessments of student learning outcomes.

Direct Assessments:

1. **Cornell Critical Thinking Test (CCTT) Level Z:** Based on its accessibility, cost, level of validity and minimal gender bias, the committee chose this objective tool created by Ennis, Millman, and Tomko to measure cohort students' critical thinking abilities
2. **Coopersmith Self-Esteem Inventory:** Based on ease of administration and scoring as well as high levels of validity and reliability, the committee chose this objective measurement to assess changes in student levels of self-esteem.
3. **BCC Arts and Humanities Written Communication Rubric:** Based, in part, on Old Dominion University's evaluation of its written communication core competency, this locally developed assessment rubric allows for objective measurement of student's written communication. (See Appendix XI for a copy of this rubric.)
4. **BCC Arts and Humanities Oral Communication Rubric:** Based, in part, on Old Dominion University's evaluation of its oral communication core competency, this locally developed assessment rubric allows for objective measurement of student's oral communication. (See Appendix XII for a copy of this rubric.)
5. **Work Keys Teamwork Skills Assessment:** This ACT-developed job skills assessment instrument provides for the direct assessment of cohort members' ability to work together as members of a community.

Indirect Assessments:

1. **The Freshman Survey (TFS)** and
2. **Your First College Year Survey (YFCY):** These "bookend" surveys, developed by the Cooperative Institutional Research Program at UCLA's Higher Education Research Institute, provide indirect measurements of virtually all of the plan's student learning outcomes and supplement several direct assessments as well.
3. **Generalized Self-Efficacy Scale (GSE):** Based ease of administration and scoring as well as its global assessment orientation, the committee chose this instrument designed by Matthias Jerusalem & Ralf Schwarzer to measure students' pre- and post-cohort levels of self-efficacy. (See Appendix XIII)
4. **Rates of Retention and Grade Point Averages:** These indirect measurements will allow for the assessment of students' levels of academic commitment.
5. **Rates of Graduation and Transfer to Four-Year Institutions:** These indirect measurements also allow for assessment of students' levels of academic commitment.
6. **The GOALS Student Satisfaction Survey:** This locally-developed global indirect assessment will be administered to students completing the second

semester of GOALS to measure their perceptions of the GOALS experience in relation to the program's stated mission. (See Appendix XIV for a copy of the survey questionnaire.)

Once baseline data are compiled, the GOALS Coordinator and Office of Institutional Effectiveness will carefully analyze data in three areas: (1) progress of students before and after (pre and post) their cohort learning experience; (2) performance of students enrolled in GOALS and subsequent learning communities versus comparable students who are not; and (3) year-to-year progress of GOALS cohorts. This data will then allow the Advisory Committee and the College to "close the loop" by modifying the plan, its implementation, and its execution to best achieve the program's stated goals.

Evaluation Reporting and Dissemination:

The Office of Institutional Effectiveness will compile quarterly formative evaluation reports and an annual evaluation report each year of the project. BCC IE will work with the GOALS Advisory Committee to identify stakeholder groups and their information needs, and will develop written and oral presentations as appropriate for these groups. BCC will also publish evaluation information and reports on the GOALS website to aid in evaluation transparency, credibility, dissemination, and use.

Works Cited

- Gardner, John N., Betsy O. Barefoot, and Randy L. Swing. *Guidelines for Evaluating... The First-year Experience at Two-Year Colleges*. 2nd edition. Columbia, South Carolina: The National Resource Center for the Freshman Year Experience, 2001.
- Jerusalem, Matthias, and Ralf Schwarzer. Generalized Self-Efficacy Scale. 1981. <<http://userpage.fu-berlin.de/~health/selfscal.htm>>.
- Nichols, James O. *A Practitioner's Guide for Institutional Effectiveness and Student Learning Outcomes, Third Edition*. Flemington, NJ: Agathon Press, 1991.
- Old Dominion University. "Evaluation of the Exit Examination of Writing Proficiency." <http://research.schev.edu/corecompetencies/ODU/comp_writing.asp>.
- Old Dominion University. "Public Speaking (COMM 101R) Speech Critique." <http://research.schev.edu/corecompetencies/ODU/ODU_OC_Critique.pdf>.
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V. Institutional Commitment and Capability

The QEP is an institutional priority at BCC and, as such, will be become part of the college's long-range planning process. This plan's mission and goals, furthermore, dovetail seamlessly with college's existing mission and goals. Consequently, BCC is committed to providing the human and material resources necessary for the long-term sustainability and success of GOALS.

GOALS and the BCC Mission

The mission statement and student learning outcomes of the GOALS Learning Communities, delineated in the previous chapter of this document, echo the institution's broader mission, which states that BCC will "meet the educational and cultural needs of the [Brunswick County] community and . . . provide opportunities for individuals to be successful," as well as [e]ncourage lifelong learning, . . . "[e]nsure academic excellence, [e]stablish positive learning environments, [and] [f]oster an awareness of global, economic, and cultural trends" (Brunswick Community College Catalog 8).

GOALS and BCC 2007-2011 Goals

The development of the plan and its initiatives, goals, learning outcomes, and implementation was greatly informed by Brunswick Community College's 2007-2011 institutional goals and, therefore, echoes virtually all of these goals:

Goal 1: *Provide quality educational programs, world-class workforce training, and life-long learning opportunities that meet the needs of the students.*

Goal 2: *Provide academic and support services that promote students success in achieving their educational goals.*

Goal 3: *Employ qualified, diverse faculty and staff who value professional development and who possess the skills, abilities, and the attitudes that support and promote a student-centered learning environment.*

Goal 4: *Collaborate locally, regionally, and globally with businesses, industries, governmental agencies, and educational institutions.*

Goal 5: *Develop an ongoing, broad-based institutional effectiveness process that includes operational planning and the assessment of programs and services.*

Goal 8: *Foster a collegial atmosphere and open communication among faculty, staff, and students (Brunswick Community College Catalog 8).*

GOALS and the BCC Vision Statement

With its emphasis on community and service, the GOALS mission closely recalls the words of the BCC Vision Statement: "Brunswick Community College is proud of its past and its ability to remain a close-knit community that is reflective of the larger community of Brunswick County. Our future will be one in which this family environment will be preserved and valued. Challenged by change and innovation, we will move forward to create a future responsive to the diverse needs of our students, our employees, and all those we serve" (Brunswick Community College Catalog 8).

GOALS and the Shared Beliefs of Brunswick Community College

This QEP will undoubtedly serve as an agent for institutional change in that it, among other things, creates a model for pedagogical and programmatic innovation at the College that will invariably inform the future life of the institution. It embodies, however, many of the existing core beliefs of Brunswick Community College:

Service

Our guiding principle is service. We serve our students, the residents of our county and region, area businesses and nonprofit agencies, public and private organizations, and our employees. These individuals and groups are both our customers and members of our community. We are dedicated to providing them with knowledge, skills, and an environment that will help them achieve their educational and professional goals and personal aspirations.

Quality

Our value to the community is based on the quality of the educational programs and services we provide as well as the knowledge and skills of our graduates. We will set standards that ensure the high quality of our programs and services and of our graduates.

Leadership

The College has a responsibility to provide leadership in the educational, cultural, and business life of our county. We believe this institutional leadership will be based on individual leadership coupled with a spirit of teamwork and decision-making by consensus.

Teaching and Learning

Teaching and learning are the heart of our mission. We will honor and promote effective teaching and encourage the use of innovative instructional technologies, both inside and outside the classroom. We will create an environment in which faculty and students are mutually engaged in the pursuit of knowledge. We will encourage academic achievement and foster the view that learning must be life-long.

Partnerships

We are striving to build strong partnerships with our community and to join with the public and private sectors to lead Brunswick County in cultural, economic, and educational opportunities in the next decade (Brunswick Community College Catalog 8-9).

Capability

According to internal BCC data, the College's 2005-06 revenues totaled \$12,679,142.27, while its expenditures totaled \$12,122,299.33, resulting in a budget surplus of \$556,842.94. The College derives its revenue from a number of sources; in this same fiscal year, 50% of the institution's revenues came from state funds, 28% from the county of Brunswick, 9% from federal funds, 5% from tuition and fees, and 8% from other revenue streams.

At an estimated five-year cost of close to \$375,000.00, this plan falls within the College's financial means. The most expensive year of the plan is the fifth, with a projected total of \$94,650. Using 2005-06 numbers, this fifth-year total would equal 0.7% of the College's annual revenue.

QEP Developmental Budget

Brunswick Community College's QEP is the culmination of a two-and-a-half year process during which the institution identified it as an institutional priority and, accordingly, made a substantial financial commitment to the plan's development of more than \$50,000.

GOALS Budget 2008-2013

The tables below detail a projected five-year budget that is further evidence of a continuing commitment on the part of BCC to this plan. In developing this budget, the committee considered the inevitable rise in costs of many items as well as the program's expansive nature.

Academic Year 2008-09

Professional Development Opportunities	Washington Center Learning Communities Curriculum Development Retreat June 1-3, x2	\$1,100
	NACADA Academic Advising Faculty Seminar, June 19-20, x2	\$1,500
	National Resource Center for the First-Year Experience's 15th National Conference on Students in Transition, November 8-10, x3	\$2,200
	On-campus professional development with student counseling consultant to identify at-risk students, Fall 2008	\$550
	On-campus professional development with learning communities consultant, \$1250, Spring 2009	\$1,250
	Campus Compact Service Learning Conference, Spring 2009, x2	\$400
		Total: \$7,000

Materials	Scholarly Books for faculty, materials for students and faculty (e.g. flash drives, supplies, tee shirts, and miscellaneous items)	\$1,500
		Total: \$1,500

Assessment Resources	The Freshman Survey and Your First College Year Survey	\$3,600
	Work Keys Interpersonal Skills Assessment	\$400
	Written Communication Assessment	\$600
	Oral Communication Assessment	\$100
	Cornell Critical Thinking Test, Level Z	\$375
	Coopersmith Self-Esteem Inventory	\$150
	Generalized Self-Efficacy Scale (GSE)	\$ 0
		Total: \$5,225 (approx.)

Personnel	Summer curriculum development stipend, x2	\$3,000
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	Course reduction for GOALS faculty, x2	\$6,400
	GOALS Coordinator	\$19,200
	Administrative Assistant (Part-time)	\$7,500
		Total: \$36,100

Promotion	Program announcements, posters, mailings, newspaper and radio adverts, and in-kind compensation for website maintenance by IT.	\$4,000
		Total: \$4,000

Educational/ Extracurricular activities	Trips and guest speakers	\$3,000
		Total: \$3,000

	Total: \$56, 825
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Academic Year 2009-10

Professional Development Opportunities	Two-day workshop with consultants from On Course Student Success Program, Fall 2009	\$10,000
	National Resource Center for the First-Year Experience Annual Conference, x2	\$4,000
	Campus Compact Service Learning Conference, Spring 2009, x2	\$400
	On-and off-site professional development opportunities	\$4,000
		Total: \$18,400

Materials	Scholarly Books for faculty, materials for students and faculty (e.g. flash drives, supplies, tee shirts, and miscellaneous items)	\$1,000
		Total: \$1,000

Assessment Resources	The Freshman Survey and Your First College Year Survey	\$3,600
	Work Keys Interpersonal Skills Assessment	\$400
	Written Communication Assessment	\$600
	Oral Communication Assessment	\$100
	Cornell Critical Thinking Test, Level Z	\$300
	Coopersmith Self-Esteem Inventory	\$150
	Generalized Self-Efficacy Scale (GSE)	\$ 0
		Total: \$5,150 (approx.)

Personnel	Summer curriculum development stipend, x2	\$3,000
	Course reduction for GOALS faculty, x2	\$6,400
	GOALS Coordinator	\$19,200
	Administrative Assistant (Part-time)	\$7,500
		Total: \$36,100

Promotion	Program announcements, posters, mailings, newspaper and radio adverts, and in-kind compensation for website maintenance by IT.	\$4,000
		Total: \$4,000

Educational/Extra curricular	Trips and guest speakers	\$3,000
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activities	
	Total: \$3,000

	Total: \$67,650
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Academic Year 2010-11

Professional Development Opportunities	On-and off-site professional development opportunities	\$7,500
		Total: \$7,500

Materials	Scholarly Books for faculty, materials for students and faculty (e.g. flash drives, supplies, tee shirts, and miscellaneous items)	\$ 2,500
		Total: \$2,500

Assessment Resources	The Freshman Survey and Your First College Year Survey	\$3,700
	Work Keys Interpersonal Skills Assessment	\$800
	Written Communication Assessment	\$750
	Oral Communication Assessment	\$200
	Cornell Critical Thinking Test, Level Z	\$400
	Coopersmith Self-Esteem Inventory	\$150
	Generalized Self-Efficacy Scale (GSE)	\$ 0
		Total: \$6,000 (approx.)

Personnel	Summer curriculum development stipend, x4	\$6,000
	Course reduction for GOALS faculty, x4	\$12,800
	GOALS Coordinator	\$19,200
	Administrative Assistant (Part-time)	\$7,500
		Total: \$45,500

Promotion	Program announcements, posters, mailings, newspaper and radio adverts, and in-kind compensation for website maintenance by IT.	\$4000
		Total: \$4,000
Educational/ Extracurricular activities	Trips and guest speakers	\$3,000
		Total: \$3,000
		Total: \$68,500

Academic Year 2011-12

Professional Development Opportunities	On-and off-site professional development opportunities	\$7,500
		Total: \$7,500

Materials	Scholarly Books for faculty, materials for students and faculty (e.g. flash drives, supplies, tee shirts, and miscellaneous items)	\$ 3500
		Total: \$3,500

Assessment Resources	The Freshman Survey and Your First College Year Survey	\$3,700
	Work Keys Interpersonal Skills Assessment	\$1,200
	Written Communication Assessment	\$900
	Oral Communication Assessment	\$300
	Cornell Critical Thinking Test, Level Z	\$500
	Coopersmith Self-Esteem Inventory	\$150
	Generalized Self-Efficacy Scale (GSE)	\$ 0
	Total: \$6,750 (approx.)	

Personnel	Summer curriculum development stipend, x6	\$9,000
	Course reduction for GOALS faculty, x6	\$19,200
	GOALS Coordinator	\$19,200
	Administrative Assistant (Part-time)	\$15,000
		Total: \$62,400

Promotion	Program announcements, posters, mailings, newspaper and radio adverts, and in-kind compensation for website maintenance by IT.	\$4,000
		Total: \$4,000

Educational/ Extracurricular activities	Trips and guest speakers	\$3,000
		Total: \$3,000
		Total: \$87,150

Academic Year 2012-13

Professional Development Opportunities	On-and off-site professional development opportunities	\$7,500
		Total: \$7,500
Materials	Scholarly Books for faculty, materials for students and faculty (e.g. flash drives, supplies, tee shirts, and miscellaneous items)	\$ 3,500
		Total: \$3,500
Assessment Resources	The Freshman Survey and Your First College Year Survey Work Keys Interpersonal Skills Assessment Written Communication Assessment Oral Communication Assessment Cornell Critical Thinking Test, Level Z Coopersmith Self-Esteem Inventory Generalized Self-Efficacy Scale (GSE) Comprehensive Review of QEP in advance of Five-Year Impact Report (Outside Consultant)	\$3,700 \$1,200 \$900 \$300 \$500 \$150 \$ 0 \$7,500
		Total: \$14,250 (approx.)
Personnel	Summer curriculum development stipend, x6 Course reduction for GOALS faculty, x6 GOALS Coordinator Administrative Assistant (Part-time)	\$9,000 \$19,200 \$19,200 \$15,000
		Total: \$62,400
Promotion	Program announcements, posters, mailings, newspaper and radio averts, and in-kind compensation for website maintenance by IT.	\$4,000
		Total: \$4,000
Educational/ Extracurricular activities	Trips and guest speakers	\$3,000
		Total: \$3,000
		Total: \$94,650
		Five-Year Total: \$374,775

Appendix I

Initial QEP Web Page Content

Welcome to Brunswick Community College's website for the QEP

The Quality Enhancement Plan, or QEP, is one of two documents required by the Southern Association of Colleges and Schools (SACS) for reaffirmation review. Brunswick Community College has been accredited by SACS since 1983, and the college may be approved for reaffirmation in the fall of 2009. At the heart of this document are methods to support and improve student learning while accomplishing the mission of the college.

Whom We Serve

The mission of BCC is to fulfill the educational and cultural needs of the county. Therefore, it is critical to have a vision of the county and the direction of its growth in order to create an effective QEP. The 2000 US Census reported that Brunswick County had increased its population by 43.5%, outpacing the majority of NC counties. We have, moreover, one of the largest older populations in the state. The educational outlook for the county shows that 78.3% of the population has a high school diploma or higher, 6.5% have an associate degree, 16.1% have attained a bachelor degree or higher, and 5.22% have dropped out of high school. The county unemployment rate is low at 4.6%, and the average personal income is \$24, 095. Since 1990, the county has had 70 plant announcements, creating 3, 500 new jobs, and anticipates the construction of a new international sea port in the Southport area. (Eastern North Carolina Regional Index, 2006)

Who We Are

Like the county we serve, BCC is also experiencing a time of growth, both in enrollment and infrastructure. We have successfully met the needs of our dynamic community, but we have fallen slightly short, according to the North Carolina Community College System's *Critical Success Factors*, in three areas: 1) the success rates of students enrolled in remedial courses, 2) the success of our graduates transitioning to four-year institutions, and 3) the passing rates of BCC students on licensure and certification examinations.

QEP Themes

Here (in no particular order) are a few suggested areas of focus, or themes, in line with our college's mission, that the QEP team has selected for your consideration:

Communication

Do we want our students to learn to communicate (and interpret communication) effectively and fluently in a variety of different contexts (i.e. academic and professional, verbal and written, etc.)?

Thinking

Do we want our students to learn to think creatively and critically about a variety of academic, professional, and social issues and to use these acquired skills to become lifelong learners?

Life Skills

Do we want our students to learn to improve the quality of their lives by learning to take responsibility for their actions, interact and communicate with others in a variety of contexts, and choose healthy, productive lifestyles?

Learning Beyond the Classroom

Do we want our students to have the opportunity to learn from experience in a variety of diverse, non-traditional settings such as internships, community projects, service learning activities, and virtual learning experiences?

Academic Rigor

Do we want to create a more rigorous academic environment for our students by challenging them to broaden their bases of knowledge while providing them with the necessary support services?

Membership in the Global Community

Do we want our students to learn to see themselves as members of the global community by learning about citizenship, community involvement, collaborative learning, diversity, and international perspectives?

Information

Do we want our students, in the information age, to learn strategies to access and analyze the information available to them and be able to use this information in an academic, professional, or social context?

Our Plan

The development of Brunswick Community College's QEP provides a unique opportunity for all of our constituents, students, faculty, staff, administration, and community members alike, to share in the shaping of the future of our institution. This is our plan, a customized plan for BCC. In other words, we can boost the chassis and put spinners on the hubcaps as long as it suits our needs. Essentially, the QEP will be personalized for BCC. Therefore, it must address an aspect of *student learning* that BCC can improve upon. This is what is meant by *quality enhancement*. SACS expects its affiliated institutions to be engaged in continual improvement of its programs.

The plan itself will be no more than 75 pages in length with no more than 25 pages of documentation. We have three years to develop the plan which must be submitted 6 weeks before the on-site visit with SACS in 2009. Once the plan is approved, BCC then has 5 years to put the plan in motion and conduct assessment.

Guidelines for the QEP

The following is a brief summation of the guidelines provided by SACS for Quality Enhancement Plans:

Focus

The QEP is a document with a focus on student learning. The focus or topic that is to be selected must be clear and concise. A relationship should exist between the focus and student learning outcomes and the mission of the college. The focus needs to be reinforced by data. The data should show a need for this particular change, and the change itself should be reinforced by data and research within the world of education for improvement of student learning.

Capability

BCC must demonstrate sufficient human and financial resources to support the plan. The plan should be sustainable and realistic in its endeavors to be achieved during the given timeframe.

Assessment

The QEP must document how the changes to be implemented are to be assessed. Student learning must be measured in some way to provide meaningful data. The data must be quantitative and qualitative. The assessment should be external and internal, and be an ongoing process.

Involvement

Everyone needs to be aware of the QEP from its topic to its implementation. It is a college-wide project.

Right now, we are asking for everyone to be involved in the selection of our theme. We need the collective voice of the college to guide the development of a QEP topic. Your input is vital and appreciated. Please share with us your thoughts concerning the themes presented on this page or suggest one of your own by dropping us a line at qep@brunswickcc.edu. Please submit suggestions before October 30, 2006. After this date, answers will be compiled and discussed during future focus groups. Stay tuned to this site for focus group dates.

More than just a plan

Past the guidelines and regulations is an opportunity. SACS has opened a door that leads into an empty room. It is our task to fill that room. It is an open-ended invitation. Let's be creative and responsive to the needs of BCC and then watch the impact it has on our students. This is our opportunity; this is our chance.

Appendix II

QEP Press Release, Fall 2006

BCC Seeks Input from the Community

This year, as a part of the process of reaffirming its accreditation, Brunswick Community College is creating a Quality Enhancement Plan for the institution and is seeking input from the community in the development of a focus for the plan. The Quality Enhancement Plan, or QEP, is one of two documents required by the Southern Association of Colleges and Schools (SACS) for reaffirmation review. Brunswick Community College has been accredited by SACS since 1983, and the college may be approved for reaffirmation in the fall of 2009. The QEP provides BCC with a unique opportunity to create and implement a new course of action to support and improve student learning while accomplishing the mission of the college.

Right now, BCC is asking for everyone to get involved in the selection of the plan's focus and is seeking the collective voice of the community to guide the development of a QEP topic. Public input is vital and appreciated. BCC is asking the public to visit its home page, www.brunswickcc.edu, and to click on the quick link labeled "Quality Enhancement Plan" to learn more about this opportunity. Members of the community may share their thoughts concerning the themes presented on this page by contacting BCC's QEP committee at qep@brunswickcc.edu. The committee asks that suggestions be submitted before November 10, 2006. After this date, answers will be compiled and discussed during future focus groups to which members of the community are invited and whose dates will be announced on the QEP web page soon. In honor of BCC's twenty-seventh anniversary, moreover, the twenty-seventh e-mail responder will receive a special gift basket.

Appendix III

Flier for QEP Web Page, Fall 2006

Visit the QEP Web Page



The illustration shows two stylized figures, one male and one female, standing on either side of a large, vertically striped box. The box has two speech bubbles on it. The top bubble says "SURPRISE INSIDE" and the bottom bubble says "GUESS WHAT'S INSIDE ?". Both figures are holding small dogs.

Prize Inside!

www.brunswickcc.edu
(Quick Link to Quality Enhancement Plan)

Appendix IV

QEP Adjunct Faculty Survey

Memo

To: Part-time Instructors

From: QEP Committee

Date: Nov. 2, 2006

The QEP Committee would like your assistance in choosing a theme to base our plan upon. If the purpose of the QEP is to address a significant issue at B.C.C. that will *enhance student learning*, what are some issues that you think our institution should address? The survey includes a few suggested areas of focus, or themes, in line with our college's mission, that the QEP team has selected for your consideration.

Please rate the top three themes that you would like to see represented in the QEP. Place the number 1, 2, or 3 under the rating column beside the QEP theme. Please return all surveys to Jennifer Woodhead (B 214) or Robert Rogan (C 233) or through interoffice mail by November 10, 2006.

Thank you for your assistance.

Rating

Communication

Do we want our students to learn to communicate (and interpret communication) effectively and fluently in a variety of different contexts (i.e. academic and professional, verbal and written, etc.)?

Thinking

Do we want our students to learn to think creatively and critically about a variety of academic, professional, and social issues and to use these acquired skills to become lifelong learners?

Life Skills

Do we want our students to learn to improve the quality of their lives by learning to take responsibility for their actions, interact and communicate with others in a variety of contexts, and choose healthy, productive lifestyles?

Learning Beyond the Classroom

Do we want our students to have the opportunity to learn from experience in a variety of diverse, non-traditional settings such as internships, community projects, service learning activities, and virtual learning experiences?

Academic Rigor

Do we want to create a more rigorous academic environment for our students by challenging them to broaden their bases of knowledge while providing them with the necessary support services?

Membership in the Global Community

Do we want our students to learn to see themselves members of the global community by learning about citizenship, community involvement, collaborative learning, diversity, and international perspectives?

Information

Do we want our students, in the information age, to learn strategies to access and analyze the information available to them and be able to use this information in an academic, professional, or social context?

Appendix V**QEP Student Survey****Student Survey of QEP Themes****Rating****1. Communication**

Do you want to learn to communicate (and interpret communication) effectively and fluently in a variety of different contexts (i.e. academic and professional, verbal and written, etc.)?

2. Thinking

Do you want to learn to think creatively and critically about a variety of academic, professional, and social issues and to use these acquired skills to become lifelong learners?

3. Life Skills

Do you want to learn to improve the quality of your life by learning to take responsibility for your actions, interact and communicate with others in a variety of contexts, and choose healthy, productive lifestyles?

4. Learning Beyond the Classroom

Do you want to have the opportunity to learn from experience in a variety of diverse, non-traditional settings such as internships, community projects, service learning activities, and virtual learning experiences?

5. Academic Rigor

Do you want to be involved in a more rigorous academic environment by being challenged to broaden your bases of knowledge while BCC provides with the necessary support services?

6. Membership in the Global Community

Do you want to learn to see yourself as a member of the global community by learning about citizenship, community involvement, collaborative learning, diversity, and international perspectives?

7. Information

Do you want to learn, in the information age, the strategies to access and analyze the information available to you and be able to use this information in an academic, professional, or social context?

Other themes or suggestions for the QEP

Appendix VI

QEP Focus Group Minutes, November 28, 2006 and December 6, 2006

Focus Group Discussion Tuesday November 28, VI2006 9:00 am

Attendees:

David Ankrum
Nancy Apple
Sharon Gore
Cathy Grier
Kathi Gardner
Shirley Johnson
Susan Lang
Bob Pontius
Woody Sherill
Charles Thompson
Jackie Wilson

Notes:

- life skills involve communication
- assessment of testing is old school and assessment should be based on projects
- another vote for life skills
- discussion of and outline of ACA courses
 - more work than just one credit hour
 - not mandatory during a student's first semester
 - need to sell students on the value of the course
 - lack of motivation amongst students
 - special ACA courses such as single mothers ACA to help set goals
- low performance on continuing education performance measure possibly due to people not having sufficient Math and English skills
- Learning communities in developmental classes: "Building Bridges to Critical Thinking", combine learning communities with team-teaching
- need to understand the history and community of Brunswick County to understand why so few students complete college; be able to show compassion to students
- students need to make their own connection or community within the college
- analyze the nursing department's buddy system for students
- vote for combination of life skills and communication
- enhance counseling and advising
- utilize the Academic Probation List more

Focus Group Discussion Tuesday November 28, 2006 12:00 am

Attendees:

Michelle Gomperts
John Gray
President Stephen Greiner
Kim Jones
Rita Karr
Gina Robinson
Tonya Robinson

Ray Roy
Johnnie Simpson
Helen Stewart

Notes:

- vote for life skills and communication (communication involving how to fill out a job application/ written communication)
- advising to help identify potential goals
- need for students to accept more personal responsibility
- an enhanced Advising Center
- address student problems outside of class, life problems
- ACA must be experiential, not just lecturing
- develop a community lifestyle
- question raised about age of the students that drop-out; older students have better retention?
- vote for Learning Beyond the classroom since it has communication, time management and service learning
- combine counselors/tutors/mentors/advisors
- need for social worker-type retention specialist
- make technology a component and teach students to use their resources
- vote for life skills- too much procrastination
- suggestion to use national model for assessment, they are more widely accepted
- professional development for student engagement, create block of time during the middle of the day as an activity hour for student clubs
- use library for research
- problems student face are housing, medical issues, and daycare
- MAPP – development of life plan for students
- CD with FAQ for college sent out to everyone
- create Student Success Center
- Your Community (service learning/ACA), Your College (ACA), Your Life (life skills)

Focus Group Discussion
Tuesday November 28, 2006 5:00 pm

Attendees:

Dean Bennett
Marilyn Harmon
Dustin Kapraun
Dana Neilson

Notes:

- students need support counselors and assistance once they transfer to another college
- service learning in all classes
- vote for life skills- communication and other themes included, students come to college with minimal skills
- create cohorts in technical and nursing students, apply this to other curriculums
- lack of guidance at home for first-time college students
- vote for life skills- problems arise outside of coursework
- career coach from BCC to go to high schools
- teach them life skills, no hand-holding
- create learning communities

**Focus Group Discussion
Wednesday December 6, 2006 9:00 am**

Attendees:

Donna Baxter
Peggy Grich
Velva Jenkins
Lynn Morgan
Julie Olsen
Brett Riggs
Carole Sander
Walter Shaw
Chris Somerlad
Sharon Thompson
Jerry Thrift
Ann Underwood
Rhonda Walters
Matlynn Yeoman

Notes:

- vote for life skills
- use CRC (Career Readiness Curriculum) pretest and post exam, national certificate, test responsibility and communication
- vote for Learning Beyond the Classroom
 - service learning with community, many community groups are looking for volunteers
- vote for Learning Communities
- vote for Members of a Global Community – identify broad-life experiences, not just racial diversity, BIP
- prepare students for life outside of Brunswick County
- give students a competitive edge
- identify difference between a job and a career
- create ACA Summer Enrichment Program for high school students
- students should show confidence, self-respect and respect for others
- need to understand our student population
- students need discipline, social/career skills
- need more classes for nontraditional students
- need to engage students to keep them

**Focus Group Discussion
Wednesday December 6, 2006 12:00 pm**

Attendees:

Ashley Barnhill
Ben DeBlois
Demaris Lane
Meredith Johnson
Joe Moorefield
Nekesha Randolph
Elizabeth Schurrik
Kate Westhausen

Notes:

- vote for Life Skills and caution finding ways to assess life skills
- vote for Learning Beyond the Classroom
 - online
 - asynchronous
 - alleviates transportation problems
- service learning/employability skills
 - students need to change their way of thinking- from self to thinking of others
- look at UNCW instruction styles to assist transfer students
- students need better communication and motivation
- need for more non-academic counseling for students
- career exam- students take exam to set them on the right goal and keep them from being discouraged
- Counselor currently have self-assessment written exam
- check with Employment Security Office for career assessment
- first year college students do not have a support system
- question as to how many students actually leave Brunswick County or leave and come back to settle

**Focus Group Discussion
Wednesday December 6, 2006 5:00 pm**

Attendees:

Paula Almond
Sabra Barfield
Ronnie Bryant
Sybil Burgess
Katie Cook
Sheila Galloway
Louise Hewett
Valerie Locklear
Terri Merritt
Marie Potter
Sharon Thompson

Notes:

- focus on academic advising
 - one person for each program
 - no frustration for students since will not be receiving conflicting advising information
- orientation for students concerning financial aid/money matters
- ACA offered at high schools
- need to get students to have ownership of their own program goals
- discussion of overall student dependency
- different breed of students today
- currently have Perkins grant for updating advising
- need to understand this generation of students
- students need to work on classroom conduct
- technology a hindrance when transfer even if the students are in a traditional course
- transfer students need to understand that work can not be handed in late
- transfer students need to be independent

- provide follow-up after students transfer
- need instructors who are devoted to ACA
- specialized ACA courses (working women)
- need for a full-time advisor/retention specialist position

Appendix VII

Departmental Guide for Implementation of GOALS/QEP Principles

"GOALS learning communities will instill in their students the skills, values, and behaviors that will enable them to identify and realize their goals as growing people, effective learners, and involved citizens."

As a part of the implementation of Brunswick Community College's QEP, the GOALS Implementation Committee determined that the principles contained in this mission statement might apply to the institution and its constituent departments as well as the students making up the first-year GOALS cohorts. To this end, the committee created this guide to assist department heads in applying the three essential principles to their individual departments and evaluating them on an annual basis.

What are Your Department's QEP GOALS?

1. As **Effective Learners**, we will recognize the importance of staying current with up-to-date professional practices and trends in our respective fields.

2. As **Growing Persons**, we will recognize the importance of physical and socio-emotional well being for our departments and their individual members.

3. As **Involved Citizens**, we will recognize the benefits and importance of becoming active members of campus, local, national and global communities.

What are we going to do to grow?

1. Learners

As **Effective Learners**, we will attend or participate in professional learning activities (e.g. attend on-or off-site conferences/workshops to enhance our current level of performance). List several appropriate professional development activities in the coming year that might be of benefit to your department members:

2. Persons

As **Growing Persons**, we will develop a plan to enhance department members' physical, mental, or emotional well being (e.g. smoking cessation program, enrollment in a gym or health club, exercise walking groups, etc.). List a number of potential strategies for improving department members' overall well being.

3. Citizens

As **Involved Citizens**, we will identify and participate in organized public service activities (i.e. fundraisers for student government, "adopt a highway" efforts, participation in the political process, etc). List several public service initiatives your department might undertake in the coming year.

How are we going to measure our growth? (Assessment/Criteria for Success)

1. Growing as Learners

100% of department members will participate in a professional learning activity. Was your department successful in achieving this objective? If not, what can your department do to achieve success next year?

2. Growing as Persons

100% of departmental members will plan and implement an activity that leads them to enhanced physical, mental or emotional well being. Was your department successful in achieving this objective? If not, what can your department do to achieve success next year?

3. Growing as Involved Citizens

100% of department members will participate in at least one public service activity or project. Was your department successful in achieving this objective? If not, what can your department do to achieve success next year?

Appendix VIII

Course Descriptions for First GOALS Cohort

Fall Semester

ACA 115	Success & Study Skills	0	2	1
Prerequisites:	None			
Corequisites:	None			

This course provides an orientation to the campus resources and academic skills necessary to achieve educational objectives. Emphasis is placed on an exploration of facilities and services, study skills, library skills, self-assessment, wellness, goal-setting, and critical thinking. Upon completion, students should be able to manage their learning experiences to successfully meet educational goals.

ENG 111	Expository Writing	3	0	3
Prerequisites:	ENG 090 and RED 090 or ENG 095			
Corequisites:	None			

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. This course is also available through the Virtual Learning Community (VLC).*

PSY 150	General Psychology	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).*

Spring Semester

HUM 115	Critical Thinking	3	0	3
Prerequisites:	ENG 095 or RED 090 and ENG 090			
Corequisites:	None			

This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course may meet the SACS humanities requirement for AAS degree programs. This course is also available through the Virtual Learning Community (VLC).*

ENG 112	Argument-Based Research	3	0	3
Prerequisites:	ENG 111			
Corequisites:	None			

This course, the second in a series of two, introduces research techniques, documentation styles, and argumentative strategies. Emphasis is placed on analyzing data and incorporating research findings into documented argumentative essays and research projects. Upon completion, students should be able to summarize, paraphrase, interpret, and synthesize information from primary and secondary sources using standard research format and style. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. This course is also available through the Virtual Learning Community (VLC).*

PSY 275	Health Psychology	3	0	3
Prerequisites:	PSY 150			
Corequisites:	None			

This course covers the biopsychosocial dynamics of stress and the maintenance of good health. Topics include enhancing health and well-being, stress management, lifestyle choices and attitudes, the mind-body relationship, nutrition, exercise, and fitness. Upon completion, students should be able to demonstrate an understanding of the psychological factors related to health and well-being. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

Appendix IX

Excerpt from BCC Faculty Advisement Handbook: ACA 111 and 115

ACA 111 AND ACA 115: ADVISING FOR COLLEGE STUDENT SUCCESS AND STUDY SKILLS COURSES

ACA 111 College Student Success	1-0-0-0-1
Prerequisites: None This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives.	
ACA 115 Success & Study Skills	0-2-0-0-1
Prerequisites: None This course provides an orientation to the campus resources and academic skills necessary to achieve educational objectives. Emphasis is placed on an exploration of facilities and services, study skills, library skills, self-assessment, wellness, goal-setting, and critical thinking. Upon completion, students should be able to manage their learning experiences to successfully meet educational goals. Students will obtain both knowledge and skills for effective time management and study strategies.	

- **ACA 111 or ACA 115** is a required course in all curriculum programs. Students should take the ACA course in their first semester at BCC. Advisors should not allow students to postpone taking the ACA course.
- **ACA 111**, 16 contact hours, generally meets twice a week for one hour for the first eight weeks of the semester. Friday and Saturday sections generally meet one hour a week for 16 weeks. Four-week, 4-hour classes and other formats may be offered.
- **ACA 115**, 32 contact hours, generally meets twice a week for one hour for 16 weeks. ACA 115 is open to all students. Those who have had academic problems in high school or who have been out of school for many years would be well advised to take the more intensive ACA 115.
- **Students must take ACA 115**
 - if they place into ENG 075, ENG 085, or MAT 050; or
 - if they place into two developmental courses (excluding ENG 080).
- **Some transfer students and former BCC students may be eligible for an exemption from ACA 111 and 115**
 - if they transfer a comparable one Semester Hour Credit (SHC) course from another college; or
 - If they transfer 30 or more academic credits, or 50 percent of the credits required in their BCC curriculum, from another college – or if they completed 30 SHC or 50 percent of their curriculum credits at BCC prior to Summer 1997.

NOTE:

Students granted an exemption from ACA on the basis of credits transferred or completed at BCC prior to Summer 1997 do not earn a credit for ACA 111 or 115. They must complete the number of credits required in their programs (e.g., 65 SHC in AA and AS programs). Thus, students must either substitute another course for the one credit ACA course (Advisors will submit a "Course Substitution" form.) or complete ACA 111 or 115.

All faculty members are encouraged to talk to the ACA program coordinator (Chair, English Department, ext. 362) about ways to make the content of ACA 111 and 115 more responsive to student needs.

Appendix X

BCC Service Learning Timesheet BCC Service Learning

TIME REPORT (EXAMPLE) page 1 of 1

In order for a BCC student to receive academic credit for service learning activities, an account of time and days must be recorded by the student and verified by the supervisor. This information is required for the college's records and will be kept **strictly** confidential.

Student name	Total hours for semester/term
Supervisor/Organization	Course

Month: _____ Year: _____

Weeks	S	M	T	W	Th	F	S	Total hrs	Weekly Wages
Orientation									
Monthly Total									

Month: _____ Year: _____

Weeks	S	M	T	W	Th	F	S	Total hrs	Weekly Wages
Monthly Total									

Month: _____ Year: _____

	S	M	T	W	Th	F	S	Total hrs	Weekly Wages
Monthly Total									

Month: _____

Year: _____

	S	M	T	W	Th	F	S	Total hrs	Weekly Wages
Monthly Total									

I certify that the above time report is a true statement of the hours worked during this academic term.

I certify that the above time report is a true statement of the hours worked during this academic term.

Student Signature

Date

Supervisor Signature

Date

Appendix XI

Proposed BCC Arts and Humanities Written Communication Rubric

READER: _____

WRITER (Numerical ID): _____

Evaluation of ENG 112 Common Final

A proficient essay should score at least 3 in all five features. The scoring is as follows: **4 = Very good; 3 = Satisfactory; 2 = Unsatisfactory; 1 = Poor.**

I. Thesis: The writer's thesis statement is a clear, specific, and significant assertion that serves to unify the remainder of the essay.

4 3 2 1 _____

II. Organization/Development: The writer presents the essay in an organized fashion and sufficiently and logically develops the ideas set forth in the thesis of the essay, avoiding generalizations in favor of specific supporting details and evidence.

4 3 2 1 _____

III. Paragraphs: The writer's body paragraphs begin with clear topic sentences, remain unified, use transitional words and phrases among the sentences to create coherence, and are themselves sufficiently developed.

4 3 2 1 _____

IV. Documentation: The writer displays familiarity with the conventions of the MLA documentation style.

4 3 2 1 _____

V. Grammar and Mechanics: There are few, if any, errors in sentence structure, spelling, grammar, or punctuation that confuse or distract the reader.

4 3 2 1 _____

Appendix XII

Tentative BCC Arts and Humanities Oral Communication Rubric

Name: _____ Date: _____

Topic: _____ Total: _____

A total score of

CONTENT: 5 4 3 2 1 X5 = _____

The topic of the speech and the supporting content was original and thought-provoking.
The speech's purpose was appropriate and showed an awareness of audience and occasion.

The speaker appeared to be well-informed on the topic.

ORGANIZATION: 5 4 3 2 1 X5 = _____

The speech's introduction stated the speaker's thesis and grabbed the audience's attention.

The speaker presented the speech's main points clearly and in a well organized fashion.
The speech's conclusion summarized the speech's main points and showed an appropriate closing strategy.

OUTLINE: 5 4 3 2 1 X2 = _____

The speaker's outline followed the proper format, corresponded to the speech delivered, and provided support for the speech's topic.

WORDING: 5 4 3 2 1 X4 = _____

The wording of the speech was clear.

The speech flowed smoothly through the use of transitions.

The speaker's wording showed an awareness of audience.

DELIVERY: 5 4 3 2 1 X4 = _____

The speaker sustained an enthusiastic, extemporaneous style of delivery and a sufficient amount of eye contact.

The speaker varied his or her style of delivery and exhibited clarity of diction.

The speaker smoothly incorporated visual aids/PowerPoint (if applicable).

The speaker showed an awareness of nonverbal communication and displayed an appropriate, relaxed posture.

The speaker did not exceed nor fall short of the speech's allotted time.

Appendix XIII

Jerusalem and Schwarzer's Generalized Self-Efficacy Scale

Please respond honestly to each statement using the following scale:

1 = Not at all true 2 = Hardly true 3 = Moderately true 4 = Exactly true

1. I can always manage to solve difficult problems if I try hard enough.
2. If someone opposes me, I can find the means and ways to get what I want.
3. It is easy for me to stick to my aims and accomplish my goals.
4. I am confident that I could deal efficiently with unexpected events.
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.
6. I can solve most problems if I invest the necessary effort.
7. I can remain calm when facing difficulties because I can rely on my coping abilities.
8. When I am confronted with a problem, I can usually find several solutions.
9. If I am in trouble, I can usually think of a solution.
10. I can usually handle whatever comes my way.

Appendix XIV

GOALS Student Satisfaction Survey Questionnaire

We will be evaluating the experience of all students participating in GOALS Learning Communities at the end of their first year at BCC. As a student, you can help to improve this new program by completing this survey. Please respond to each of the following statements honestly. Please do not write on this sheet; mark your answers on the answer sheet. Thank you very much for your participation in GOALS.

Directions: Answer questions 1-25. Darken the appropriate circle using a No. 2 lead pencil. Use the key below to mark your choice. Disregard the Y and N on the answer sheet.

A Strongly Agree

B Agree

C Neither agree nor disagree

D Disagree

E Strongly Disagree

Sample: GOALS Learning Communities are offered at Brunswick Community College

B C D E

1. There was a sense of community among the members of my GOALS cohort.
2. GOALS faculty expressed concern for me as a person.
3. My academic advisor was knowledgeable and assisted me in working toward my academic goals.
4. GOALS provided valuable learning opportunities outside the classroom.
5. I know what academic resources are available for me on the BCC Campus.
6. I am aware of the financial aid available at BCC and how to access it.
7. I am more informed about the importance of my physical health because of my GOALS experience.
8. I think more critically than I did before.
9. I better understand the long-term commitment necessary for academic success.
10. I am more confident in my public speaking abilities than I used to be.
11. My writing skills have improved in the last year.
12. I better understand how my emotional health influences my overall well being.
13. GOALS faculty did a good job of working together to help me see the connections among my courses.

14. I was an active participant in the learning process in my GOALS courses.
15. I am more likely now to join on-campus organizations.
16. I am more likely now to vote in local, state, and national elections.
17. My study habits and time management skills have improved this year.
18. I am less likely now to engage in risky behaviors than I was before.
19. I am more tolerant now of others whose views may be different than mine.
20. I see myself as member of a global community.
21. I plan to make volunteer work a part of my life.
22. I plan to begin the process of transferring to a four-year institution next year.
23. I am more confident in myself than I was a year ago.
24. I am now better able to deal with issues that may affect my studies when they arise.
25. I would recommend GOALS to other incoming BCC students.

Appendix XV

BCC 2006 Profile



BRUNSWICK COMMUNITY COLLEGE 2006 PROFILE

ENROLLMENT

Enrollment by Headcount (Unduplicated)	2005	2004	2003
Curriculum Programs-Fall Semester (For-credit)	1046	1002	1101
Continuing Education Programs (Non-credit) (7/1-6/30)	5798	7684	7569
Total Institutional Enrollment (Unduplicated)	6844	8686	8670
Annualized Enrollment by FTE (Full-Time Student Equivalent)	2005	2004	2003
Curriculum Programs (Fall & Spring)	837	870	813
Continuing Education Programs	495	451	455
Total Institutional Enrollment (Unduplicated)	1332	1321	1268

STUDENT DEMOGRAPHICS

GEOGRAPHIC ORIGIN			PROFILE				
Fall 2005			Fall 2005				
Brunswick County	North Carolina	Non-NC Resident	Males	Females	White	Non-White	Average Age
829	215	11	28%	72%	75%	25%	25

GRADUATES

Awarded 2005-2006*

Associate Degree	84	GED*	62
Diplomas and Certificates	138	AHS*	28
Total	222		90

*General Education Diploma and Adult High School
1/1/2005 - 12/31/2005

STUDENT CLUBS AND ORGANIZATIONS

Basketball (Men's & Women's)
Cheerleading
Journalism Club
National Technical Honor Society
Phi Theta Kappa International Honor Society
Student Government Association

FACULTY AND STAFF

As of Fall 2005

118 Full-time Faculty and Staff
40 Employed 11 years or more
193 Part-time Faculty and Staff

FINANCIAL PROFILE

2004-2005	
Total Revenues	\$10,577,895.41
Total Expenditures	\$11,980,606.00
Revenue Sources:	
State	58%
Federal	15%
County	21%
Tuition/Fees	5%
Other	1%

FACILITIES

Campus Size: 260+ acres in Supply, NC
Buildings: Classroom Building, Science and Health Education Building, Odell Williamson Auditorium, Center for Aquaculture Technology, Brunswick Interagency Building, Technical and Trades Center, Maintenance Building, and Administration Building.
Additional Locations: Leland Center, Brunswick Educational Transition Center, Southport Center
Special Equipment/Services: Electron Microscope, Greenhouses, Construction Trades Facilities, Computer Labs, Academic Center for Excellence, Career Information and Assessment Center, North Carolina Information Highway, Online Classes, and a collection of over 20,000 books and audio/visual materials.