

Davidson County Community College **Storm Toward Success: A Comprehensive First-Year Experience**

Davidson County Community College's Quality Enhancement Plan (QEP), "*Storm Toward Success: A Comprehensive First-Year Experience*" reflects an institutional culture focused on student success. The goal of the QEP is to help prepare students to navigate their pathways at DCCC to completion, successfully transition to their next steps, and become productive citizens with quality lives.

The transition from high school or the workplace to college is an exciting one, but navigating the unknown culture can be difficult. College data indicated that many students leave during their first year. National research provides support that an effective First Year Experience (FYE) can enhance student learning and success. After a number of surveys, focus groups, brainstorming sessions, and much collaboration among many campus constituencies, the decision was made to create a FYE that was unique to Davidson County Community College (DCCC). There are three components to that experience: extended mandatory orientation; intrusive advising, and a student success course (ACA 090). Within each component, there is a focus on personal development, study skills, and DCCC resources.

As the Student Learning Outcomes for the QEP were developed, Bloom's Taxonomy was utilized to ensure that the three FYE components facilitate student learning on a number of levels, and for that learning to deepen as the year continues. These Student Learning Outcomes reflect the knowledge, skills, and behaviors a student should possess upon the completion of the DCCC First-Year Experience:

- **Identify:** College Expectation, Campus Resources, the Advising Process, and Fit with Program of Study
- **Demonstrate:** Study Skills, Knowledge of Self, and the Ability to Set Career and Academic Goals
- **Engage:** To Develop Life-Long Goal Planning and Learning, Create Effective Interdependent Relationships, and Formulate Strategies to Identify and Navigate Appropriate Resources

A comprehensive evaluation plan is in place to assess and evaluate the three components of the QEP as well as guide modification to the plan as full implementation occurs over the next 5 years. Measurable objectives and outcomes will provide quantifiable evidence of progress toward achieving the goals of the QEP. Assessments will be conducted on each component individually and at the institutional level to measure the effectiveness of the overall initiative. The Director, Campus Innovations and Student Success Initiatives, will provide leadership for the implementation and evaluation of the QEP. The College has intentionally integrated the QEP with the other campus success initiatives ensuring that the QEP will remain a priority.

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