



“College Success – Relational and Academic Skills”

A Quality Enhancement Plan

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College Success – Relational and Academic Skills is designed to support first-year students by introducing them to relational and academic skills that will promote their success and enable them to persist at the institution. The QEP is a broad-based initiative that has been shaped through the cultivation of data and analysis of student needs. The strategic approach of the QEP takes its orientation from the unique nature of Bryan College’s relational and academic atmosphere. The school values spiritual growth and interpersonal connections among its campus community. Bryan College is committed to liberal arts education as well as critical thought and practice within the context of a Christian higher-education institution. This is reflected in the college’s purpose, as rendered in its Mission Statement: “To educate students to become servants of Christ to make a difference in today’s world.” With these goals in sight, the QEP embraces a three-pronged topical focus which students are exposed to via the school’s first-year experience course, **COL100: College Success**.

Focus on Bryan’s Culture and Community: Students are oriented to the Community Life Standards at Bryan College, examining how they contribute to the unique learning and relational culture of the school. Campus resources, primarily in the form of extra-curricular clubs and volunteer groups, are also introduced to students.

Focus on Interpersonal Skills: Students are oriented to common interpersonal difficulties and are equipped with self-reflecting and conflict resolving strategies. The self-relation of students to their own well-being is also cultivated through dedicated sessions on time and stress management as well as financial practices.

Focus on Academic Skills: Students are oriented to the liberal arts vision of the college and given means for exploring their own academic strengths and weaknesses. Information literacy and planning for post-college success are discussed as complements to academic performance.

To support these topics, and to fulfill student needs in accordance with their college success, the QEP has implemented the following holistic and integrated strategies in the delivery of the COL100 course.

- (1) Specialist presenters from different parts of the college community deliver/provide the instruction in each topical area (e.g. psychology professors deliver/provide instruction on Interpersonal Skills).
- (2) Student Mentors (i.e. upperclassmen) are employed to lead small groups of the freshmen in discussing and applying the course content.
- (3) Integrative assignments accompany each unit of the course, allowing students to participate in a diverse range of reflective and practical exercises.