



COLLEGE COMPASS

NAVIGATING YOUR PATHWAY TO COLLEGE SUCCESS!



Somerset Community College

Quality Enhancement Plan

Onsite Visit: October 1 – 4, 2018

President: Dr. Carey Castle

SACSCOC Liaison: Dr. Clint Hayes

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COLLEGE COMPASS

NAVIGATING YOUR PATHWAY TO COLLEGE SUCCESS!

Title: College Compass: Navigating Your Pathway to College Success

Institution: Somerset Community College

QEP Director: Catherine Tackett, catherine.tackett@kctcs.edu

SACS Liaison: Dr. Clint Hayes, clint.hayes@kctcs.edu

EXECUTIVE SUMMARY

Somerset Community College's (SCC) mission is to improve the employability and quality of life of area citizens as the primary provider of college and workforce readiness; transfer education; workforce education and training; and student support services. Through the Quality Enhancement Plan process, SCC has developed the "**College Compass: Navigating Your Pathway to College Success.**" The purpose of SCC's QEP is to create a culture that supports our students in developing their personal pathway to college success. It is SCC's belief that college success can be achieved through providing students with the tools needed to learn essential skills and positive decision-making toward the completion of their academic goals. The following goals and student learning outcomes (SLO) have been developed to help students achieve this success.

Goal 1: To promote student achievement through personal and career analysis, enabling students to take control of their academic and career goals.

SLO 1: Students will identify clear academic and career goals and establish realistic plans for success.

SLO 2: Students will achieve continued, measurable progress toward timely completion of academic and career goals.

Goal 2: To increase student utilization of institutional support services to facilitate successful achievement of academic and career goals.

SLO 3: Students will demonstrate awareness and use of institutional support resources and services.

SCC will build a positive, encouraging culture of student success by aligning New Student Orientation, a First Year Experience course, structured academic pathways, and Appreciative Student Engagement to create a guided pathway for our students in an effort to provide a positive experience that leads to attainment of their academic and educational goals. The QEP will enhance student learning by providing the knowledge and tools necessary to navigate through the college environment successfully.



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INSTITUTIONAL PROFILE

The Commonwealth of Kentucky has a rich history of providing quality higher education and strong technical education to meet the needs of its citizens. This is certainly the case for the southcentral region of the state. In 1940, the Pulaski County Board of Education established the Somerset Vocational School. In 1970, the school became Somerset Technical School under the leadership of the Kentucky Department of Education. In 1997, the name was changed to Somerset Technical College.

In 1962, the Kentucky General Assembly changed the face of higher education in the Commonwealth by authorizing the formation of the University of Kentucky Community College Systems. In 1964, the System became a reality, and on September 1, 1965, the first classes met at Somerset Community College. During its first year, Somerset Community College consisted of 1 building, 10 faculty members, and 355 students. In 1989, a satellite center was established in Laurel County, and in 1990, an additional satellite center was established in McCreary County. In 1971, Laurel Technical School was established in Laurel County as a vocational school overseen by Kentucky Department of Education. The school added a postsecondary component in 1985 and became Laurel Technical College in 1997.

In 1997, the General Assembly passed House Bill 1, the Postsecondary Education Improvement Act of 1997, establishing the Kentucky Community and Technical College Systems (KCTCS) to govern the state's community and technical colleges. Somerset Technical College, Laurel Technical College, and Somerset Community College were placed under the governance of KCTCS, and in 2000 the process of consolidating under the name of Somerset Community College (SCC) began. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) approved the consolidation of the three colleges in 2003. SACSCOC reaffirmed the accreditation of SCC in 2009.

SCC provides a two-year course of general education and technical studies designed for 1) transfer to a baccalaureate institution; 2) training necessary to develop a technically skilled workforce that meets the needs of local and state business and industry; 3) a program of remedial and continuing education to improve the employability of the region's citizens; and 4) an adult education program that prepares participants for the GED and/or participation in postsecondary education. To further its mission, SCC provides a learning environment that promotes diversity and open educational opportunities via a variety of instructional delivery modes. SCC offers students certificate, diploma, and degree options in various program areas,

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including associates degrees that lead to transfer to a four-year college or university, as well quality training through partnerships with business and industry.

South Central Kentucky’s economy is evolving from an industrial/manufacturing sector to the service sector with a strong emphasis in healthcare and tourism. As the evolution continues, SCC plays a vital role in identifying and implementing educational programs to meet the needs of the region.

SCC promotes an open door admission policy with flexible course schedules that include day, evening, weekend, off-campus, and online classes, as well as financial aid for qualified students. Currently, SCC consists of full-service campuses in Pulaski and Laurel counties and supports satellite educational centers in McCreary, Clinton, Russell, and Casey counties. SCC maintains sixteen buildings at the six sites and employs over 300 full-time faculty and staff. A summary of student enrollment demographics for the Fall 2017 semester is provided in Table 1.

Table 1: Fall 2017 Enrollment

Headcount and Enrollment Status	Number	Percent
Full-time (12 or more credit hours)	2589	44%
Part-time	3316	56%
Total	5905	
Ethnicity	Number	Percent
American Indian	19	0.30%
Asian	30	0.50%
Black	47	0.80%
Hispanic	120	2.00%
Native Hawaiian	4	0.10%
Non-Resident Alien	5	0.10%
Two or More Races	114	1.90%
Unknown	28	0.50%
White	5538	93.80%
Age		
<18	781	13%
18 - 24	2911	49%
25 +	2213	37%
Data Source: CPE Official Data		

PROCESS USED TO DEVELOP QEP

In April 2017, former Provost, Dr. Tony Honeycutt, and current Interim Chief Academic Officer, Dr. Clint Hayes, assembled the QEP Steering Committee comprised of equal numbers of faculty and staff. Faculty representation from both technical and general education areas were included. Staff members represented each area of the non-academic student and institutional support areas. During this first meeting, Dr. Hayes discussed the goals of a Quality Enhancement Plan (QEP), presented an overview of the process, a timeline, and the role of the QEP in the reaffirmation process. From this meeting, members decided to elect co-chairs, one representing faculty and another representing staff. Gail Stringer was elected as faculty co-chair, and Catherine Tackett as staff co-chair. Table 2 lists the members of the initial Steering Committee.

Table 2: QEP Steering Committee

Name	Department	Faculty/Staff
Gail Stringer	C.A.R.E Advising – Co-chair	Faculty
Catherine Tackett	Student Affairs Contact Center – Co-chair	Staff
Cindy Brown	Student Affairs – Records	Staff
Margie Childress	Business & Professional Services	Faculty
Veronica DeBord	Student Affairs – Financial Aid	Staff
Valerie Hogan	Workforce Solutions	Staff
Stephanie Likins	Upward Bound	Staff
Travis McQueen	Career & Technical Education	Faculty
Chelsea Oakes	Health Science	Faculty
Devin Phelps	Learning Commons	Faculty
Lynn Shearer	Arts & Humanities	Faculty
Amanda Smith	Office of Institutional Effectiveness & Research	Staff
John Starnes	Math & Natural Sciences	Faculty
Evetta Thompson	Business Office	Staff
Kimberly Toby	Arts & Humanities	Faculty
Steve Tucker	Maintenance & Operations	Staff

FACULTY, STAFF, STUDENT, AND COMMUNITY INVOLVEMENT

In November 2016, a public forum to elicit feedback from community members regarding methods to enhance SCC as part of the development of the strategic plan was held. Those in attendance recommended the development of an expanded new student orientation that would be required of all students and/or a required first-year experience course that included a capstone assignment. Community members articulated the necessity of equipping students with knowledge and skills that would help them understand and navigate the educational process, but would also help them build the skills they need to create educational and career goals for their futures. This group also expressed a need for focus on a successful outcome of the college experience (graduation/transfer/employment) and the need for comprehensive student services provided by a caring and knowledgeable staff.

Prior to the formation of the Steering Committee, the Office of Institutional Effectiveness and Research (OIER) distributed a survey to all full-time and part-time faculty, staff, and the Student Government Association (Appendix A). Participants included 60 faculty, 52 staff (full-time and part-time), and 9 students. The Steering Committee gleaned six themes from this survey: retention, college pathways, college readiness, workplace skills, customer service, and student engagement. In May 2017, a second survey, sent again to faculty, staff, and the Student Government Association, asked participants to rank their top three choices and list perceptions of the topics (Appendix B). Participants included 81 faculty, 82 staff (full-time and part-time), and 5 students. In this survey, 29% selected retention as the first choice; 23% selected student engagement as second choice; and 27% selected college readiness as the third choice overall.

However, the qualitative portion of the secondary survey did not entirely support the rankings. This led the Steering Committee to define each of the topics more clearly by compiling and summarizing survey feedback on the perceptions of the proposed themes (Table 3). After comparing the defined topics with the quantitative and qualitative results of the QEP Survey, the Steering Committee narrowed the list to three: Workplace Readiness, Student Engagement, and College Readiness.

Table 3: Proposed QEP Topic Definitions

TOPIC	DEFINITION
Retention	Students remain in college until achieving their educational goals.
Student Engagement	Any interaction with a student, making students feel valued and connected, that maintains their interest.
Workplace Readiness	Professional behavior, communication, critical thinking, and an inclusive attitude.
Customer Service	A student friendly and student service-oriented approach to educational service delivery.
College Readiness	Providing learning opportunities and directions for students to successfully navigate through the entry process and academic performance needed at the college level through graduation.
College Pathways	A clear cut visual aid of all programs and aspects of college (i.e. financial aid, admission, transfer, program plans, etc.) to assist students in achieving their educational goals with a step-by-step guide.

Demonstrating broad-based involvement, Table 4 summarizes events in which input and information were obtained from faculty, staff, students, and the community.

Table 4: Input Activities: Surveys, Focus Groups, & Forums

Date	Activity	Location	Stakeholder	Count
11/21/2016	KCTC Forward Listening Tour	Somerset Campus	Community Members	50
02/22/2017	Initial QEP Campus Survey	Campus Wide	Faculty/Staff/SGA	121
05/17/2017	Focused QEP Campus Survey	Campus Wide	Faculty/Staff/SGA	169
11/06/2017	Student Focus Group	Clinton Center	Students	8
11/07/2017	Student Focus Group	Russell Center	Students	9
11/08/2017	Student Focus Group	Casey Center	Students	5
11/09/2017	Faculty/Staff Focus Group	Somerset Campus	Faculty/Staff	4
11/13/2017	Student Focus Group	London Campus	Students	3
11/14/2017	Student Focus Group	Somerset Campus	Students	3
11/16/2017	Student Focus Group	McCreary Center	Students	7
11/17/2017	Faculty/Staff Focus Groups	Somerset Campus	Faculty/Staff	25
11/20/2017	Staff Focus Group	Somerset Campus	Staff	11

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As the Steering Committee moved forward, focus groups were scheduled for faculty, staff, and students. Questions for the focus groups were developed for each topic to clarify meaning and obtain additional feedback. (Appendices C, D, & E) Student focus groups were held on both Somerset and London campuses, as well as center locations in Casey, Clinton, Russell, and McCreary. Faculty and staff focus groups were held on the Somerset campus and ITV service (distance broadcasting technology) was provided for the London campus's participation.

Many of the students participating indicated they felt underprepared to begin and succeed in college and often were unaware of where to seek help or were apprehensive to ask.

Responding students expressed a desire to gain the skills they would need to be employable since that was the reason they are attending college. Faculty and staff forums resulted in many of the same responses as the community and students. Participants of the faculty and staff forums expressed the need to provide clear direction for students on how to accomplish goals and become better prepared for success. Faculty and staff acknowledged that many incoming students are not prepared for college either academically or cognitively.

REVIEW OF INSTITUTIONAL DATA

A review of institutional data was conducted to discover possible areas that the QEP process could improve. The various data sources used to conduct this review included the Integrated Postsecondary Education Data System (IPEDS); KCTCS's Decision Support System (DSS); Kentucky Council on Postsecondary Education (CPE); the Community College Survey of Student Engagement (CCSSE); and the SCC Exiting Student Survey.

General Overview

IPEDS data for a five-year period at SCC shows a steady decline in enrollment (Table 5). Although enrollment for the Fall 2016 semester shows an increase of 3.5%, it did not make amends the cumulative decreases from the previous semesters. An overall decline of 16% in enrollment occurred from Fall 2012 to Fall 2016. This does not take into consideration the drop in enrollment from Fall 2011 to Fall 2012, which adds an additional 26.7% decline (from 10,028 to 7,915). One factor that may have contributed to the increase for Fall 2016 was the launch of the Kentucky Dual Credit Scholarship Program (2018), a statewide initiative that provides funds for dual credit scholarships for all 173 state school districts. Dual credit accounted for 1,654 of the 6,641 total headcount in Fall 2016, an increase from only 604 in Fall 2015. Concerns about the longevity of the dual credit impact were later confirmed when Spring 2017 dual credit numbers revealed that dual credit enrollment dropped to 865.

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Table 5: Five-Year Enrollment Trend

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Total Enrolled	7915	73537	7017	6410	6641
% Increase/Decrease	-26.75%	-5%	-7.4%	-9.5%	3.5%
Data Source: CPE Official Data					

Retention rates for the same five-year period reveal that SCC experienced a decrease of 6% from Fall 2013 to Fall 2014 (Table 6) and enrollment has continued to decrease in the subsequent years. IPEDS Comparison groups are on average 5% higher in retention for Fall 2016.

Table 6: Retention Rate Comparison

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Somerset Community College	60%	63%	57%	55%	54%
Asheville-Buncombe Technical Community College	50%	46%	53%	52%	55%
Florence-Darlington Technical	62%	64%	63%	60%	65%
George C Wallace State Community College-Hanceville	62%	64%	63%	60%	65%
Gwinnett Technical College	48%	55%	57%	58%	56%
Holmes Community College	56%	55%	58%	58%	55%
Horry-Georgetown Technical College	51%	57%	58%	58%	53%
Jefferson State Community College	48%	52%	56%	53%	57%
Lee College	63%	63%	69%	69%	72%
Piedmont Technical College	60%	59%	60%	58%	58%
Volunteer State Community College	53%	57%	54%	55%	51%
Average of Comparison Group	55%	57%	59%	58%	59%
Data Source: IPEDS Comparison Group					

Next, an examination of graduation rates was conducted (Table 7). Using the IPEDS Comparison group again, SCC is higher than the average overall graduation rates by 2%.

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However, several of the comparison colleges had graduation rates much higher than SCC, such as George C. Wallace State Community College–Hanceville at 38% and Lee College at 35%.

Although this is not an area of immediate concern, it does show that overall graduation rates at SCC has room for improvement. This comparison data could justify raising the bar to reach higher graduation rates comparable to those of the higher performing comparison colleges previously named here.

Table 7: Graduation Rate Comparison

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Somerset Community College	60%	63%	57%	55%	54%
Asheville-Buncombe Technical Community College	50%	46%	53%	52%	55%
Florence-Darlington Technical	62%	64%	63%	60%	65%
George C Wallace State Community College-Hanceville	62%	64%	63%	60%	65%
Gwinnett Technical College	48%	55%	57%	58%	56%
Holmes Community College	56%	55%	58%	58%	55%
Horry-Georgetown Technical College	51%	57%	58%	58%	53%
Jefferson State Community College	48%	52%	56%	53%	57%
Lee College	63%	63%	69%	69%	72%
Piedmont Technical College	60%	59%	60%	58%	58%
Volunteer State Community College	53%	57%	54%	55%	51%
Average of Comparison Group	55%	57%	59%	58%	59%

Data Source: IPEDS Comparison Group

IPEDS calculates time to completion based on completion within 150% of credential program hours. Examination of this data revealed that SCC is above average when looking at the comparison group (Table 8). The average of the comparison group was 19%, while SCC has maintained a rate of 25% over the past four years. Again, while not an area of immediate concern, SCC’s graduation rate should be addressed to break the plateau experienced over the past three years and increase the average percentage of students completing their credential within the measure of 150%.

Table 8: Comparison of Time to Completion

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Somerset Community College	23%	25%	25%	25%	25%
Asheville-Buncombe Technical Community College	28%	18%	28%	22%	26%
Florence-Darlington Technical	16%	12%	8%	8%	12%
George C Wallace State Community College-Hanceville	23%	20%	24%	35%	38%
Gwinnett Technical College	17%	18%	15%	20%	23%
Holmes Community College	27%	25%	23%	28%	29%
Horry-Georgetown Technical College	14%	18%	15%	20%	23%
Jefferson State Community College	12%	7%	5%	8%	9%
Lee College	21%	21%	24%	24%	35%
Piedmont Technical College	17%	13%	16%	18%	15%
Volunteer State Community College	12%	16%	16%	19%	24%
Average of Comparison Group	19%	17%	17%	20%	23%

Data Source: IPEDS Comparison Group

Delay in Graduation

A review of SCC’s Exiting Student Surveys from the 2012-13 academic year through the 2015-16 academic year (Table 9) indicated that an average of 56% of students that needed additional semesters to complete their degree required those additional semesters from issues requiring a change in their program plan (major). The lack of required courses offered did not have a significant impact on the extension of time to completion at 12.6% on average. A third or fewer of students answering questions 7.8 and 7.9 (Table 9) indicated that their completion time was impacted by their choices of course electives or because they took additional courses specific for transfer programs.

Table 9: Exiting Student Survey

Question No.	Item	Response	2012-13	2013-14	2014-15	2015-16	2016-17
7. If it did take extra semesters for you to complete your degree, please indicate any of the following reasons:							
7.5	Change in program plan	Yes	58%	59%	52.3%	54.8%	56%
7.6	Required Course(s) not offered	Yes	15.2%	14.4%	11.1%	9.6%	12.6%
7.8	Course Electives	Yes	33.1%	37.6%	28.2%	29.5%	32.1%
7.9	Completion of program specific course for transfer	Yes	32.6%	35%	26.1%	29.5%	30.8%
Data Source: SCC Exiting Student Survey 2012-2016							

CCSSE Data for the 2016 Cohort

SCC participates in the Community College Survey of Student Engagement (CCSSE) every other year. Surveys for the years 2012, 2014, and 2016, along with the 2016 CCSSE Comparison Group were reviewed. This process revealed additional areas that could be addressed to promote improvement for the institution, the student body, and the community as a whole. Included in the CCSSE tables are the total number of respondents and the frequency distribution for all respondents participating in the 2016 CCSSE.

Institutional Preparedness and Support

Table 10 shows items related to institutional preparedness and support. Only 15% of participants answered “Have done” when answering items regarding attending a study skills course. This fell 1.9% below the 2016 CCSSE Comparison Group. However, “Have done” responses to participation in a college orientation program or course (30%) were slightly higher than the 2016 CCSSE Comparison Group by 1.3%.

Table 10: Institutional Preparedness and Support

Question No.	Item	Response	2012 SCC	2014 SCC	2016 SCC	2016 CCSSE
Item 8: Which of the following have you done, are you doing, or do you plan to do while attending this college?						
8(f)	Study skills course	Have Done	18%	15.1%	15%	16.9%
8(h)	College orientation program or course	Have Done	36.5%	31.4%	31%	29.3%
Item 9: How much does this college emphasize each of the following?						
9(b)	Providing the support you need to help you succeed at this college	Very Much	34.7%	32.8%	37%	31.9%
Item 12: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following area?						
12(e)	Thinking critically and analytically	Very Much	37.3%	33.8%	41.6%	29.2%
12(g)	Using computing and information technology	Very Much	34.4%	35.3%	34.5%	29.2%
12(h)	Working effectively with others	Very Much	32.9%	29.5%	40.4%	24.9%
12(i)	Learning effectively on your own	Very Much	37.1%	35.2%	41.9%	30.9%
12(j)	Understanding yourself	Very Much	27.1%	26.5%	30.8%	24.9%
12(n)	Developing clearer career goals	Very Much	18.7%	18.7%	18.7%	26.2%
12(o)	Gaining information about career opportunities	Very Much	0.9%	2%	1.4%	23.3%
Total Respondents			866	713	669	433,619
Data Source: CCSSE 2012, 2014, 2016						

After an examination of SCC's current college success course (FYE 105: First Year Experience) that was designed to increase student success, concerns were raised regarding whether or not

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the current course might be a viable option. Table 11 reflects the course enrollment, pass, fail, and attrition rates for the period of Fall 2014 through Spring 2017. Enrollment steadily declined each semester from 323 students in Fall 2014 to a mere 41 students in Spring 2017. One factor contributing to the decreasing number of students enrolled is the course has not been required; therefore, many students opt out of taking the course and are unaware of its benefits.

Table 11: FYE Enrollment, Pass/Fail/Attrition Rates

Term	Enrollment	Pass	Fail	Attrition
Fall 2014	323	60.4%	30%	9.6%
Spring 2015	115	48.7%	43.5%	7.8%
Fall 2015	161	54.7%	34.2%	11.2%
Spring 2016	63	41.3%	49.2%	9.5%
Fall 2016	88	68.2%	26.1%	5.7%
Spring 2017	41	61%	34.2%	4.9%
Average		56.9%	34.1%	9%

Data Source: DSS

During this period, an average of less than 56.9% of those taking the FYE 105 course successfully completed it. The average failure rate was 34.1%, and the average attrition rate was 9.0%. Once again, because the course is not a requirement, students may not see the benefit of completing the course successfully.

Continuing the review of experiences at the college that contributed to preparedness (Table 10), responses to Item 12 (how your experiences at the College contributed to their knowledge, skill and personal development) in the area of career exploration were below the 2016 CCSSE Comparison Group. SCC respondents selecting “Very much” in developing clearer career goals was 18.7%, or 7.5% less than the 2016 CCSSE Comparison Group at 26.2%. Additionally, SCC respondents selected “Very much” only 1.4% to the item regarding gaining information about career opportunities in comparison to the 2016 CCSSE Comparison Group ranking of 23.3%.

Respondents selected “Very Much” at a higher percentage than the 2016 CCSSE Comparison Group in most other areas. These included critical and analytical thinking; using computing and information technology; working effectively with others; learning effectively on your own; and understanding yourself, and were, on average, 10% higher than the 2016 Comparison Group.

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When exploring preparedness and support through engagement (Table 12), 14% of respondents answered “Very much” when addressing the importance the college places in helping cope with non-academic responsibilities faced by many community college students.

Table 12: Preparedness/Support through Engagement

Question No.	Item	Response	2012 SCC	2014 SCC	2016 SCC	2016 CCSSE
Item 9: How much does this college emphasize each of the following?						
9(d)	Helping you cope with your non-academic responsibilities (work, family, etc.)	Very Much	10.6%	8.3%	14%	11.5%
Item 11: Mark the number that best represents the quality of your relationships with people at this college.						
11(b)	Instructors	Available, helpful, sympathetic	37.4%	40.9%	43.7%	32.7%
11(c)	Administrative personnel and offices	Available, helpful, sympathetic	25.5%	29.2%	33.5%	22.7%
Total Respondents			866	713	669	433,619
Data Source: CCSSE Survey 2012, 2014, 2016						

Career Exploration

Extending the data revealed through the career development items above (Table 12), the areas of workplace readiness and career goal development were reviewed as areas that may be of concern or that could be improved. Table 13 includes the frequency distribution for questions related to career planning, an area from the initial campus-wide survey that was identified as a concern or as a possible area for improvement. The total number of respondents and the frequency distribution for all respondents participating in the 2016 CCSSE are included in the table.

Table 13.1: Career & Advising Pathways

Question.	Item	Response	2012 SCC	2014 SCC	2016 SCC	2016 CCSSE
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?						
4(m)	Talked about career plans with an instructor or advisor	Very Often	11.5%	12.2%	12.4%	11.1%
Item 8: Which of the following have you done, are you doing, or do you plan to do while attending this college?						
8(a)	Internship, field experience, co-op experience, or clinical assignment	I Have Done	26.6%	19.8%	31.2%	16.2%
Item 12: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?						
12(b)	Acquiring job or work-related knowledge and skills	Very Much	32.2%	29.8%	39.4%	23.8%
12(n)	Developing clearer career goals	Very Much	34%	34%	42.3%	25.9%
12(o)	Gaining information about career opportunities	Very Much	32.2%	28.8%	37.2%	25.9%
Item 13.1: How often do you use the following services at this college?						
13.1(a)	Academic advising/planning	Often	5.1%	7.2%	17.9%	6.8%
13.1(b)	Career counseling	Often	5.4%	7.2%	5.1%	6.8%
13.1(c)	Job placement assistance	Often	3.2%	6.3%	4.2%	3.2%
13.1(j)	Transfer credit assistance	Often	5.1%	5%	7.5%	8%
Item 13.2: How satisfied are you with the following services at this college?						
13.2(a)	Academic advising/planning	Very	44%	47.6%	53.3%	33.7%
13.2(b)	Career counseling	Very	21.4%	18.6%	23.4%	18.5%
13.2(c)	Job placement assistance	Very	11.5%	13.2%	13.2%	8.5%
13.2(j)	Transfer credit assistance	Very	15.3%	15.2%	20.7%	16.5%

Table 13.2: Career & Advising Pathways cont.

Question.	Item	Response	2012 SCC	2014 SCC	2016 SCC	2016 CCSSE
Item 13.3: How important are the following services to you at this college?						
13.3(a)	Academic advising/planning	Very	71.5%	72.6%	76.6%	66.9%
13.3(b)	Career counseling	Very	47.2%	52.1%	53.4%	52.4%
13.3(c)	Job placement assistance	Very	43.8%	43.7%	45.6%	40.2%
13.3(j)	Transfer credit assistance	Very	43.3%	46.4%	50.3%	52.2%
Total Respondents			866	713	669	433,619
Data Source: CCSSE 2012, 2014, 2016						

According to the data, the indicated use of career counseling services did not correspond to the perceived importance and satisfaction with those services. In answering how often they utilized career-counseling services, student responses showed the frequency was not only lower than the CCSSE Comparison Group benchmark (1.7% lower) but also significantly lower than the frequency rating of respondents' satisfaction and importance items. In 2016, career counseling was considered "Very" in importance at the rate of 53.4%; however, only 23.4% of respondents answered with "Very" in regard to satisfaction of the services. In addition, a gap was present in the frequency in which respondents ranked "Often" in utilizing career counseling (5.1%).

Similar disparities exist between items related to job placement and transfer credit assistance. When reviewing the frequency of use in these areas, responses of "Often" for job placement were 4.2% and transfer credit assistance 7.5%, while responses of "Very" in the importance items were comparatively higher, with job placement assistance at 45.6% and transfer credit assistance at 50.3%. Continuing the disconnection, those answering "Often" in response to the frequency of use in academic advising and planning items was 17.9%, with a satisfaction frequency of those answering "Very" at 53.3%. Respondents answering "Very" in importance were at 76.6%. Further investigation of the CCSSE shows that only 12.4% of respondents selected "Very often" when questioned about how often they had discussed career plans with an instructor or advisor.

SUMMARY

The SCC QEP Steering Committee captured information that guided the identification of a robust student-focused topic. Through several surveys, a review of the institutional data and

broad-based input sought by the Committee from numerous constituents such as faculty, staff, students and the community, the Committee's intention is to develop a plan that will aid students in improving their knowledge of processes that facilitate identifying, developing, and navigating their pathway to college success.

IDENTIFICATION OF TOPIC

As the Committee began to review the contributions from the various stakeholders, overlapping characteristics within the three selected topics emerged. Many aspects of each complemented and reinforced the other. One student said it best by indicating that "college readiness leads to engagement, which leads to workplace readiness skills." After review and discussion of the information obtained from open forums and focus groups, the Committee concluded that an integration of the three topics could create a successful QEP that would benefit students and the educational process at SCC. Since College Readiness is often associated with high school students (Kless, Soland, & Santiago, 2013), the consensus of the Committee was to change the terminology to College Preparedness.

At that time, the Committee agreed to a working title of "College Compass: Navigating Your Pathway to College Success," a title that best described the development of a guided college pathway approach to facilitating student success. The Committee then defined how college success at SCC could be attained:

"College success is achieved through providing students with the tools needed to learn essential skills and positive decision-making towards completing their academic goals."

During the Committee's work on developing a program that would become the conduit for aiding students in achieving college success, discussion turned to incorporating the First Year Experience course (FYE 105) currently taught as an elective. The recommendation was to designate the course as a requirement. Concerns were expressed about the course being made a requirement, primarily the strain on technical programs. This area already has strictly scheduled hours and growing pressure of program specific accrediting agencies to lower their average time to completion by decreasing the number of required courses. Additionally, the financial cost to students and the placement of the course as an elective would restrict access to additional courses the students may wish to take caused apprehension.

During this time, SCC's Systems Office, Kentucky Community and College System (KCTCS), formed a workgroup investigating college success courses and the impact such a course could make. It was the consensus of the Committee that although the Systems Office was examining

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making some form of a college success course a graduation requirement in the future, the timeframe would not be conducive to SCC's QEP timeline. Therefore, the Committee agreed to move forward with a plan distinctively for SCC.

During research of student success programs, the Committee discovered that the selected QEP theme was similar to that of SCC's sister college, West Kentucky Community and Technical College's (WKCTC), "Chart Your Own Course." Both institutions had developed comparable goals and student learning outcomes, including integrating FYE 105 into the QEP. The Committee then agreed that a conversation with WKCTC would be the logical next step. On April 6, 2018, Gail Stringer and Catherine Tackett (QEP Co-Chairs) took part in a conference call with Sanci Teague (WKCTC QEP Director) and Octavia Lawrence (Director of Advising & Assessment) to discuss their process and experience. This information was then conveyed to the Committee, and the following framework emerged. Building upon WKCTC's foundation of a redesigned new student orientation, required first-year experience course, and an Appreciative Advising culture, the Committee agreed to add to this the structured academic pathways currently under development that would assist in providing a guided pathway throughout a selected program. These elements became the QEP framework.

The proposed framework was presented to the SCC Leadership Team on April 10, 2018. Discourse regarding the mandatory FYE course raised some concerns. Primarily, members were concerned with making the course a graduation requirement and, in turn, requiring the course to go through the Curriculum Review Committee (CRC). This would require an extensive revision of current approved programs across the board to incorporate the requirement. The Leadership Team recommended consulting with SCC's CRC representative, Kelly Johnson, for clarification.

Second, members were concerned with the financial implications this course would have for students. Essentially, would financial aid cover the course? SCC's Director of Financial Aid, Patrick Mayer, provided a document developed by KCTCS Systems Office (Appendix F), ***Program Applicability Guidance***, which clarified this issue:

"FYE courses are considered applicable [for financial aid] if they meet a graduation requirement, can be used as an elective, or required as a local college policy."

With this information, the Leadership Team voted to support the QEP proposal of student success and move forward with developing a framework.

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A subsequent consultation with Sancı Teague clarified WKCTC’s process for the mandatory FYE course. Based on this information, the Committee moved forward with creating the course as an enrollment requirement and not a graduation requirement. This would allow the requirement to be eligible for financial aid as a local college policy and avoid having to involve the CRC process.

Upon approval to move forward by the Leadership Team, the Committee established ad hoc teams to develop each structure of the framework. Three teams were established covering New Student Orientation, the First Year Experience course, and Guided Academic Pathways which included the structured academic pathways along with the Appreciative Advising models. Additional team members were added for their area of expertise (Tables 14, 15, & 16).

Table 14: QEP FYE Ad hoc Team

Member	Department	Faculty/Staff
Lynn Shearer	Arts & Humanities – ad hoc chair	Faculty
John Starnes	Math & Natural Sciences	Faculty
Kim Toby	Arts & Humanities	Faculty
Marci Randall	Arts & Humanities	Faculty
Devin Phelps	Learning Commons	Faculty
Catherine Tackett	Student Services	Staff
Bruce Gover	Learning Support Services	Staff
Irene Larason	Arts & Humanities	Faculty
DeAnna Proctor	Online Learning	Staff
Mandy Davis	Learning Commons	Staff

Table 15: QEP New Student Orientation Ad hoc Team

Member	Department	Faculty/Staff
Catherine Tackett	Student Services – ad hoc chair	Staff
Gail Stringer	C.A.R.E Advising	Faculty
Stephanie Likins	Upward Bound	Staff
Cindy Brown	Student Affairs – Records	Staff
Veronica DeBord	Student Affairs - Financial Aid	Staff
Loris Sherman	Math & Natural Sciences	Faculty
Parker Tucker	Student Affairs – Admissions	Staff
Christy Costello	Student Affairs – Admissions	Staff
Tracy Casada	Student Affairs Dean	Staff

Table 16: QEP Guided Pathways Ad hoc Team

Member	Department	Faculty/Staff
Gail Stringer	CARE – Advising – ad hoc chair	Faculty
Chelsea Oakes	Health Science	Faculty
Margie Childress	Business & Professional Services	Faculty
Elaine Kohrman	Math & Natural Sciences	Faculty
Amanda Smith	Office of Institutional Effectiveness & Research	Staff

From the framework, the ad hoc teams proposed the following:

- **FYE ad hoc** - Every student enrolling at Somerset Community College, with some specific exceptions, will be required to enroll in and complete a minimum of one (1) hour of FYE during the first semester or no later than the second semester.
- **New Student Orientation ad hoc** - Condense new student orientation information to cover subjects needed at the entry point and require all incoming students, including transfer and returning students after five or more years' absence, to complete a mandatory online orientation.
- **Guided Pathways ad hoc** –
 - Development of a guided pathway from admissions through completion. The guided pathway will include determining college readiness, identifying academic and career goals, establishing realistic plans for success, and achieving measurable progress

toward timely completion. Guided Pathways will also include support services activities that help students stay on course and ensure that they are meeting clearly defined learning outcomes.

- Continued development of structured academic pathways will aid students in mapping the program plan from first semester through graduation/transfer.
- An Appreciative Student Engagement model, based on the Appreciative Education mode that includes Appreciative Advising, Appreciative Inquiry, and Appreciative Student Services, will be developed. Focusing on positives rather than negatives, this model will assist students with identifying their goals and establishing realistic plans for success. SCC considers all advisors, faculty, and staff important parts of the advising process. With this philosophy, any person working with a student in any aspect of their educational experience is acting as an advisor in their area of specialty.

Steering Committee members Devin Phelps, Lynn Shearer, Gail Stringer and Catherine Tackett presented the framework to faculty on April 27, 2018 at the SCC Faculty Meeting. The floor opened for discussion. After fielding questions presented to Committee members, all attending faculty unanimously voted to approve the framework.

LITERATURE REVIEW AND BEST PRACTICES

As Somerset Community College moves forward with the overall QEP framework, a clear understanding of the different elements is necessary. A review of the current literature and best practices aids SCC in providing consistent, well-developed services within the QEP to support students in discovering their personal pathway to achieving their academic and career goals in an efficient and timely manner.

Part of SCC's mission is to "improve the employability and quality of life of the areas citizens." In today's economic environment, postsecondary education is crucial. Kuh, Cruce, Shoup, Kinzie, and Gonyea (2008) postulate that the high school diploma has been replaced with a college degree that is now "a mainstay for economic self-sufficiency and responsible citizenship." The Kentucky Council on Postsecondary Education (CPE) reports that 22% of Kentuckians ages 25 to 64 hold some postsecondary credit with no degree (2015). Students often experience barriers in completing their education such as the balance of school, work, and family; developmental education course struggles; and difficulty navigating the college environment and staying on track (Spalding, 2012).

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Many community college students are first generation college students and lack the general background knowledge involved in navigating the college environment. Without this understanding, many students get lost in the process and do not fully understand how to stay on track, causing some students to “take courses they do not need and spend a longer period of time earning credits” (Goldrick-Rab, 2010). In addition, many of these students are more likely to underutilize existing support services (Spalding, 2012).

Guided Pathways

To increase student success, research shows students need a well-defined pathway of the courses they need to take and when they need to take them. Many of SCC's technical programs have already created clearly mapped program plans. However, the Associate in Arts and Associate in Science program plans leave room for improvement. While a majority of technical programs lists specific courses required, Associate in Arts and Associate in Science programs are a bit more ambiguous, listing requirements as Heritage/Humanities or Social and Behavioral Sciences, leaving room for interpretation and confusion.

The American Association of Community College's Pathways Project leads the way in guided pathways reform (Bailey, 2017). Guided pathways create clear maps that allow students to understand the courses needed to complete their program, how long it will take to complete, and what employment or transfer opportunities are available (Bailey, 2017). Guided pathways help students explore, select, and develop a complete program plan, helping them successfully navigate through college to stay on track and graduate.

New Student Orientation

Orientation programs have a longstanding history within the American postsecondary educational system. As early as the late 1600s, Harvard University used freshman counselors to assist young men entering in their transition to university life (Dwyer, 1989). As college orientations grew and became a mainstay, institutions became more purposeful in the development of goals and objectives. Three principal goals for modern orientation were identified by Perigo and Upcraft (1989):

1. Help freshmen succeed academically by introducing them to both academic requirements and support services that are in place to assist students in succeeding.
2. Assist students in their overall personal adjustment to college by introducing them to campus life.

3. Provide opportunities for faculty and staff to acquire a deeper knowledge of entering freshman to develop relationships that lead to supportive student success.

Research supports the benefits of new student orientation. As a study by Tucker (1998) revealed, there is an additional need for the inclusion of career exploration for transitioning college students. Further, he discovered an increase in student satisfaction in the first semester if they held a more defined career and academic goal.

With the need to provide valuable resources to new incoming students, many of whom are first generation and/or non-traditional students, the concern that students experience information overload is unquestionable. Many of the students who participated in the QEP focus groups reported not remembering the mention of some services, stating that so much information was given in such a short time period they simply could not retain it all. This is supported by Ishler and Upcraft (2014), who suggest that students entering a community college need an ongoing orientation experience. Additionally, Karp identified four mechanisms of non-academic support that can be built into programs to meet the needs of new incoming students, such as “creating social relationships; clarifying aspirations and enhancing commitment; developing college know-how; and making college life feasible” (2011).

Student Success Course

Newly entering students often arrive at community colleges with “limited understanding of the opportunities and demands of college life and lack the skills and orientation needed to thrive in a college culture” (Zeidenberg & Jenkins, 2007). In helping new students overcome the barriers before them, many community colleges have developed a variety of student support services, including a student success course. The objective of these courses is to assist students in their knowledge of various services offered at the college, strengthen their acclimation to the college environment, and help them develop the skills and tools they need to navigate the college experience successfully. (O’Gara, Karp, & Hughes, 2009)

Student success courses can be an important tool to assist students in adjusting and transitioning into the college environment, learning how to navigate within the college, building academic and study skills, and establishing academic and career goals (Cho & Karp, 2013). Although it is recognized that student success courses are an effective means for students to gain academic skills, students could benefit even more if these courses would “embrace a comprehensive, holistic (whole person) approach to promoting student success” (Cuseo, n.d.).

Cuseo recommended collaboration of other institutional outcomes within the student success course to create “a more integrated first-year experience” (Cuseo, n.d.).

Furthermore, the longstanding approach to education has been pedagogy, what has been considered the art and science of teaching. However, the Greek roots of the word refer to the learning of children (Cross, 1981). Traditionally, educational systems have provided students with information focused on the subject matter as the core. In many subjects, such as mathematics and history, this is appropriate. These courses are subject-centered. However, when considering the intent of a student success course, along with the knowledge that many community college students are adults, it is important to investigate other instructional philosophies. Dayal (2002) suggested that teaching methods in some areas of education have to shift from that of teachers feeding knowledge to students to a student-centered approach.

Andragogy, a term originally coined by German educator Alexander Kapp (Peterson & Ray, 2013), “is the art and science of helping adults learn” (Knowles, 1980). Knowles and others before him believed that adult learning brings certain assumptions that need to be addressed for successful learning to take place. The subsequent six assumptions characterize adult learners. (Knowles, Holton III, & Swanson, 2005):

1. The Need to Know: Adult learners need to know why they need to learn something before undertaking the learning process.
2. Self-concept: As a person matures, his/her self-concept moves from one of being a dependent personality toward one of being a self-directed human being.
3. Experience: As a person matures, he/she accumulates a growing reservoir of experience that becomes an increasing resource of learning.
4. Readiness to Learn: As a person matures, his/her readiness to learn becomes oriented increasingly to the developmental tasks of his social roles.
5. Orientation to Learning: As a person matures, his/her time perspective changes from one of postponed application toward learning shifts and from one of subject-centeredness to one of problem-centeredness.
6. Motivation to Learn: As a person matures, the motivation to learn is internal.

Incorporating this framework embraces the comprehensive, holistic approach recommended by Cuseo above.

As a system, the colleges of KCTCS provide various student success courses. SCC currently offers FYE 105: Orientation to College, but not on a consistent schedule. Additionally, it is not a

mandatory component of the student experience, which contributes to the decline in enrollment and successful completion of the course. The established literature supports the significant impact such a course can have on students when developed in a holistic manner following the assumptions of andragogy.

Appreciative Education

As stated previously, students encounter many barriers in their pursuit to start and follow through with their education. Advising is a crucial element of navigating through the college environment. The developing mindset is that any interaction with a student while helping them through their pathway, whether as a member of faculty or staff, is an advising interaction within their area of expertise. When done correctly, this process can become a “learning-centered, student-focused activity that engages the student and advisor in the co-creation of clear and intentional education plans that lead to completion of goals and future success in education, careers and the workplace” (Darling, 2015).

A growing approach in this area is that of Appreciative Advising, which is defined as “the intentional collaborative practice of asking open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials” (Bloom, 2018). A study on the impact of Appreciative Advising within a student success course revealed that participants excelled in college satisfaction, campus policy knowledge, academic service knowledge, and gained a sense of belonging and acceptance (Hutson, 2010).

The concept of Appreciative Advising was built from the framework of Appreciative Inquiry (Bloom, 2016), which focuses on identifying what works, analyzing why it works well, and then doing more things in the same manner. These concepts were built upon the Appreciative Mindset, the concept of focusing on the positives instead of individuals’ default reaction to focus on the worst (Bloom, Hutson, He, & Konkle, 2013). This approach can become a powerful cognitive tuning device that can prompt the individual to develop an increased capacity to notice the successes of others, recognize the positive rather than the negative, and view unknowns as positives rather than negatives (Cooperrider, 2003).

Pulling all three of these frameworks together, Appreciative Inquiry, Appreciative Advising, and Appreciative Mindset, forms the foundation for Appreciative Education creates a “framework for delivering high-quality education on both an individual and organizational level. It provides an intentional and positive approach to bettering educational enterprises by focusing on the

strengths and potential of individuals and organizations to accomplish co-created goals” (Bloom, Hutson, He, & Konkle, 2013, p. 6).

Summary

The literature and best practices reviewed here support the recognition that today’s community college student needs additional tools not provided through traditional measures of pedagogy. In order to overcome barriers, increase understanding of the college environment, and develop an academic and career pathway, students need a holistic approach to the process. Based on a thorough review of the literature and best practices, the SCC Steering Committee has constructed a QEP that aligns a new student orientation and consistent, well-developed first year experience course requirement; guided academic pathways including structured academic pathways; and embedding the Appreciative Education model and andragogy as the foundation for an Appreciative Student Engagement approach.

DESIRED STUDENT LEARNING OUTCOMES

Based on information from the diverse surveys, focus groups, and forums, the Committee created the following definition of the QEP topic, its purpose, and its meaning to SCC. In creating a process for students to navigate their pathway to successful completion of their academic and career goals, SCC defined college success as something that is ***achieved through providing students with the tools needed to learn essential skills and positive decision-making toward completing their academic goals.*** The goals and student learning outcomes (SLO) developed to support the purpose of SCC’s QEP are shown in Figure 1. SCC is committed to these competencies as the learning outcomes for “College Compass: Navigating Your Way to College Success,” chiefly for their strong foundation in supporting a student-centered college pathway tailored to the individual needs and goals of every student. The Committee is confident that meeting these competencies will increase student understanding of their clear pathway from entry to accomplishment of their goals.

Figure 1: College Compass

College Compass: Navigating Your Way to College Success	
Providing students with the tools to learn essential skills and positive decision making towards completing their academic goals.	
Goal 1: To Promote student achievement through personal and career analysis, enabling students to take control of their academic and career goals.	
SLO 1: Students will identify clear academic and career goals and establish realistic plans for success.	SLO 2: Students will achieve continued, measurable progress toward timely completion of academic and career goals.
Goal 2: To increase student utilization of institutional support services to facilitate successful achievement of academic and career goals.	
SLO 3: Students will demonstrate awareness and use of institutional support resources and services.	

These student-learning outcomes support not only the SCC mission to improve the employability and quality of life of the area citizens, it also supports key points of the 2016 – 2022 SCC Strategic Plan goals and measures. Tables 17.1 and 17.2 contains two of SCC’s Strategic Plan goals that are supported by the above student learning outcomes

Table 17.1: SCC Strategic Plan Goals and Measures Related to the QEP

Goal:	
Develop clear pathways through all levels of postsecondary education with an emphasis on experiential learning that lead to successful employment outcomes for SCC graduates.	
Measure	Transfer Rate Percent of associate earners in academic year who enroll at a four-year institution that academic year, after the term end date of the term the first associate credential was earned or the next academic year
Data Source: SCC Strategic Plan 2016-2022	

Table 17.2: SCC Strategic Plan Goals and Measures Related to the QEP cont.

Goal:	
Improve student engagement, support services, experiences, and success with best-in-class academic and student support services.	
Measure	Retention: Fall-to-Fall retention of first-time, credential-seeking students as reported to IPEDS.
Measure	Student Engagement: Average scores on the Community College Survey of Student Engagement (CCSSE) benchmarks of effective education practice.
Data Source: SCC Strategic Plan 2016-20122	

ACTIONS TO BE IMPLEMENTED

The implementation plan is founded on a review of the established literature and best practices along with institutional data and feedback of the community, students, faculty, and staff. From this information, the Committee established the following actions to implement and assess the QEP. This plan was constructed to create a college pathway from admissions through completion and includes an understanding of college resources; college readiness; identification of academic and career goals; establishment of realistic plans for success; and achievement of measurable progress toward timely completion of these goals. Included is identification of student support services to the help students understand and balance the many elements of the college experiences, such as admissions, financial aid, advising, tutoring, student accounts, etc. This will enhance student success, retention, and completion by providing a clear and structured guide that leads to students’ desired transfer and/or career goals.

Goal 1: Student Learning Outcome 1

Goal 1: To promote student achievement through personal and career analysis, enabling students to take control of their academic and career goals.

SLO 1: Students will identify clear academic and career goals and establish realistic plans for success.

First Year Experience

Goal 1 - Student Learning Outcome 1 will be attained with the development of the FYE 100: Strategies for College Success course. Every student enrolling at Somerset Community College, with the exceptions listed below, will be required to enroll in and complete a minimum of one (1) credit hour of FYE during the first semester as an enrollment requirement effective the beginning of the Fall 2019 semester. A service indicator will be placed on accounts to prevent enrollment in the second semester until enrollment in the appropriate FYE course is confirmed as a way to monitor completion of this requirement.

Since every student has a unique pathway that includes steps that may have prepared them for college success prior to arriving at SCC (such as prior college experience), the following exemptions from the FYE requirement have been developed into the QEP process.

- Students taking a career-specific equivalent orientation, for example University of Kentucky's EGR 101 for engineering majors, that introduces students to the demands and requirements of that specific career field.
- Students transferring into SCC with 12 or more credit hours of college-level general education courses with a GPA of 2.0 or higher.
- Students transferring into SCC with 12 or more credit hours of technical courses and going into a technical program with a GPA of 2.0 or higher.
- Non-degree seeking students.
- High school students.
- Others (by permission).

To maintain the integrity and consistency of this element of the QEP, the Chief Academic Officer will be responsible for granting any special exemptions and for approving career-specific equivalent courses.

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Since the institutional data and literature review reveal that many community college students have a variety of barriers to overcome, including academic deficiencies requiring additional support services, the First Year Experience ad hoc committee concurred that FYE 100 would not replace the current FYE 105. Both courses will be offered to accommodate those students who either desire to take the 3 credit hour course or those who would benefit more from the expanded course. In order to aid advisors guiding students in deciding which course is best fitted for their individual needs and goals, the following considerations were constructed:

- Is the student a first-generation college student?
- Does the student have a co-requisite and/or traditional developmental requirement?
- Does the student have a deficiency in computer literacy skills?

Those students answering yes to one or more of these considerations will be encouraged to participate in FYE 105. Ensuring that students receive the appropriate support within the course, each section of FYE 100 will have an enrollment capacity that is most conducive to student learning. Best practices recommend between 15 and 20 seats per course.

Assessment for FYE 100 and FYE 105 is comprised of a common capstone assignment that will be developed prior to implementation in Fall 2019. Utilizing the Career Coach software, students will participate in career exploration. The capstone assignment will include a statement of career goals, a detailed academic plan, a pre-test and post-test of knowledge of college resources and a written reflection of how the student will achieve his/her goals at Somerset Community College. The rubric for the capstone assignment is located in Appendix G. Additionally, development of an FYE Student Exit Survey will be employed to acquire student perspective and collect insight into the content effectiveness and student satisfaction and identify areas for improvement.

Development of the FYE 100 course will occur during the Fall 2018 semester with instructor training following in the Spring 2019 semester, followed by the implementation of the course in the Fall 2019 semester. For consistency, all FYE courses will be scheduled under the management of one division. The QEP Director will work closely with the QEP Development/Implementation Team to monitor the FYE curriculum, coordination of instructors, course schedules, collection and assessment date, and identification of areas in need of improvement. In addition, the QEP Director will work with the QEP Professional Development Team to schedule, monitor, and improve training for FYE instruction.

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Since the FYE program will continue beyond the span of the QEP, an FYE coordinator will be needed to ensure long-term viability. During the first year of the QEP, the Development/Implementation Sub Team will develop specifics of this role based on the assessed needs of the program. Upon appointment, the QEP Director will continue to work closely with the FYE Coordinator on the items mentioned previously as they pertain to the QEP process.

The FYE 100 curriculum will align with the current FYE 100 and 105 course competencies and student outcomes. The approved KCTCS course syllabi for FYE 100 and FYE 105 are located in Appendices H & I.

Goal 1: Student Learning Outcome 2

Goal 1: To promote student achievement through personal and career analysis, enabling students to take control of their academic and career goals.

SLO 2: Students will achieve continued, measurable progress toward timely completion of academic and career goals.

Structured Academic Pathways

Goal 1 - Student Learning Outcome 2 will be attained through the development of a structured academic pathway created to guide students from entry to completion. Program faculty are currently developing structured academic pathways that designate course sequence for each credential. Using a structured academic pathway and with the guidance of faculty and staff students will identify and develop the academic plan that best fits their interests, needs, and goals. Structured academic plans will be tailored to students' individual needs and programs. With the help of the structured academic pathways, students will have achievable milestones toward the successful completion of their academic and career goals including, but not limited to, obtaining a certificate, diploma, degree, or transferring to continue their education. Draft development of the structured academic pathways began in Fall 2017 and continue through Summer 2018. Completion of these pathways and the development of the visual format will take place in Fall 2018. Phase-in implementation begins in Spring 2019, with the General Education division followed by Allied Health, Business and Professional Services, and Career and Technical divisions.

Goal 2: Student Learning Outcome 3

Goal 2: To increase student utilization of institutional support services to facilitate successful achievement of academic and career goals.

SLO 3: Students will demonstrate awareness and use of institutional support resources and services

Goal 2 - Student Learning Outcome 3 will be attained through the creation of an environment of Appreciative Student Engagement and redesign the delivery of New Student Orientation.

Appreciative Student Engagement

SCC will develop an Appreciative Student Engagement model, based on the Appreciative Education model, which includes Appreciative Advising and Appreciative Inquiry. Design of this model will better assist students with identifying and utilizing the support resources and services they need to be successful students in a positive, encouraging environment. Within the framework of this model, all advisors, faculty, and staff are considered important parts of the advising process. With this philosophy, any person working with a student in any aspect of their educational experience is acting as an advisor in their area of specialty. To institute this approach campus-wide, all faculty and staff will follow established appreciative advising model practices of asking positive, open-ended questions that help students optimize their educational experiences and achieve their aspirations, goals, and potential.

Since Appreciative Student Engagement is a new concept for SCC, training for all faculty and staff is essential. A QEP Professional Development Team will be established to guide training for all full-time and part-time faculty and staff. Members of the QEP Professional Development Team will complete Appreciative Education training to gain the necessary understanding and tools to develop trainings that will change the culture at SCC to the Appreciative Student Engagement model.

Faculty and staff training begin Spring 2019 through a partnership with the Office of Professional Development. To emphasize the concepts of these models, the QEP Professional Development Team, in collaboration with the Office of Professional Development, will invite a member of the Appreciative Advising program from Florida Atlantic University to speak at the January 2019 Spring Kickoff for all faculty and staff. Additionally, periodic training sessions will be held to keep faculty and staff up-to-date on the concepts and practices of Appreciative

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Education. All new faculty and staff will participate in training to bring about a greater understanding of the culture of SCC and the impact of the Appreciative model.

New Student Orientation

The final element of SCC's QEP is created to alleviate the information overload students experienced when attending New Student Orientation (NSO). All incoming students, including transfer students and students returning after five or more years, will be required to complete a brief mandatory online orientation. The Admissions Office will place service indicators on accounts to monitor and track completion. These indicators are:

- ORI to identify those who need to complete NSO and will restrict enrollment.
- ORC to identify those who have completed NSO and will not restrict enrollment.

A five to ten-minute video orientation that introduces students to college services, resources, and the campus environment will be developed with follow-up assessment. Students must score a 75% or higher on the assessment to complete the orientation requirement. Students can opt to attend a face-to-face orientation in addition to or in lieu of the online orientation. For consistency, face-to-face orientation will incorporate the online orientation video and assessment. The orientation video and assessment will be hosted on the SCC website, allowing data collection through SharePoint to protect personal identifiers such as student identification numbers.

The Orientation webpage will include a section that contains additional information, including locations and services, as well as links to additional tutorials. This will serve as a resource students can return to when questions occur. The video orientation will cover topics that are crucial to students during the entry process. These topics are shown in Table (18).

Table 18: New Student Orientation Topics

Introduction	Learning Commons & Tutoring
Admissions	Disability Services
Advising	Student Handbook
FYE: Strategies for College Success	User Account
Financial Aid	Email
Business Office	Student Self-Service
Bookstore	Blackboard

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The redesign and development of the video and assessment will take place during the Summer and Fall 2018 semesters. To capture the incoming Fall 2019 cohort, the online orientation will be available no later than January 2019. In Fall 2019, all incoming students will complete the New Student Orientation requirement.

The post orientation assessment will be used to evaluate the effectiveness of the video on students' understanding of campus resources. The assessment will consist of nine (9) questions: seven (7) true/false quantitative questions to assess student understanding of the services available and where to find them and two (2) qualitative questions, not counted in the quantitative scoring, to evaluate the satisfaction of content relevance. While qualitative questions are used to evaluate student understanding of the content, the qualitative questions are used to evaluate the video content relevance to incoming students' needs. This allows for any content adjustments needed to maintain its effectiveness. These questions are located in Table 19. The long-term impact will be measured by comparing New Student Orientation assessment scores with completion rates.

Table 19: New Student Orientation Pre/Post Assessment

1	You should meet with your advisor at least once a semester.
2	You will chart your entire academic plan from first semester to last semester in FYE 100.
3	The financial aid office is located in the Harold Rogers Student Commons and in Building 3.
4	The Student Handbook has a comprehensive list of student resources, such as the library and tutoring.
5	Your KCTCS email password expires every 120 days
6	You can access your class schedule, financial aid information, and your academic plan in Student Self-Service.
7	Tutoring is available in the Learning Commons.
8	Do you feel this orientation gave you the information about SCC resources to begin your educational journey?
9	If not, what resources should be included?

Summary

SCC will build a positive, encouraging culture by aligning New Student Orientation, a First Year Experience course, structured academic pathways, and Appreciative Student Engagement to create a guided pathway for students in an effort to provide a positive experience that leads to attainment of their goals. The QEP will enhance student learning by providing the knowledge and tools necessary to navigate through the college environment successfully.

MARKETING PLAN

The purpose of the QEP Marketing Plan is to raise awareness and understanding of SCC’s College Compass while improving students’ knowledge of college resources and pathways to successfully achieve their goals. Through strategic planning of events and marketing resources, the QEP Marketing Team will strengthen the inclusion of all faculty, staff, and students within the QEP process. Table 21 includes a breakdown of planned marketing resources for first year implementation.

Table 20: Marketing Plan

Strategy	Timeline
Year 1	
QEP Logo Creation	Summer 2018
NSO Orientation Video Creation	Fall 2018
Word-of-mouth/Face-to-face 1. Information Sessions 2. Information included in Syllabus 3. Email/Knect campaigns 4. QEP Info cards for service areas	Fall 2018
Develop QEP webpage	Fall 2018
QEP Posters/Banners for all campuses	Fall 2018
QEP Promotional Items: i.e. compasses, pens/pencils, key chains, etc.	Fall 2018
Year 2: Marketing Plan Meeting	Spring 2019
Year 3: Marketing Plan Meeting	Spring 2020
Year 4: Marketing Plan Meeting	Spring 2021
Year 5: Marketing Plan Meeting	Spring 2022

TIMELINE

The implementation plan is supported by a well-developed timeline for each element of the QEP, including annual assessment reporting (Table 20).

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Table 21: Implementation Timeline

Term	New Student Orientation (NSO)	First Year Experience (FYE)	Guided Academic Pathways Appreciative Student Engagement (ASE)
Year 1: 2018 - 2019			
Summer 18	NSO Script & Assessment Developed		
Fall 18	<ul style="list-style-type: none"> NSO Video creation NSO Webpage development 	<ul style="list-style-type: none"> FYE Curriculum & Capstone Development QEP PD team develop FYE training 	<ul style="list-style-type: none"> ASE Model Developed Training Development ASE Assessment Baseline Established
Spring 19	<ul style="list-style-type: none"> Full implementation of requirement 	<ul style="list-style-type: none"> FYE Faculty Training 	<ul style="list-style-type: none"> ASE PDs w/ faculty & staff
Year 2: 2019 - 2020			
Fall 19	<ul style="list-style-type: none"> Full implementation of requirement 	<ul style="list-style-type: none"> Full implementation of Requirement 	<ul style="list-style-type: none"> Continued PD training
Spring 20	<ul style="list-style-type: none"> Assess Impact of NSO & make adjustments as needed 	<ul style="list-style-type: none"> Continued Faculty Training Adjustments made as needed based on established assessment. 	<ul style="list-style-type: none"> Assess initial data Continued PD training
Year 3: 2020 - 2021			
Fall 20	<ul style="list-style-type: none"> Assess Impact of NSO & make adjustments as needed 	<ul style="list-style-type: none"> Continued Faculty Training Adjustments made as needed based on established assessment. 	<ul style="list-style-type: none"> Continued PD training Adjustments made as needed based on established assessment.
Spring 21	<ul style="list-style-type: none"> Assess Impact of NSO & make adjustments as needed 	<ul style="list-style-type: none"> Continued Faculty Training Adjustments made as needed based on established assessment. 	<ul style="list-style-type: none"> Continued PD training Adjustments made as needed based on established assessment.
Year 4: 2021 - 2022			
Fall 21	<ul style="list-style-type: none"> Assess Impact of NSO & make adjustments as needed 	<ul style="list-style-type: none"> Continued Faculty Training Adjustments made as needed based on established assessment. 	<ul style="list-style-type: none"> Continued PD training Adjustments made as needed based on established assessment.
Spring 22	<ul style="list-style-type: none"> Assess Impact of NSO & make adjustments as needed 	<ul style="list-style-type: none"> Continued Faculty Training Adjustments made as needed based on established assessment. 	<ul style="list-style-type: none"> Continued PD training Adjustments made as needed based on established assessment.
Year 5: 2022 - 2023			
Fall 22	<ul style="list-style-type: none"> Assess Impact of NSO & make adjustments as needed 	<ul style="list-style-type: none"> Continued Faculty Training Adjustments made as needed based on established assessment 	<ul style="list-style-type: none"> Continued PD training Adjustments made as needed based on established assessment.
Spring 23	<ul style="list-style-type: none"> Assess Impact of NSO & make adjustments as needed 	<ul style="list-style-type: none"> Continued Faculty Training Adjustments made as needed based on established assessment 	<ul style="list-style-type: none"> Continued PD training Adjustments made as needed based on established assessment.
Fifth Year Assessment Report			

ORGANIZATIONAL STRUCTURE

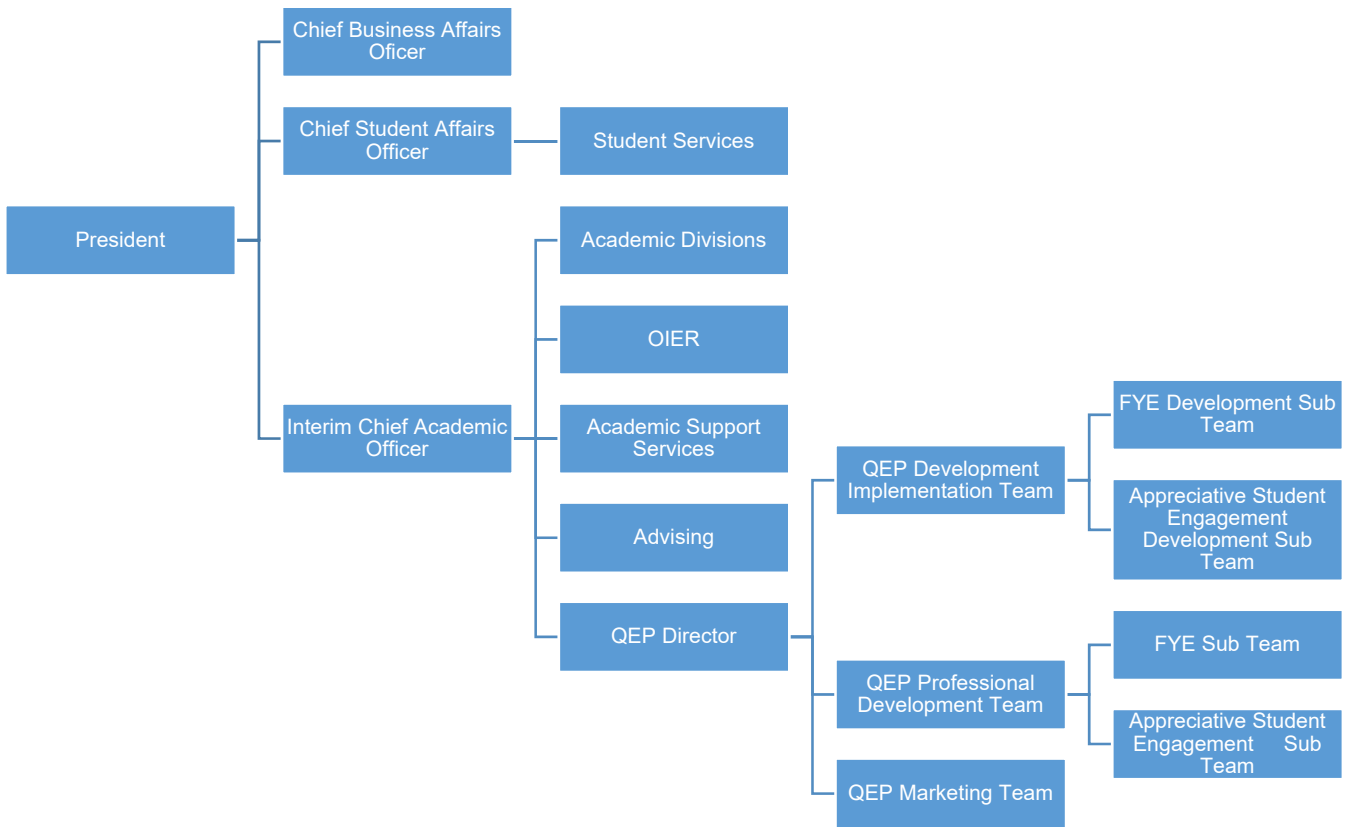
The organizational structure shown in Figure 2 was developed to support coordinating the successful implementation of the QEP. The QEP Director reports directly to the Chief Academic Officer. In addition, the QEP Development/Implementation Team will work with appropriate constituents in developing and implementing each element. Sub-teams will develop the curriculum for the First Year Experience course and support the development and implementation of the Appreciative Student Engagement model. The QEP Professional Development Team will work with the QEP Director in creating professional development modules for teaching the First Year Experience course as prescribed by the QEP plan and the Appreciative Student Engagement model.

ROLE OF THE QEP DIRECTOR

The SCC QEP Director will collaborate with the QEP Development/Implementation team, the QEP Professional Development team, the First Year Experience faculty, student service directors, and faculty advisors to implement, maintain, and assess the QEP plan. The QEP Director's responsibilities include, but are not limited to the following:

1. Overseeing the development and implementation of the QEP.
2. Managing QEP resources and budget items.
3. Promoting faculty, staff, student, and community awareness of and participation in the QEP.
4. Working closely with the Office of Institutional Effectiveness & Research to direct the assessment process for all aspects of the QEP.
5. Reporting assessment findings and discuss issues with the QEP Implementation Team, QEP Professional Development teams, and the SCC Leadership Team.
6. Developing and coordinating the activities of the QEP committees and subcommittees.
7. Acting as a liaison between all relevant constituencies to ensure success.
8. Complete all SACSCOC reports related to the QEP.
9. Other Duties as assigned related to the QEP.

Figure 2: QEP Organizational Structure



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RESOURCES

Since SCC’s QEP, College Compass, is a comprehensive plan to cultivate student success, a financial investment to support this plan is necessary. This investment will create financial stability for the college by retaining students to completion.

Table 22: Budget Resources

College Compass Five Year Operational Budget					
	Year 1 18 – 19	Year 2 19 – 20	Year 3 20 – 21	Year 4 21 – 22	Year 5 22 – 23
Personnel					
QEP Related Salaries w/fringe	\$50,325	\$50,325	\$50,325	\$50,325	\$50,325
FYE Instructional Support	0	\$9,595	\$11,645	\$12,395	\$12,845
Subtotal	\$50,325	\$59,920	\$61,970	\$62,720	\$63,170
Professional Development					
Conference/Workshops	\$2,480	\$1,715	\$1,715	\$1,715	\$1,715
Travel & Accommodations	\$3,820	\$2,640	\$2,640	\$2,640	\$2,640
Campus-wide Training Materials	\$1,500	\$500	\$200	\$200	0
Online Training	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
Guest Speaker	\$6,000	0	0	0	0
Subtotal	\$16,905	\$6,055	\$5,755	\$5,755	\$5,555
Operational Costs					
Marketing Materials	\$4,500	\$3,750	\$2,000	\$1,250	\$1,000
Operational Expenses	\$3,000	\$1,500	\$1,500	\$1,500	\$1,000
Report Submission Charges	0	0	0	0	\$500
Subtotal	\$7,500	\$5,250	\$3,500	\$2,750	\$2,500
QEP Total	\$74,730	\$71,225	\$71,225	\$71,225	\$71,225

ASSESSMENT

Measuring the progress and success of the QEP elements is vital to ensuring their effectiveness on student success. Therefore, a comprehensive assessment plan was developed to aid in the measurement of the QEP. The assessment plan was designed to include quantitative analysis supporting the qualitative findings. The subsequent narrative details the QEP assessment

strategies, measurement instruments, baselines, and targets for each element. Table 23 lists these baselines and targets. Established institutional data mechanisms and QEP-specific instruments were created to measure the innovative elements of the QEP. Unless otherwise stated, 2023 targets were developed using a standard one percent per annum totaling in a 5% increase over the 5-year review period.

Student Learning Outcome 1

SLO 1: Students will identify clear academic and career goals and establish realistic plans for success.

Students participating in FYE 100 and FYE 105 will complete a capstone assignment evaluated and graded based on the rubric in Appendix G. This rubric was designed specifically for the capstone assignment to measure the effectiveness of the course and assignment completion. Since the course and capstone assignment are new to SCC, a baseline will not be established until the end of the Fall 2019 semester. Once the baseline is established, a target will be set based on this data.

Additionally, items from the FYE Student Exit Survey, the CCSSE, and SCC Exiting Student Survey are incorporated into the assessment of this student-learning outcome. The FYE Student Exit Survey development will occur alongside the FYE curriculum and will serve as a measurement of the effectiveness, content satisfaction, course improvement, and student knowledge of college resources. Questions from the CCSSE survey directly related to career development and advising are incorporated to assess this student-learning outcome. Using the total of "Very Much" answers on the 2016 CCSS, baselines have been established for each item. From these baselines, targets are set for 2023. Question 12(n) (How much has your experience at this college contributed to your knowledge, skills, and personal development in developing your career goals?) has an established baseline of 42.3% with a target of 47.3%. Question 12(o) (How much has your experience at this college contributed to your knowledge, skills, and personal development in gaining information about career opportunities?) has an established baseline of 37.2% with a target of 42.2%.

Additional CCSSE items included relate to the importance, satisfaction, and frequency of use of advising and career counseling services. Question 13.1(a) (How often do you use the following Services: Academic Advising?) has an established baseline of 17.9% and target of 22.9%. Question 13.1(b)'s (How often do you use the following Services: Career Counseling?)

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established baseline of 5.1% generated a target of 10.1%. Satisfaction levels of these services are measured using questions 13.2(a) (How satisfied are you with the following services at the college: Academic advising/planning?) with a baseline of 53.3% and target of 58.3%. Question 13.2(b) (How satisfied are you with the following services at the college: Academic advising/planning) has an established baseline of 23.4% with a target of 28.4%. Finally, focusing on the importance of these services, questions 13.3(a) (How important are the following services to you at this college: Academic Advising?) has an established baseline of 76.6% with a target of 81.6% and 13.3(b) (How important are the following services to you at this college Career counseling?) with a baseline of 53.4% and target of 58.4%.

Two items from the SCC Exiting Student Survey are used to measure on-time degree completion elements. The 2016-17 Exiting Student Survey was used to establish these baselines using the percentages of “Yes” answers. Question 6.2 (Did you complete your degree/diploma as planned?) has a baseline of 78% with a target of 83% while question 7.5 (Reason for Delay: Program Plan Change) has a baseline of 26% and a target of 21%. Question 7.5 baseline decreases in percentage for the target to signify improvement for students establishing a pathway from the first semester.

Student Learning Outcome 2

SLO 2: Students will achieve continued, measurable progress toward timely completion of academic and career goals.

Assessing student achievement through continued, measurable progress toward timely completion of academic and career goals is measured using institutional data pulled from DSS and a portion of the SCC Student Satisfaction Survey. To measure the FYE 100 impact on credit hour attainment, a baseline developed from the Fall 18 cohort including both part-time and full-time will serve as the comparison cohort upon which targets will be set. Measurement of attainment moving forward will occur from semester to semester based on the number of credit hours completed by the FYE cohorts. Measurement categories consist of 0-14; 15-29; 30-44; 45-59; 60+.

Graduation rate comparison of both FYE and non-FYE participants at the 3-year marker (2021) using DSS data will serve as an additional measure. The baseline was developed from the 3-year graduation rates of first-time students from the 2015 cohort of FYE 105 students and non-FYE 105 students (Table 23). Although this information shows a higher number of non-FYE

graduates than the FYE participants, it can be seen as reinforcement for a required, uniform curriculum to maintain consistency. The majority of the 2015 FYE participants were transitional-needs students, which are historically lower completers.

Table 23: Three Year First-Time Student Graduation Rates: Fall 2015 Cohort

	No. of Graduates	No. of Students	Graduation Rate
FYE	19	125	15.2%
Non-FYE	226	904	25%
Total	245	1,029	23.8%
Data Source: DSS			

Retention rates are measured through DSS data to record Fall-to-Fall retention of FYE participants. The establishment of a baseline will occur using Fall 18 to Fall 19 retention data.

Student Learning Outcome 3

SLO 3: Students will demonstrate awareness and use of institutional support resources and services.

The assessment of Student Learning Outcome 3 includes current institutional instruments as well as the redesigned online New Student Orientation assessment. This assessment is comprised of nine (9) questions: seven (7) quantitative to determine the effectiveness of the simplified orientation and two (2) qualitative used to monitor the effectiveness and relevance of the content. The effectiveness of the new process is measured through baselines established from current online new student orientation assessment (Table 24). The current online orientation process began in September 2016. From its implementation to the present, all students completing the online orientation assessment scored an average of 60.2% correctly, took an average of 38 minutes to complete, and had an overall pass rate of 43.2%. A comparison of the data for the Spring, Summer, and Fall 17 semesters individually supports these averages. Therefore, the established baseline is a score of 60.2%, with a pass rate of 43.2%. Targets for the New Student Orientation assessment are an increase to 65.2% score and a pass rate increase to 45.4%.

Table 24: New Student Orientation Completion Rates

	Spring 2017	Summer 2017	Fall 2017	Overall Since September 2016
% Scored	59.3%	55.1%	60.9%	60.2%
Completion Time (Min.)	41:13.6	44:13.5	38:01.1	38:17
Pass Rate	41.2%	34.5%	42.6%	43.2%
Data Source: Admissions Orientation Data				

Using a portion of the FYE Student Exit Survey developed in Fall 18 a baseline will be established to measure student comprehension of college resources. A target will be established using the one percent per annum over the 5-year period.

Summary

These assessments are designed to measure the effectiveness and impact of the QEP. Through this data, the QEP will undergo regular assessment to aid in making adjustments as needed throughout the cycle of the plan to ensure its success. The QEP Team has built solid assessment measures from institutional resources such as the SCC Exiting Student Surveys, Student Satisfaction Surveys, the CCSSE, and the creation of QEP-specific assessments, e.g. Guided Pathway Capstone rubric and FYE Student Exit Survey. Using both quantitative and qualitative assessment measures aligns with the core of the QEP and the holistic student success approach SCC aims to achieve.

CONCLUSION

The purpose of SCC's QEP, College Compass, is to provide students with the knowledge of college resources and pathways to successfully attain their educational and career goals. By aligning academics and student support services, SCC faculty and staff will empower students to take ownership of their academic and career pathways. To accomplish this comprehensive task, SCC will align a simplified new student orientation requirement along with a FYE 100 requirement. Additionally, SCC faculty and staff will develop a culture of ownership and completion through the creation of an Appreciative Student Engagement paradigm. By aligning these elements with structured academic pathways, SCC will prepare students in the development of their guided pathway including career discovery, guided academic pathways, and the knowledge and understanding of the support services available to navigate their pathway to college success and beyond.

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APPENDIX

Appendix A: Initial QEP Survey

Initial QEP Topic Survey	
Based on the SACSCOC Core Requirement and Comprehensive Standard, as well as institutional data, what QEP topic would you suggest for SCC?	
Attrition/Retention/Recruitment	31
Workplace/Career Development	8
Communication	6
Pathways	10
Active/Service/Experiential Learning	4
First Year Experience	8
Enrollment/Advising/Eliminating Barriers	6
Soft Skills	5
Community/Student Engagement	5
Customer Service	2

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Appendix B: QEP Topic Choice Survey

2017 QEP Topic Choice Survey n=169						
Please list your first/second/third choice as SCC's QEP topic and your perception of how it relates to SCC						
	First	%	Second	%	Third	%
Quantitative						
College Pathways	22	13%	20	12%	23	14%
College Readiness	15	9%	32	20%	27	17%
Customer Service	31	19%	21	13%	23	14%
Retention	48	29%	23	14%	33	21%
Student Engagement	24	14%	37	23%	27	17%
Workplace Readiness Skills	27	16%	29	18%	27	17%
Number Responding	167		162		160	
Qualitative						
College Pathways	23	19%	17	16%	19	20%
College Readiness	12	10%	19	18%	13	13%
Customer Service	21	18%	14	13%	14	14%
Retention	35	29%	12	11%	12	12%
Student Engagement	8	7%	27	25%	17	18%
Workplace Readiness Skills	14	12%	14	13%	18	19%
Number Responding	119		107		97	

Appendix C: QEP Faculty Forum Discussion Questions

Begin the forum by stating the purpose, definition of a QEP, and the responsibility of SCC to carry out the five-year process. (FIVE MINUTES)

Workplace Readiness (20 MINUTES)

Ask the faculty what their definition of workplace readiness is? What do they believe it will take to make students ready for the work force?

Definition: Is professional behavior, communication, critical thinking, and an inclusive attitude.

Questions:

- 1) What does being ready to enter the workforce mean to you in terms of your students?
- 2) What expectations from your courses do you have that you think should prepare students for the workforce? What additions to your courses do you think would help prepare students for the workforce?
- 3) Do you feel that having an attendance policy in your classes can help prepare students for coming to work on time and being prepared?
- 4) Is attendance in your classes monitored or required like it would be in a job?
- 5) If you are using Blackboard in your classes, do you require your students to check their blackboard announcements or discussions daily to keep up with what is going on?
- 6) Do you think having regular due dates for assignments help to prepare your students for having deadlines in the workplace?
- 7) How does communication between you and your students prepare them to interact once they enter the workplace? Do you think good communication skills are essential in a career?
- 8) How do you feel the quality of your courses will impact your student's readiness to enter the workforce? Is it important to you to offer courses with high standards and expectation so your students are prepared for what a career will require out of them?

Student Engagement (20 MINUTES)

Ask the faculty what their definition of student engagement is? What do they need to do as faculty to help their students be more engaged/ interactive with other students, faculty, and staff at SCC?

Definition: Any interaction with any student making students feel valued and connected, that maintains their interest.

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- 1) Do you feel that your students learn better when using some form of technology? Why and what forms of technology? Do you think it is important to learn various forms of technology to better prepare your students for their future?
- 2) How important do you feel customer service is as the customer and the representative? If you the faculty is a customer, how do you want to be treated? How should you treat the person acquiring the service from you (the student)? Could the proper customer service skill help you to make your students more engaged?
- 3) What is your relationship like with students at SCC? Do you feel that you could talk to students on campus about a problem and feel confident that you could help them find a solution?
- 4) Do your students know what they need to do in order to complete a college pathway? Do you think their college pathway is encouraging/allowing them to be engaged at the college with various activities that are offered?
- 5) Do you encourage your students to be engage in events or activities that are offered at the college? Do your students participate in International Festival, Soap Box Discussions, SGA activities, etc.?

College Readiness (20 MINUTES)

Ask the faculty what their definition of college readiness is? Would they consider their students to be college ready when they first started classes? Were their students prepared to begin classes and be dedicated to doing what it takes to complete their college pathway?

Definition: Providing learning opportunities and directions for students to successfully navigate through the entry process and academic performance needed at the college level through graduation.

- 1) Do you think your students were prepared as a first time student to take face to face classes or even online classes? How were they prepared? If they were not prepared, in what ways were they unprepared?
- 2) How do you think your students could have been more prepared to begin classes? If they were more prepared do you think they would have been more engaged with faculty/staff or activities that are offered at the college?
- 3) Did your students take a first year experience course? If so did it help prepare them for college life and your class? If they did not take a first year experience class, why not? If they took the class did it help them to be more engaged at the college?

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- 4) Did your students participate in orientation before beginning classes? If so, was it beneficial? If not, why did they choose not to participate? If they had orientation, did it help them to be more engaged at the college?
- 5) Do you believe your students understand how to read and interpret your syllabus? What difficulties did they have? If they needed help, did you or someone else help them to understand their syllabus?
- 6) Were your students prepared in knowing how to use Blackboard and navigate around in it? If they went to orientation, do you know if someone explained how to use Blackboard or did you go over your Blackboard shell in class? If so, was it helpful? What do you think your students need to know to be able to better understand how to use Blackboard? Do you think all classes should be required to use Blackboard?
- 7) Do you help during any high school camps or orientations to help your students be better prepared for college or attending SCC? If not, do you think high school camps/orientation would have helped your students to have been more college ready or would have helped them to be more engaged when they came to SCC?
- 8) Do you know if your students are you having any difficulties in their math, reading, or writing classes? Do you think they were prepared enough to take those college level courses? What do you think would have made your students more prepared in those areas?
- 9) What do you think about your students taking some type of life skills class? This type of class would help to prepare them for basic communication styles, approaches, and to be more work ready after college. Would you support this type of class if it were offered as an elective or should it be required? Would learning more about basic life skills allow your students to be more engaged at the college and be workplace ready?

Wrap-Up Discussion (15 MINUTES)

Appendix D: QEP Staff Forum Discussion Questions

Begin the forum by stating the purpose, definition of a QEP, and the responsibility of SCC to carry out the five-year process. (FIVE MINUTES)

Workplace Readiness (20 MINUTES)

Ask the staff what their definition of workplace readiness is? What do they believe it will take to make our students ready for the work force?

Definition: Is professional behavior, communication, critical thinking, and an inclusive attitude.

Questions:

- 1) What does being ready to enter the workforce mean to you in terms of SCC's students?
- 2) What expectations from our courses do you have that you think should prepare students for the workforce? What additions to our courses do you think would help prepare students for the workforce?
- 3) Do you feel that having an attendance policy in SCC classes can help prepare students for coming to work on time and being prepared?
- 4) Do you believe attendance in our classes should be monitored or required like it would be in a job?
- 5) If students are using Blackboard in their classes, do you think students should be required to check their blackboard announcements or discussions daily to keep up with what is going on?
- 6) Do you think having regular due dates for assignments help to prepare our students for having deadlines in the workplace?
- 7) How does communication between you and SCC students prepare them to interact once they enter the workplace? Do you think good communication skills are essential in a career?
- 8) How do you feel the quality of our courses will impact SCC's student's readiness to enter the workforce? Do you believe it is important to offer courses with high standards and expectation so our students are prepared for what a career will require out of them?

Student Engagement (20 MINUTES)

Ask the staff what their definition of student engagement is? What do they need to do as a staff member to help SCC students be more engaged/ interactive with other students, faculty, and staff at SCC?

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Definition: Any interaction with any student making students feel valued and connected, that maintains their interest.

- 1) Do you feel that SCC students learn better when using some form of technology? Why and what forms of technology? Do you think it is important for students to learn various forms of technology to better prepare our students for their future?
- 2) How important do you feel customer service is as the customer and the representative? If you the staff member is a customer, how do you want to be treated? How should you treat the person acquiring the service from you (the student)? Could the proper customer service skill help you to make our students more engaged?
- 3) What is your relationship like with students at SCC? Do you feel that you could talk to students on campus about a problem and feel confident that you could help them find a solution?
- 4) Do you believe SCC students know what they need to do in order to complete a college pathway? Do you think their college pathway is encouraging/allowing them to be engaged at the college with various activities that are offered?
- 5) Do you encourage SCC students to be engage in events or activities that are offered at the college? Do your students participate in International Festival, Soap Box Discussions, SGA activities, etc.?

College Readiness (20 MINUTES)

Ask the staff what their definition of college readiness is? Would they consider our students to be college ready when they first started classes? Do you know if our students were prepared to begin classes and be dedicated to doing what it takes to complete their college pathway?

Definition: Providing learning opportunities and directions for students to successfully navigate through the entry process and academic performance needed at the college level through graduation.

- 1) Do you think our students were prepared as a first time student to take face to face classes or even online classes? How do you think they were prepared? If they were not prepared, in what ways were they unprepared?
- 2) How do you think SCC students could have been more prepared to begin classes? If they were more prepared do you think they would have been more engaged with faculty/staff or activities that are offered at the college?

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- 3) Do you know if SCC students take a first year experience course? If so do you know if it helped prepare them for college life and their class? If they did not take a first year experience class, do you know why not? If they took the class did it help them to be more engaged at the college?
- 4) Do you know if SCC students participated in orientation before beginning classes? If so, do you know if it was it beneficial? If not, why did they choose not to participate? If they had orientation, do you know if it helped them to be more engaged at the college?
- 5) Do you believe SCC students understand how to read and interpret their syllabus? What difficulties did they have? If they needed help, did you or someone else help them to understand their syllabus?
- 6) Do you know if SCC students were prepared in knowing how to use Blackboard and navigate around in it? If they went to orientation, do you know if someone explained how to use Blackboard or did their instructor go over their Blackboard shell in class? If so, do you know if it was helpful? What do you think our students need to know to be able to better understand how to use Blackboard? Do you think all classes should be required to use Blackboard?
- 7) Do you help during any high school camps or orientations to help our students be better prepared for college or attending SCC? If not, do you think high school camps/orientation would have helped our students to have been more college ready or would have helped them to be more engaged when they came to SCC?
- 8) Do you know if SCC students are you having any difficulties in their math, reading, or writing classes? Do you think they were prepared enough to take those college level courses? What do you think would have made our students more prepared in those areas?
- 9) What do you think about SCC students taking some type of life skills class? This type of class would help to prepare them for basic communication styles, approaches, and to be more work ready after college. Would you support this type of class if it were offered as an elective or should it be required? Would learning more about basic life skills allow our students to be more engaged at the college and be workplace ready?

Wrap-Up Discussion (15 MINUTES)

Appendix E: QEP Student Forum Discussion Questions

Begin the forum by stating the purpose, definition of a QEP, and the responsibility of SCC to carry out the five-year process. (FIVE MINUTES)

Workplace Readiness (20 MINUTES)

Ask the students what their definition of workplace readiness is? What will it take to make them ready for the work force?

Definition: Is professional behavior, communication, critical thinking, and an inclusive attitude.

Questions:

- 1) What does being ready to enter the workforce mean to you?
- 2) What expectations from your courses do you have that you think should prepare you for the workforce? What additions to your courses do you think would help prepare you for the workforce?
- 3) Do you feel that having an attendance policy in your classes can help prepare you for coming to work on time and prepared?
- 4) Is your attendance monitored or required in your classes like it would be in your job?
- 5) If you are taking online classes do you check your email, blackboard announcements, or discussions daily to keep up with what is going on?
- 6) Do you think having regular due dates for assignments help to prepare you for having deadlines in the workplace?
- 7) How does communication between you and your instructor/ classmates prepare you to interact once you enter the workplace? Do you think good communication skills are essential in a career?
- 8) How do you feel the quality of your course work now will impact your readiness to enter the workforce? Is it important to you to take courses with high standards and expectation so you are prepared for what a career will require out of you?

Student Engagement (20 MINUTES)

Ask the students what their definition of student engagement is? What do they need as students to be engaged/ interactive with other students, faculty, and staff at SCC?

Definition: Any interaction with any student making students feel valued and connected, that maintains their interest.

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- 1) Do you feel that you learn better when using some form of technology? Why and what forms of technology? Do you think it is important to learn various forms of technology to better prepare you for your future?
- 2) How important do you feel customer service is as the customer and the representative? If you the student is a customer, how do you want to be treated? How should you treat the person providing a service to you (faculty/staff)? Could the proper customer service make you more engaged as a student?
- 3) What is your relationship like with the staff and faculty at SCC? Do you feel that you could talk to anyone on campus about a problem and feel confident that they would help you find a solution? If faculty/staff were willing to hear your problems would you feel more engaged and a part of SCC?
- 4) Do you have a pathway that you are following to graduation? Do you know what you need to do in order to graduate in the program you want? Is your college pathway encouraging/allowing you to be engaged at the college with various activities that are offered?
- 5) Do you engage in events or activities that are offered at the college? Do you participate in International Festival, Soap Box Discussions, SGA activities, etc.?

College Readiness (20 MINUTES)

Ask the students what their definition of college readiness is? Would they consider themselves to be college ready when they first started classes? Were they prepared to begin classes and be dedicated to doing what it takes to complete their college pathway?

Definition: Providing learning opportunities and directions for students to successfully navigate through the entry process and academic performance needed at the college level through graduation.

- 1) Do you think you were prepared as a first time student to take face to face classes or even online classes? How were you prepared? If you were not prepared, in what ways were you unprepared?
- 2) How do you think you could have been more prepared to begin classes? If you were more prepared do you think you would have been more engaged with faculty/staff or activities that are offered at the college?

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- 3) Did you take a first year experience course? If so did it help you prepare for college life? If you did not take a first year experience class, why not? If you took the class did it help you to be more engaged at the college?
- 4) Did you participate in orientation before beginning classes? If so, was it beneficial? If not, why did you choose not to participate? If you had orientation, did it help you to be more engaged at the college?
- 5) As a first time student, did you understand how to read and interpret your syllabus? What difficulties did you have? If you needed help, did anyone help you to understand it or did you just wing it?
- 6) Were you prepared in knowing how to use Blackboard and navigate around in it? If you went to orientation, did they explain how to use Blackboard. If so, was it helpful? What do you need to know to be able to better understand how to use Blackboard? Do you think all your classes should be required to use Blackboard?
- 7) If you became an SCC student straight out of high school, did you attend any high school camps to be better prepared for college or attending SCC? If not, do you think it would have helped to have been more college ready or would have helped you be more engaged when you came to SCC?
- 8) Are you having any difficulties in your math, reading, or writing classes? Do you think you were prepared enough to take those college level courses? What would have made you more prepared in those areas?
- 9) What do you think about taking some type of life skills class? This type of class would help to prepare you for basic communication styles, approaches, and to be more work ready after college. Would you take one if it were offered as an elective or should it be required? Would learning more about basic life skills allow you to be more engaged at the college and be workplace ready?

Wrap-Up Discussion (15 MINUTES)

Appendix F: Program Applicability Guidance

Concept Definition: Program applicability refers to the federal regulatory requirement that federal financial aid can only be paid for coursework that is required by the student's chosen program of study.

FAQ's

How should we treat First Year Experience (FYE) courses under program applicability?

- FYE courses are considered applicable if they meet a graduation requirement, can be used as an elective or required as a local college policy.

We have certain courses that do not fall under the program requirements but are required for graduation, are those courses applicable.

- Yes, if you require certain courses that constitute a requirement for graduation and that requirement is supported by written policy then federal financial aid can be used to pay for that class or classes.

Student states that they need to be enrolled in 12 hours for insurance purposes and they only have 9 hours that applicable to the program of study, can the student take an extra class that is not required for insurance reasons?

- Federal Financial Aid **cannot** pay for classes that fall outside of the program requirements. That is not to say that the student cannot take an additional class if he/she were willing to pay for the class themselves.

Are pre-requisites considered program applicable?

- Pre-requisites are considered program applicable, however, pre-requisites should be clearly spelled out in course catalogs and other appropriate informational documents.

What about co-requisites courses? (Courses that are required to be taken simultaneously with another course)

- Co-requisites are permissible and are considered program applicable. Co-requisites should be clearly identified in policy and informational materials such as the catalog etc.

What about repeat courses?

- Students on federal financial aid are permitted to repeat a previously passed (program applicable) course one time. If they choose to repeat a course for third time, then federal aid can no longer pay for that course.
- If the student failed the course, they can repeat the course as many times as it takes to receive a passing grade.

Considerations

When determining if a class is applicable towards a student's program of study, you should consider the following:

- Does the program of study require the course?
- Is the course a Co-Requisite course?

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- Does the course meet a graduation requirement?
- Is the course required by some other established college policy?
- Does the course represent a substitution for another required course as determined by an Advisor/Faculty member? (Make sure that course substitution has been documented)

Risks

What are the risks associated with program applicability and non-compliance? Below are some examples of schools that were determined to be out of compliance with the federal requirements:

- Florida State College at Jacksonville March 2014 Final Program Review Determination included a \$3,446,587 liability for FSA funds awarded for courses that did not apply to student degrees.
- Saint Johns River State College, (Florida) recently had to pay back \$675,000 to the Department of Education for FSA funds awarded for courses that did not apply to student degrees.

Appendix G: First Year Experience Capstone Rubric

Competency 1: Career Discovery

- A. Student has well-defined, detailed career goals and shows clear understanding of the steps needed to achieve those goals.
- B. Student has detailed career goals, and shows an understanding of the steps needed to achieve those goals.
- C. Student has vague, undetailed goals, and shows a general understanding of the steps needed to achieve those goals.
- D. Student has very vague goals, and shows little understanding of the steps needed to achieve those goals.
- F. Student has no goals and no plan for success.

Competency 2: Guided Pathway

- A. Student has created a well-defined guided pathway that suits their interests, needs, and goals.
- B. Student has created a guided pathway that suits their interests, needs, and goals.
- C. Student has created a guided pathway but it is not tailored to their specific interests, needs, and goals.
- D. Student has created a very vague guided pathway but it is not tailored to their specific interests, needs, and goals.
- F. Student has not created a guided pathway.

Competency 3: Knowledge of College Resources

- A. Student shows excellent knowledge of the available resources of Somerset Community College.
- B. Student shows clear knowledge of the available resources of Somerset Community College.
- C. Student shows working knowledge of the available resources of Somerset Community College.
- D. Student shows minimal knowledge of the available resources of Somerset Community College.
- F. Student shows no knowledge of the available resources of Somerset Community College.

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Appendix H: FYE 100 Syllabus

FYE 100 Strategies for College Success 1 Credit

Description:

Introduces students to strategies and information that promote success in the college environment including educational planning, campus resources, and academic success skills.

NOTE: Student may not receive credit for both FYE 100 and FYE 105.

Components: Lecture: 1 credits (15 contact hours).

Pre-requisite: None.

Implementation: Fall 2017

Competencies/Student Outcomes:

Upon completion of this course, the student will be able to:

1. Develop an educational plan that leads to a career path.
2. Locate and utilize campus resources including information technology tools.
3. Develop strategies and techniques for personal, academic, and career success.

Outline:

I. Campus Information/Orientation to College

- A. Campus resources
- B. College etiquette
- C. Policies and procedures
- D. Campus and learning technology
- E. Self- Management skills development
 1. Academic success skills
 2. Diversity
 3. Financial literacy

II. Educational Planning

- A. Career exploration and research
- B. Educational plan including transfer information and alignment with career choice

Learning Resources:

Ellis, D. (2012). *Becoming a master student, concise* (13th ed.). Boston, MA: Wadsworth, Cengage Learning. ISBN – 13:978-0-495-91281-1

Gardner, J., Barefoot B. (2012). *Your college experience, two-year college edition* (10th edition), Boston, MA: Bedford/St. Martin's. ISBN-13: 978-1-4576-2804-7

Halonen, J. & Santrock, J. (2013). *Your guide to college success: Strategies for achieving your goals* (7th ed.). Boston, MA: Wadsworth, Cengage Learning. ISBN – 13:978-1-111-83433-3

Staley, C. (2013). *Focus on college success* (3rd ed.). Boston, MA: Wadsworth, Cengage Learning. ISBN – 3:978-1-111-82752-6

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Staley, C. (2014). *Focus on community college success* (3rd ed.). Boston, MA: Wadsworth, Cengage Learning. ISBN – 13:978-1-133-31646-6

Dates of Actions:

Approved: April 2013, March 2017

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Appendix I: FYE 105 Syllabus

FYE 105 Achieving Academic Success 3 Credits

Description:

Introduces students to strategies that promote academic, personal, and professional success in the college environment. Foster a sense of belonging, promotes engagement in the curricular and co-curricular life of the college, and provides opportunities for student to develop academic plans that align with career and life goals. NOTE: Students may not receive credit for both FYE 100 and FYE 105.

Components: Lecture: 3 credits (45 contact hours)

Pre-requisite: None

Implementation: Fall 2017

Competencies/Student Outcomes:

Upon completion of this course, the student will be able to:

1. Develop an educational plan that leads to a career path.
2. Research and understand career choices.
3. Research and understand transfer options.
4. Locate and utilize campus resources.
5. Demonstrate use of information technology (KCTCS email, Blackboard, Student Self-Service/Peoplesoft, and college website).
6. Develop self-management skills.
7. Develop strategies for academic success.

Outline:

- I. Academic & Career Planning
 - A. Career exploration and research
 1. Goal-setting
 2. Investigating career options
 - B. Educational plan including transfer information and alignment with career choice
 1. Differences in higher education choices
 2. Developing an academic plan (educational plan)
 3. Academic Program locations
 4. General education courses and the student learning outcomes associated with them
 5. Transfer requirements and general education certification
 - C. Academic advising
- II. Self-Management Skills Development
 - A. Personal and academic financial information
 1. Personal budgeting
 2. Financial literacy
 - B. Self-Responsibility/Self-Management
 1. Time management
 2. Personal discipline
 - C. Diversity

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- D. Health and Wellness
- E. Critical thinking

III. Campus Information/Orientation to College

- F. Campus resources
 - 1. Campus environment (roles of offices, personnel)
 - 2. Campus maps
 - 3. Participation in campus events/activities/organizations
- G. College etiquette
 - 1. Classroom
 - 2. Email
 - 3. Instructor/student relationships
- H. Policies and Procedures (Syllabus/Student Code of Conduct)
- I. College vocabulary
- J. Technology/Electronic Resources
 - 1. Blackboard
 - 2. Email
 - 3. Website
 - 4. Student self-service/online registration process
 - 5. Online instruction/modes of instruction

IV. Strategies for Academic Skills Development

- A. Attendance and persistence
- B. Testing and test anxiety/Memory
- C. Note-taking/study skills
- D. Self-Analysis
- E. Informational literacy
- F. Motivation and attitude
- G. Skills required for success in online classes

Learning Resources:

Ellis, D. (2012). *Becoming a master student, concise* (13th ed.). Boston, MA: Wadsworth, Cengage Learning. ISBN – 13:978-0-495-91281-1

Gardner, J., Barefoot B. (2012). *Your college experience, two-year college edition* (10th edition), Boston, MA: Bedford/St. Martin's. ISBN-13: 978-1-4576-2804-7

Gardner, J., Barefoot B. (2013). *Your college experience, concise* (10th edition), Boston, MA: Bedford/St. Martin's. ISBN-13: 978-1-4576-0631-1

Halonen, J. & Santrock, J. (2013). *Your guide to college success: Strategies for achieving your goals* (7th ed.). Boston, MA: Wadsworth, Cengage Learning. ISBN – 13:978-1-111-83433-3

Staley, C. (2013). *Focus on college success* (3rd ed.). Boston, MA: Wadsworth, Cengage Learning. ISBN – 13:978-1-111-82752-6

Staley, C. (2014). *Focus on community college success* (3rd ed.). Boston, MA: Wadsworth, Cengage Learning. ISBN – 13:978-1-133-31646-6

Dates of Actions:

Approved: March 2013

Revised: March 2016, March 2017

College Compass Assessment Details

Assessment Instrument	Details	Baseline	2023 Target	Responsible Party
SLO # 1: Students will identify clear academic and career goals and establish realistic plans for success.				
FYE Capstone	Rubric	Under development	To be determined	QEP Director
FYE Student Exit Survey	FYE Exit Survey: Course Satisfaction/Relevance	N/A	N/A	OIER/QEP Director
CCSSEE 12n	How much has your experience at this college contributed to your knowledge, skills, and personal development in developing your career goals?	2016 CCSSE: Very Much: 42.3%	2022 CCSSE: Very Much: 47.3%	OIER/QEP Director
CCSSE 12o	How much has your experience at this college contributed to your knowledge, skills, and personal development in gaining information about career opportunities?	2016 CCSSE: Very Much: 37.2%	2022 CCSSE: Very Much: 42.2%	OIER/QEP Director
Exiting Student Survey 6.2	Did you complete your degree/diploma as planned?	2016 Exiting Survey Yes: 78%	Yes: 83%	OIER/QEP Director
Exiting Student Survey 7.5	Reason for Delay: Program Plan Change	2016 Exiting Survey Yes: 26%	Yes: 21%	OIER/QEP Director
CCSSE 13.1a	How often do you use the following Services? Academic Advising	2016 CCSSE Often: 17.9%	2022 CCSSE: Very Much: 22.9%	OIER/QEP Director
CCSSE 13.1b	How often do you use the following Services? Career Counseling	2016 CCSSE Often: 5.1%	2022 CCSSE: Very Much: 10.1%	OIER/QEP Director

College Compass Assessment Details

Assessment Instrument	Details	Baseline	2023 Target	Responsible Party
SLO # 1 con't: Students will identify clear academic and career goals and establish realistic plans for success.				
CCSSE 13.2a	How satisfied are you with the following services at the college? Career counseling	2016 CCSSE Very: 23.4%	2022 CCSSE: Very Much: 28.4%	OIER/ QEP Director
CCSSE 13.3b	How important are the following services to you at this college? Career counseling	2016 CCSSE Very: 53.4%	2022 CCSSE: Very Much: 58.4%	OIER/ QEP Director
SLO #2: Students will achieve continued, measureable progress toward timely completion of academic and career goals.				
FYE Attainment 15/30/45/60 Credit Hours	Credit hours attained for full & part-time FYE completers	To be determined Spring 19 from Fall 19 FYE Cohort	To be determined	OIER/ QEP Director
FYE 100 Student Graduation Rates	3 Year Result	2015 Cohort (Spring 18 graduation) Non-FYE & FYE participants	To be determined	OIER/ QEP Director
FYE Retention Rates	Fall to Fall retention IPEDs	Under development Fall 18 to Fall 19 cohort	To be determined	OIER/ QEP Director
SLO # 3: Students will demonstrate awareness and use of institutional support resources and services.				
New Student Orientation Assessment	7 quantitative questions to determine awareness of content and 2 qualitative questions to ensure relevant content	Score: 60.2% Pass Rate: 43.2%	Score: 65.2% Pass Rate: 45.4%	Admissions/ QEP Director
FYE Student Exit Survey	FYE Exit Survey: Comprehension of College Resources	Under development Fall 19 cohort	To be determined	OIER/ QEP Director