

# 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 Origin of the QEP

### BCC's Mission, Strategic Plan & Stakeholders

- 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



# Analyzing Institutional Data

American Assoc. of Community Colleges

Current Research Literature

NC Community College System Office Data

Institutional and Departmental Data



## BCC 2016 and 2017 NCCCS Performance Measures

Source NCCCS Analytics

NCCCS Performance Measure	2015-16 School Year	2016-17 School Year
Basic Skills	69.0%	69.7%
Credit English Success	62.8%	64.4%
Credit Math Success	42.5%	45.6%
First Year Progression	73.3%	78.0%
Curriculum Completion Rate	41.9%	41.4%
Licensure Passing Rate	74.7%	82.5%
Transfer Performance	72.7%	84.3%

## Comparison of Courses by Delivery for Spring 2016-Fall 2017

	Seated Courses		Online Courses	
Classes	Completion	Success	Completion	Success
ACA-115	60%	20%	76%	61%
ACA-122	90%	83%	86%	77%
CHM-151	82%	63%	63%	54%
CIS-110	91%	80%	84%	60%
ENG-111	89%	71%	82%	68%
HIS-112	94%	81%	93%	74%
MAT-143	87%	79%	80%	65%
MAT-152	94%	78%	82%	75%
MAT-171	87%	72%	80%	67%
PSY-150	97%	83%	93%	70%
SOC-210	97%	81%	70%	55%
SPA-111	85%	70%	66%	49%
<b>Total</b>	<b>90%</b>	<b>76%</b>	<b>83%</b>	<b>67%</b>

# Strategic Plans

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

## **Review Institutional Capacity:**

Facilities

Faculty, Staff and additional personnel

Budget

# State Directives

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

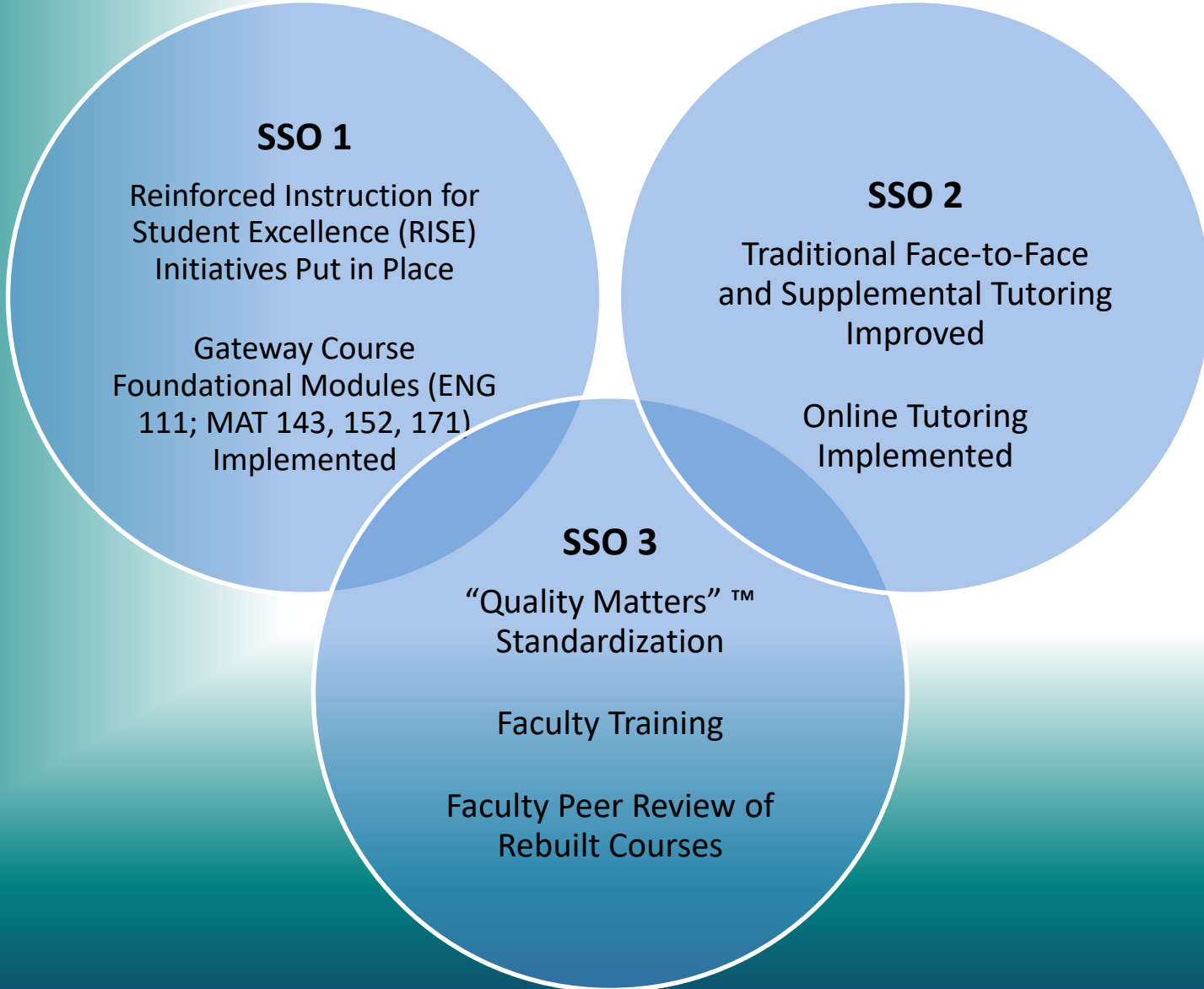
Students who participate in 3 or more hours of tutoring will show an increase in completion and success rates in gateway math and English courses when compared to students who complete fewer than 3 hours of tutoring.

## 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.



# Action Items



## 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





Brunswick Community College | Quality Enhancement Plan | 2018 - 19

# 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<sup>®</sup> 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<sup>™</sup>.

## 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 who participate in tutoring 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.



## SWIM Project Table, including Assessment Strategy & Timeline

Student Success Outcome (SSO)	Implementation Actions or Deliverables	Person(s) Responsible	Assessment Strategies	Assessment Timeline
<b>SSO 1</b> 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
<b>SSO 2</b> 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
<b>SSO 3</b> 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?





START STRONG  
WORK HARD  
INCREASE KNOWLEDGE  
MASTER COURSES

**BRUNSWICK**  
COMMUNITY COLLEGE