Finding Educational Rocket Boosters

A QEP Crafted to Support Gateway Success

Brunswick Community College
Bolivia, North Carolina
Dr. Kim Jones, Mr. Paul Mills, Dr. Kelley Evans
3 Questions

Before beginning our presentation, please write down three questions you hope to have answered while attending this session. We will return to these questions at the end!
Plan for Today

Case Study: Brunswick Community College

- Discovery Process
- Gathering Input
- Analyzing Institutional Data
- Strategic Plans
- State Directives
- Gateway Course Success Focus
- Co-requisite Support
- Foundational Modules
- Tutoring Support
- Implementations and Lessons Learned
- Discussion and Questions
Discovery Process

Different Teams for Different Tasks:

Accreditation Leadership Team
QEP Topic Selection Team
QEP Development/Writing Team
QEP Implementation Team
The Mission of Brunswick Community College is to provide opportunities for individuals to be successful through accessible, high quality, student-centered programs and services that meet the educational, cultural and workforce needs of a diverse community.

Vision 2020, Phase 2 (Our Strategic Plan)

Stakeholder Input
Students, Staff, Faculty, Advisory Boards, Board of Trustees, Foundation Board, Community, Special Student Populations

Best Practices
Gathering Input

- QEP Moodle Survey to Faculty Nov. 29-Dec. 13, 2016
- QEP Survey to BCC Foundation Board December 13, 2016
- QEP Student Moodle Survey Jan. 9-13, 2017
- BCC Board of Trustees Retreat Focus Group Jan. 19, 2017
- QEP Focus Group Early College High School Feb. 13, 2017
- QEP Focus Group Developmental Students Feb. 20, 2017
- QEP Community Comments via Bruns Beacon Newspaper
- QEP Survey Monkey to Program Advisory Boards & Staff Feb. 16-March 2, 2017
- QEP Q&A Lemonade & Cookies w Dr. Adams September 19, 2017
- QEP SSO’s Faculty/Staff Lunch & Discuss Oct. 3, 2017
- QEP Student Focus Group, Oct. 12, 2017
- QEP Faculty Focus Group Title/Acronym Developed Jan. 2, 2018
Ways to Visualize Word Clouds to Summarize Text - http://www.wordle.net/
Analyzing Institutional Data

American Assoc. of Community Colleges
Current Research Literature
NC Community College System Office Data
Institutional and Departmental Data
<table>
<thead>
<tr>
<th>NCCCS Performance Measure</th>
<th>2015-16 School Year</th>
<th>2016-17 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills</td>
<td>69.0%</td>
<td>69.7%</td>
</tr>
<tr>
<td>Credit English Success</td>
<td>62.8%</td>
<td>64.4%</td>
</tr>
<tr>
<td>Credit Math Success</td>
<td>42.5%</td>
<td>45.6%</td>
</tr>
<tr>
<td>First Year Progression</td>
<td>73.3%</td>
<td>78.0%</td>
</tr>
<tr>
<td>Curriculum Completion Rate</td>
<td>41.9%</td>
<td>41.4%</td>
</tr>
<tr>
<td>Licensure Passing Rate</td>
<td>74.7%</td>
<td>82.5%</td>
</tr>
<tr>
<td>Transfer Performance</td>
<td>72.7%</td>
<td>84.3%</td>
</tr>
</tbody>
</table>
### Comparison of Courses by Delivery for Spring 2016-Fall 2017

<table>
<thead>
<tr>
<th>Classes</th>
<th>Seated Courses</th>
<th>Online Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Completion</td>
<td>Success</td>
</tr>
<tr>
<td>ACA-115</td>
<td>60%</td>
<td>20%</td>
</tr>
<tr>
<td>ACA-122</td>
<td>90%</td>
<td>83%</td>
</tr>
<tr>
<td>CHM-151</td>
<td>82%</td>
<td>63%</td>
</tr>
<tr>
<td>CIS-110</td>
<td>91%</td>
<td>80%</td>
</tr>
<tr>
<td>ENG-111</td>
<td>89%</td>
<td>71%</td>
</tr>
<tr>
<td>HIS-112</td>
<td>94%</td>
<td>81%</td>
</tr>
<tr>
<td>MAT-143</td>
<td>87%</td>
<td>79%</td>
</tr>
<tr>
<td>MAT-152</td>
<td>94%</td>
<td>78%</td>
</tr>
<tr>
<td>MAT-171</td>
<td>87%</td>
<td>72%</td>
</tr>
<tr>
<td>PSY-150</td>
<td>97%</td>
<td>83%</td>
</tr>
<tr>
<td>SOC-210</td>
<td>97%</td>
<td>81%</td>
</tr>
<tr>
<td>SPA-111</td>
<td>85%</td>
<td>70%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>90%</strong></td>
<td><strong>76%</strong></td>
</tr>
</tbody>
</table>
Strategic Plans

NC Community College System Strategic Plan
BCC’s Vision 2020 Strategic Plan

Review Institutional Capacity:
Facilities
Faculty, Staff and additional personnel
Budget
In Fall of 2018, North Carolina Community College System mandated developmental education redesign: RISE (Reinforced Instruction for Student Excellence); first schools to pilot in Spring 2019.

- Recent HS graduates placed by GPA (1st) or by standardized test scores.
- Students with a GPA 2.8+ to register for any gateway course.
- Students with a GPA 2.2-2.799 register for gateway courses with a co-requisite support course.
- Students with a GPA <2.2 to register for a transition course in Basic Skills or Curriculum.
What common theme tied many of our findings together?

Gateway Course Success

Resist a shotgun approach with many strategies. When you think you have narrowed your goals, narrow them, again!

Focus on **MEASUREABLE** goals.

Assessment is BIG!
Goal: **Improve Student Gateway Course Success to Facilitate Program Completion**

**Student Success Outcome 1**

- Students who participate in gateway co-requisite support courses and/or online foundational modules will improve their course completion and success rates.

**Student Success Outcome 2**

- Students who participate in 3 or more hours of tutoring will show an increase in completion and success rates in gateway math and English courses when compared to students who complete fewer than 3 hours of tutoring.

**Student Success Outcome 3**

- Students will demonstrate increased success in online courses and report higher levels of satisfaction with online course design and delivery as a result of a strategic redesign of online and hybrid gateway courses.
SSO 1
Reinforced Instruction for Student Excellence (RISE) Initiatives Put in Place

Gateway Course Foundational Modules (ENG 111; MAT 143, 152, 171) Implemented

SSO 2
Traditional Face-to-Face and Supplemental Tutoring Improved

Online Tutoring Implemented

SSO 3
“Quality Matters”™ Standardization

Faculty Training

Faculty Peer Review of Rebuilt Courses
Co-requisite Support

- Targeted support courses for students beginning gateway courses with a GPA indicating that additional help in the course may be needed (2.2 to 2.799)
- All students in the class must have the same instructor in the gateway course (1-2 courses feed into co-req)
- Co-requisite courses meet the same (or slightly less) time than gateway (parent) course
- Significant communication between instructors
- Hands-on, active learning
- Compliments, supports and reinforces gateway coursework
- Curriculum follows general pace and structure of parent gateway course
Institutional Capacity

Leadership
Co-directors

Paul Mills
Full-time English Instructor

Dr. Michael Cobb
Director of Institutional Planning & Research

QEP Implementation Team

1) Developmental education, English and math faculty will oversee the implementation and evaluation of RISE as well as the development and implementation of gateway course foundational modules.

2) The Academic Center for Excellence staff and English and math faculty members will work on enhanced tutoring opportunities for gateway courses and will implement Smarthinking® for online tutoring.

3) The Distance Learning Staff and key faculty members will support the standardization of online and hybrid classes through the use of Quality Matters™.

Resources

Financial, Personnel, Professional Development, Facilities
Assessment Plan

**SSO 1**
Students who participate in gateway co-requisite support courses or online foundational modules will improve their course completion and success rates.

**Target for Improvement**
Students will show at least a 1% improvement in gateway course success and completion rates annually when compared to baseline data.

**SSO 2**
Students who participate in 3 or more hours of tutoring will show an increase in completion and success rates in gateway math and English courses when compared to students who complete fewer than 3 hours of tutoring.

**Target for Improvement**
Students will show at least a 1% improvement in course success and completion rates annually in comparison to students who do not participate in tutoring.

**SSO 3**
Students will demonstrate increased success in online courses and report higher levels of satisfaction with online course design and delivery as a result of a strategic redesign of online and hybrid gateway courses.

**Target for Improvement**
Students will demonstrate greater success rates in online and hybrid courses by at least 1% annually, and report a higher satisfaction level in online courses as demonstrated through survey responses.
Intended Impact of SWIM

After completion of the SWIM Initiative and reinforcement of content and skills, students will show a cumulative improvement of at least a 5% overall increase in gateway course completion and success by the end of the five-year QEP initiative.
<table>
<thead>
<tr>
<th>Student Success Outcome (SSO)</th>
<th>Implementation Actions or Deliverables</th>
<th>Person(s) Responsible</th>
<th>Assessment Strategies</th>
<th>Assessment Timeline</th>
</tr>
</thead>
</table>
| SSO 1 Students who participate in gateway co-requisite support courses and/or online foundational modules will improve their course completion and success rates. | Reinforced Instruction for Student Excellence (RISE) Initiatives Put in Place  
Gateway Course Foundational Modules (ENG 111; MAT 143, 152, 171) Implemented | Chair of Developmental Education  
Math Instructor  
English Instructor/QEP Co-Director | Grade Distribution, Completion, Success (GDCS)  
Pass/Unsuccessful Report | End of Each Semester |
| SSO 2 Students who participate in 3 or more hours of tutoring will show an increase in completion and success rates in gateway math and English courses when compared to students who complete fewer than 3 hours of tutoring. | Traditional Face to Face and Supplemental Tutoring Improved  
Online Tutoring Implemented | Director of Acad. Support & Learning Resources  
Academic & Tutoring Services Coordinator  
Chair Humanities & Fine Arts Dept.  
Chair Math & Science Dept. | Tutor Tracking  
GDCS  
Pass/Unsuccessful Report | End of Each Semester |
| SSO 3 Students will demonstrate increased success in online courses and report higher levels of satisfaction with online course design and delivery as a result of a strategic redesign of online and hybrid gateway courses. | “Quality Matters” ™ Standardization  
Faculty Training  
Faculty Peer Review of Rebuilt Courses | Distance Learning Administrator  
Spanish Instructor  
English Instructor  
Chemistry, Biology Instructor | GDCS  
Student Evaluation of Instruction Survey | End of Each Semester |
Lessons Learned

• Start with an Enthusiastic Team
• Listen to Stakeholders
• Do Due Diligence on Best Practices
• Narrow Goals: Did I mention, narrowing your goals?
• Use Only Measurable Goals
• Plan Assessment and Seek Outside Input
• Flesh Out Budget
• Don’t Stretch Faculty Too Thin
Questions?