

BRUNSWICK COMMUNITY COLLEGE – QUALITY ENHANCEMENT PLAN

Executive Summary

Start Strong, Work Hard, Increase Knowledge, Master Courses (SWIM)

To facilitate curriculum program completion, SWIM is a Quality Enhancement Plan (QEP) designed to improve student success by providing targeted student support in gateway courses. SWIM seeks to improve student success through the implementation of co-requisite support courses, online foundational modules, enhanced tutoring opportunities and the strategic redesign of online and hybrid gateway courses.

Brunswick Community College (BCC) engaged in a QEP discovery process that included gathering input from college stakeholders, an analysis of institutional data, and a look back at strategic plan directives already underway related to improving student success. A common overall focus for BCC is to see more students meet their goals and finish their educational pathways. To facilitate completion, the literature speaks to the need for students to have a positive, successful experience in their first courses and for students to be able to quickly progress into those courses associated with their majors (Adelman, 2006; Jenkins & Cho, 2012). Thus identifying the importance of a quick and successful start in a program of study as a topic area aligned with constituents' feedback and reinforcing goals already established in the BCC strategic Plan (Vision 2020), the College developed the following overall goal for the QEP and the associated Student Success Outcomes (SSO) below:

Goal: Improve Student Gateway Course Success to Facilitate Program Completion

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

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.

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.

Adelman, C. (2006). *The toolbox revisited: Paths to degree completion from high school through college*. Washington, DC: U.S. Department of Education.

Jenkins, D. & Cho, S-W. (2012). *Get with the program: Accelerating community college students' entry into and completion of programs of study* (CCRC Working Paper No 21). New York, NY: Columbia University, Teachers College, Community College Research Center.

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