

QEP Executive Summary

ExCEL: Exceptional Connections for Excellence in Learning

The purpose of the Quality Enhancement Plan (QEP) at Mitchell Community College is to provide the practical knowledge that students need to achieve their academic goals through enhanced connections with potential sources of support. The College believes that academic failure is not solely a product of poor grades but rather is often the result of deficiencies in nonacademic knowledge, skills, and attributes.

Conversations about the QEP have centered on student retention and on student reports of inconsistency in the quality of the advising process. The topics most often mentioned in the area of “needs improvement” by faculty and staff were advising, mentoring, helping students become students, and coaching. In response to feedback obtained on “the College QEP Planning Day,” faculty/staff/student surveys, and student focus groups, the QEP Steering Committee researched ways to improve student support in the areas of academic and career advising, new student orientation, and the College Transfer Success course (ACA 122).

Based on that feedback and research of best practices, the QEP includes four main goals: 1) to create an advising culture shift from a focus on course registration to a proactive coaching experience focused on student success; 2) to develop habits of academic responsibility in students; 3) to increase student satisfaction; and 4) to increase student campus engagement. To accomplish these goals, the following strategies have been adopted:

1. Assign success coaches, trained by Inside Track, to students as part of the application process.
2. Ensure that success coaches proactively reach out to students.
3. Make new student orientation mandatory for all new students, with both seated and online versions available.
4. Require all new students in AA, AS, AE, or AFA programs to take ACA 122 in the first semester (or at the end of the sophomore year for Early College students).
5. Develop modules based upon ACA 122 learning outcomes that will be embedded in selected introductory courses for the AGE, AAS, Diploma, and Certificate programs.
6. Reinforce the importance of using college resources in ACA 122 for AA, AS, AE and AFA students, and ACA 122 modules in selected introductory courses for AGE, AAS, Diploma, and Certificate students.
7. Implement success immersion by embedding “success knowledge” and “success skills” learned in academic advising, new student orientation, or ACA 122 into all courses.

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