



C MPASS

Coaching, Mentoring, Persistence and Student Success



DAYTONA STATE COLLEGE

SACSCOC On-Site Visit
September 25 - 28, 2023

Table of Contents

| | |
|---|----|
| Chapter 1 Executive Summary | 3 |
| Chapter 2 Institutional Process | 5 |
| College Overview | 6 |
| Initial Planning..... | 7 |
| Student and Faculty Assessment of Engagement | 9 |
| Advising..... | 11 |
| Summary | 12 |
| Chapter 3 Topic Identification and Development..... | 13 |
| QEP Topic Identification | 13 |
| Pre-Proposal Process..... | 14 |
| Proposal Development and Selection | 15 |
| Alignment with Strategic Plan | 16 |
| QEP Implementation Plan | 18 |
| Program Feedback and Broad-Based Support | 20 |
| Summary | 20 |
| Chapter 4 Academic Coaching and Mentoring..... | 21 |
| Academic Coaching | 23 |
| Mentoring..... | 24 |
| Mattering..... | 25 |
| Student Mentor Liaison..... | 25 |
| Faculty Mentoring..... | 26 |
| Technology | 27 |
| Student Success..... | 27 |
| Knowledge and Use of Student Services | 28 |
| Defined Educational Goals | 28 |
| Measurable Outcomes..... | 29 |
| Stakeholder Engagement and Assessment..... | 29 |
| Summary | 31 |
| Chapter 5 Assessment..... | 32 |
| Kirkpatrick Four-Level Evaluation Model | 32 |
| Plans to Assess Outcomes..... | 34 |
| Implementation Timeline..... | 35 |
| Data Collection | 41 |
| Results..... | 41 |
| Summary | 42 |
| Chapter 6 Resources | 43 |
| Human Resources | 43 |
| Financial Resources | 46 |
| Summary | 48 |
| References..... | 49 |
| Appendix..... | 52 |

List of Tables & Figures

- Table 1: Institutional Factors Informing *COMPASS*
- Table 2: DSC Student Profile 2022-2023
- Table 3: DSC Planning Council 2021
- Table 4: QEP Topic Development Committee and Selection Subcommittee
- Table 5: Accepted Pre-proposal Submissions
- Table 6: Coaching and Mentoring Alignment with Strategic Priorities
- Table 7: QEP Implementation Team Members
- Table 8: Current DSSC Student Support Activities and Populations
- Table 9: Student Outcomes Comparison in Homeless Services 20-21
- Table 10: Communication & Engagement Calendar
- Table 11: Outcomes, Kirkpatrick Evaluation Level, and Example Assessment Methodologies
- Table 12: Assessment Timeline, Task, and Personnel for Specific Outcomes
- Table 13: *COMPASS* 5-year Human Resource Commitment
- Table 14: *COMPASS* 5-year Financial Commitment

- Figure 1: Planning Council Broad Topics
- Figure 2: CCFSSSE Student-Faculty Interaction 2021
- Figure 3: CCSSE Support for Learners 2021
- Figure 4: CCFSSSE Faculty Referrals vs. Student Use 2021
- Figure 5: Outcomes Targets of Academic Coaching and Mentoring

Appendices

- Appendix A: *Building on Excellence* Strategic Plan
- Appendix B: Extension of Strategic Plan by Board of Trustees
- Appendix C: DSC Retention and Completion Rates
- Appendix D: Faculty Assessment Report & Student Support Goal Guidelines
- Appendix E: Syllabus Summary- Support Services
- Appendix F: UCF Coaching Collaborative Training

Chapter 1 Executive Summary

Daytona State College's (DSC) 2023 Quality Enhancement Plan (QEP), COMPASS: **Coaching, Mentoring, Persistence and Student Success**, focuses on providing personalized coaching and mentoring services to First-Time-In-College (FTIC) students early in their college journey. All components of COMPASS are aligned with DSC's strategic priorities, and will lead to an enhanced student experience and overall student success.

The development of COMPASS resulted from comprehensive institutional planning and evaluation processes and is aligned with DSC's vision, mission, and strategic priorities. Starting in 2021, the proposal, selection, and development processes encompassed broad topics and incorporated input from students, faculty, staff, and administrators. Continuous feedback and reflection on student success, organizational strengths, and areas for improvement led to the identification of key themes. These themes include the importance of relationships, improved student access to support opportunities, and enhanced availability of individualized support and educational planning. Also, research on high-impact practices and their alignment with DSC's strategic plan further informed the design of COMPASS.

Focus. COMPASS will concentrate on providing direct, proactive, and early support to students, offering individualized coaching and mentoring services during their first year. Coaching will go beyond traditional academic advising to identify students' academic and non-academic needs during the enrollment and first-year processes. Mentoring, on the other hand, will include a more fluid structure, focusing on building broad relationships that are more personal and professional, addressing various aspects of the student's life.

With the assistance of coaches, students will be able to identify and establish specific, attainable goals and make connections to appropriate resources. Coaches will help students achieve these specific goals and improve particular skills during their first year. Mentors will offer continuous guidance and support for overall development, motivation, and growth, drawing on the mentors' own experiences and insights.

The successful implementation of COMPASS will lead to the following expected outcomes:

- DSC will establish and operationalize an Academic Coaching & Mentoring Program.
- Participating students will demonstrate awareness of enrollment processes and academic and non-academic support and show utilization of established supports.
- Participating students will declare a major (including an educational goal) within their first 24-credit hours of enrollment.
- Participating students will assess their connection to mattering as it relates to their participation in academic coaching and mentoring.

Assessment. To ensure the early and smooth implementation of COMPASS, the QEP implementation team initiated piloting coaching sessions in the Spring of 2023. This involved assigning Academic Coaches' office spaces near the Student Development Division for easy access and the identification of elements of a formative evaluation plan to assess student contact, knowledge, and utilization of services. The pilot implementation also included identifying

Mentor development for selected faculty and researching a mentor training toolkit. Moving forward, the team will focus on developing comprehensive formative and summative evaluation plans as part of the QEP continuous improvement process.

Resources. DSC is committing significant personnel and financial resources to support academic coaching and mentoring activities. During the implementation and development stages, resources will be used primarily for onboarding and training new staff directly responsible for *COMPASS*, such as Academic Coaches and Mentors. Ongoing planning, continuous improvement, and integration across the college include enhancing the roles of other areas that participate in DSC's institutional student services approach.

Chapter 2 Institutional Process

Daytona State College identified a proposed Quality Enhancement Plan (QEP) through ongoing, comprehensive planning and evaluation. The institutional factors supporting this proposal include DSC’s mission and values, strategic planning processes, and student and faculty assessments of strengths and opportunities. DSC has experience with designing and implementing a Quality Enhancement Plan (QEP) advancing student learning outcomes suitable for its unique institutional culture, needs, and expectations of the campus community. Institutional factors that informed the 2023-2028 QEP are further detailed in Table 1.

The College’s 2023-2028 QEP topic was identified as part of DSC’s comprehensive institutional planning and evaluation processes, and with broad support across campus constituencies. It is centered on quality, innovation, and excellence, with a proposed student success plan to enhance enrollment and student services through academic coaching and mentoring. *COMPASS - Coaching, Mentoring, Persistence, and Student Success* – aims to improve student success by strengthening support for First-Time-In-College (FTIC), Associate of Arts (A.A.) degree-seeking students, establishing direct and individualized contact to provide each new student with a relational connection upon enrollment that continues throughout the first year, and expanding mentoring opportunities through student development and academic activities. Bridging enrollment and orientation to guided educational and career pathways, Enrollment Services, Student Development, and Academic Affairs will directly support the efforts of *COMPASS* (Table 1).

Table 1: Institutional Factors Informing COMPASS

| Factors | Characteristics Informing QEP |
|---|---|
| Mission/Values | <ul style="list-style-type: none"> • Access, flexibility; • Student success; • Excellence and diversity; • Innovation to enhance teaching and learning; • Community. |
| Strategic Plan 2020-2024 <ul style="list-style-type: none"> • <i>Building on Excellence</i> • Focus groups • Strategic Planning Summits x2 | <ul style="list-style-type: none"> • Ensuring academic excellence; • Enhancing student success; • Building partnerships; • Emphasizing institutional effectiveness. |
| Literature/Best Practices | <ul style="list-style-type: none"> • NCES Surveys; • COVID-19 impact; • Engagement & belonging factors. |
| Student Demographic | <ul style="list-style-type: none"> • Open access; • First generation, nontraditional; • Associate’s degree-seeking majority. |
| Community College Survey of Engagement | <ul style="list-style-type: none"> • Students & faculty input; • Support for learners- strength; • Student-faculty interaction- opportunity; • Referral to support services- opportunity. |
| Initiative on Student Success Focus Groups | <ul style="list-style-type: none"> • Student-faculty interactions; • Referral to support services; • Personal connections, relationships. |

| | |
|-----------------|--|
| Advising Survey | <ul style="list-style-type: none"> • Satisfaction with visit- strength; • Time with advisor- opportunity; • Referral to support services- opportunity ; • Relationship, consistency; • Addressing barriers to success . |
|-----------------|--|

College Overview

DSC’s mission is to provide access to a range of flexible programs from community enrichment to the baccalaureate degree, emphasizing student success, embracing excellence and diversity, and fostering innovation to enhance teaching and learning. The DSC student body includes over 20,000 students at our main campus in Daytona Beach and six off-campus instructional sites. DSC offers more than 100 certificate, associate, and baccalaureate degree programs, with graduates serving in critical fields that include healthcare, emergency services, business, education, hospitality, engineering, technology, and more. DSC also offers an A.A. University Transfer degree, which provides students the first two years of a four-year bachelor’s degree. During the last three academic years, A.A. students comprised an average 37.5% of total student enrollment at DSC.

The emotional and interpersonal impact of COVID-19 has resulted in significant disruptions for current students and college hopefuls (Tasso et al, 2021). With reported enrollment and persistence rates declining an average of 10% nationwide during the pandemic, students and senior leadership indicated that the most pressing issue influencing enrollment is student mental health (Turk, et al., 2020). More recent national trends suggest that enrollment for A.A.-degree seeking students has been influenced by safe return practices and re-establishing trust in the learning environment (CCCSE, 2021; Davis, 2023). Other unique transition circumstances influencing new applicants and first-year college students also deserve mention. Knowledge, skill, psychosocial supports, and motivation are individual student variables that clearly interact with accessible and available organizational supports that predict student success (Fong, et al., 2023; Li & Xue, 2023).

DSC students are diverse culturally, economically, and demographically, driving innovative and creative solutions to challenges encountered on the journey to student success (Table 2). DSC provides students with the skills, knowledge, and determination to succeed in the classroom, the workplace, and in life, and instills in students a lifelong love of learning. The DSC motto *You Belong Here!* is enacted by our open-access approach, as well as comprehensive services for enrollment, advising, and student development. *COMPASS* is built on evidence and best practices on current and emergent needs of DSC students, student engagement variables, and the institutional culture and planning toward improving student success outcomes.

Table 2: DSC Student Profile 2022-2023

| Race/Ethnicity, Gender, Status | Percent |
|---------------------------------------|----------------|
| White | 55% |
| African American | 13% |
| Hispanic | 22% |
| Asian | 3% |
| Two or more Races | 5% |

| | |
|--|-------|
| Unknown/Not Reported | 2% |
| AI/AN, Pacific Islander | <3% |
| Non Resident Alien | <3% |
| Total percentage of students does not add up to 100% because some students report multiple categories of race/ethnicity. | |
| Male | 37% |
| Female | 57% |
| Unknown/Not Reported | 6% |
| | |
| Average Age | 26 |
| Age Range | 12-83 |

Source: Daytona State College Office of Institutional Research 8/7/2023.

Initial Planning

In 2020, DSC completed a systematic and comprehensive strategic planning process to identify top priorities and a strategic focus: *Building on Excellence 2020-2023* (Appendix A). Students, faculty, staff and community stakeholders participated in individual and group activities to define opportunities and comprehensive institutional objectives. The following strategic priorities were identified:

- *Ensuring academic excellence.* Offer quality educational programs that meet the academic and non-academic needs of Volusia and Flagler counties and beyond.
- *Enhancing student success.* Increase student development and academic support to enhance student performance, engagement, and retention.
- *Building community partnerships.* Expand and create partnerships with business, community and educational organizations that enhance the College mission and vision.
- *Emphasizing institutional effectiveness.* Ensure efficient and effective use of college resources (fiscal, physical, human and technological).

The DSC Strategic Plan typically includes three years. In 2021, the 2020-2023 plan was extended to 2024 (Appendix B). In 2023, the Board of Trustees and Senior Executive Staff reaffirmed the strategic priorities for our 2024-2027 strategic planning¹.

Focus groups were conducted on each campus and with all constituent groups to provide additional input and better inform the priorities listed above, with opportunities for students, faculty, and staff to offer feedback on connecting the strategic priorities to the vision, mission, and culture. This comprehensive institutional planning provided the foundation for exploring institutional needs and goals for the QEP proposal.

The DSC Planning Council includes representatives from faculty, student government, administration, professional, and career employees appointed by the President to serve a two-year term (Table 3). The role of members is to develop, assess, and evaluate the Strategic Plan, with ongoing and integrated institutional effectiveness through a participatory and representative process that identifies and analyzes issues of significance to the college community and developing recommended solutions or actions. After confirmation of the strategic priorities

¹ Anticipated publication and communication of the 2024-2027 Strategic Plan at the time of this writing is Fall 2023.

identified in the *Building on Excellence* Strategic Plan, a primary responsibility of the 2020-2021 Planning Council included engaging the college community in identifying a QEP topic that supported institutional goals while aligning with SACSCOC *Principles of Accreditation* (2018). SACSCOC standards and the QEP remain standing agenda items for the Planning Council.

Table 3: DSC Planning Council 2021

| Name | Representative Area/Constituency |
|-------------------------|---|
| John Brady | Planning & Professional Development |
| Shana Deyo | School of Business Administration |
| Melanie McDonough | Asst Chair, School of Health Careers |
| Kristene Phillips | School of Nursing |
| Juan Roman | School of Business Administration |
| Kathy Hoellen | AVP, Office of Academic Affairs |
| Lisa Koogle | Director, Resource Development |
| April Brunning | Manager, IT Instructional Resources |
| Terrie Greenbaum | TRiO- Student Support Services |
| Jade Meqdad | Institutional Research |
| Deidre Seker | Academic Advising |
| Jeremy Fowler | Registration/Records |
| Shayna Mandala | Finance & Business Services |
| Peggy Mentor | Student Life Skills |
| Pamela Ortiz | Online Studies |
| Lavaughn Towell | Faculty Senate Representative |
| Alycia Ehlert | Administrative Council Representative |
| Billie Jo Dunaway | Professional Council Representative |
| Samantha Tatum | Career Employee Association Liaison |
| Adrienne Toles-Williams | Student Government Association Representative |

In February 2021, the Planning Council held a retreat focused on the QEP. The retreat agenda centered on discussing the SACSCOC *Principles of Engagement* and the QEP standards. Retreat attendees were tasked with aligning the *Building on Excellence* Strategic Plan, the QEP standard, and DSC institutional goals.

The Planning Council conducted an anonymous virtual poll of membership with the following questions:

- 1) *What do we know that we can do better as an institution?*
- 2) *What do we know we do well that we could scale up institution-wide?*

Council members were invited to submit multiple responses for each question. All members submitted at least one response to both questions. Question 1 received 65 total responses and Question 2 received 50 responses. Responses were analyzed and sorted topically and thematically with consideration of high impact practices and student outcomes (Figure 1).

Figure 1: Planning Council Broad Topics

| | | |
|--------------------------------------|--------------------------------|--------------------|
| Student engagement | Counseling | Education |
| Recruitment | Retention | Online readiness |
| Orientation | First Year Experience | Mentoring |
| Grants/Scholarships | Soft skills | Community Outreach |
| Job Experience/Experiential Learning | Basic Skills (Reading/writing) | Cultural literacy |
| Advising/Case management | Staff | Critical Thinking |
| Placement | Other/Community engagement | |

These 22 broad topics were provided to Senior Executive Staff: eight Vice Presidents representing all areas of the college, and the President. Senior Executive Staff then further clarified Planning Council results into five major categories that align with SACSCOC, QEP principles of accreditation (2018) and also had potential for development at DSC. Senior Executive Staff consideration of broad topics was based on the following SACSCOC, QEP evaluation questions:

- 1) Is the topic related to institutional planning, assessment, and available resources?
- 2) Is it clearly and directly linked to improving student learning outcomes or student success?
- 3) Can the topic be measured by a change in student knowledge, skills, behaviors, or values?
- 4) Can the topic incorporate creative, engaging, meaningful student learning experiences?
- 5) Can assessment of this topic be incorporated into the ongoing planning and evaluation process, including budget/resource allocation?

Major categories selected by Senior Executive Staff included 1) online readiness, 2) first-year experience, 3) mentoring, 4) financial aid/financial literacy, and 5) advising/ case management. The input of Senior Executive Staff guided consideration of broad topics as they related to alignment, assessment, and available resources. These categories were used to influence institution-wide topic development and proposal selection strategies.

Student and Faculty Assessment of Engagement

In April 2021, DSC administered the Community College Survey of Student Engagement (CCSSE) to all students taking college credit courses, and the Community College Faculty Survey of Student Engagement (CCFSSE) to all instructors. This activity helped assess student and faculty perceptions of the quality of educational practices at DSC. This well-established survey also identified areas of improvement and comparative benchmarks in student engagement, focusing on both student behaviors and institutional processes. A majority of student respondents were first-time-in-college students (52%), and a majority of student respondents had a primary goal of obtaining an A.A. degree (88%).

Figure 2 shows selected results for a question about interactions between students and faculty. Both students and faculty identified course-specific interactions, but also indicated limited interactions related to career development, discussing ideas outside of class, and connecting on activities other than coursework. These responses suggest that while students may feel supported as learners, opportunities are present for improved and more comprehensive interactions. Student respondents further indicated gaps in emphasis on non-academic and social engagement (Figure 3), factors that have been identified in literature as enhancing student success outcomes (Dynarski et al., 2022; Fong et al., 2021; Jiahui et al., 2023).

Figure 2: CCFSSE Student-Faculty Interaction

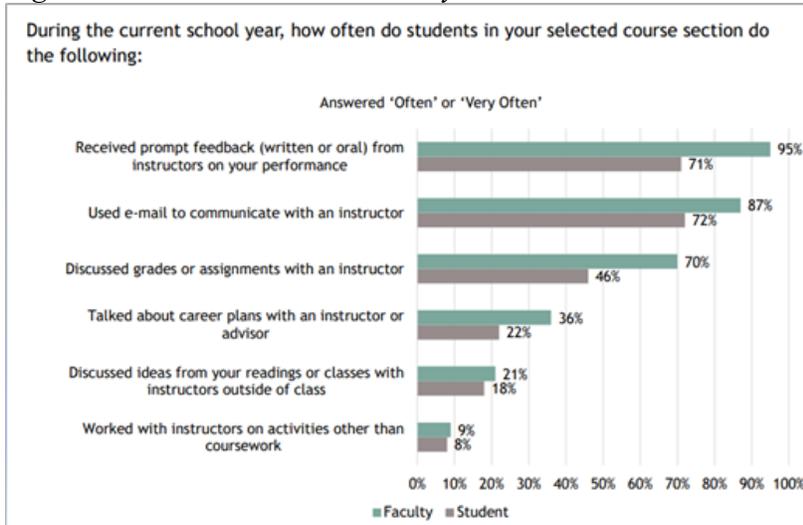
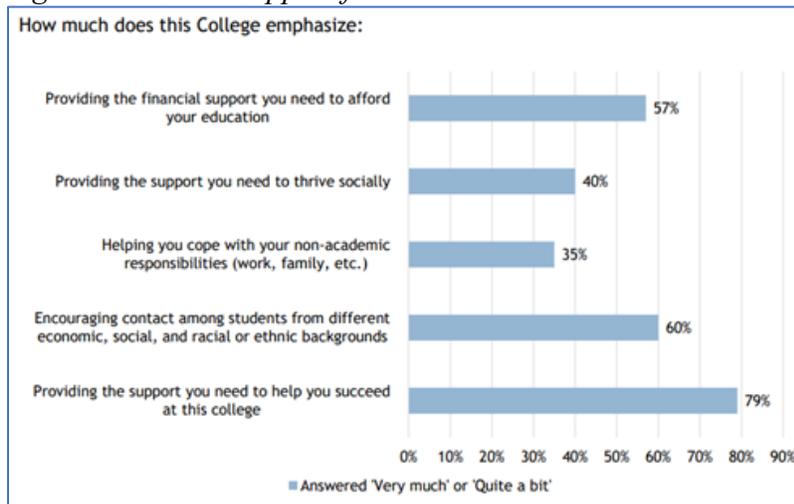
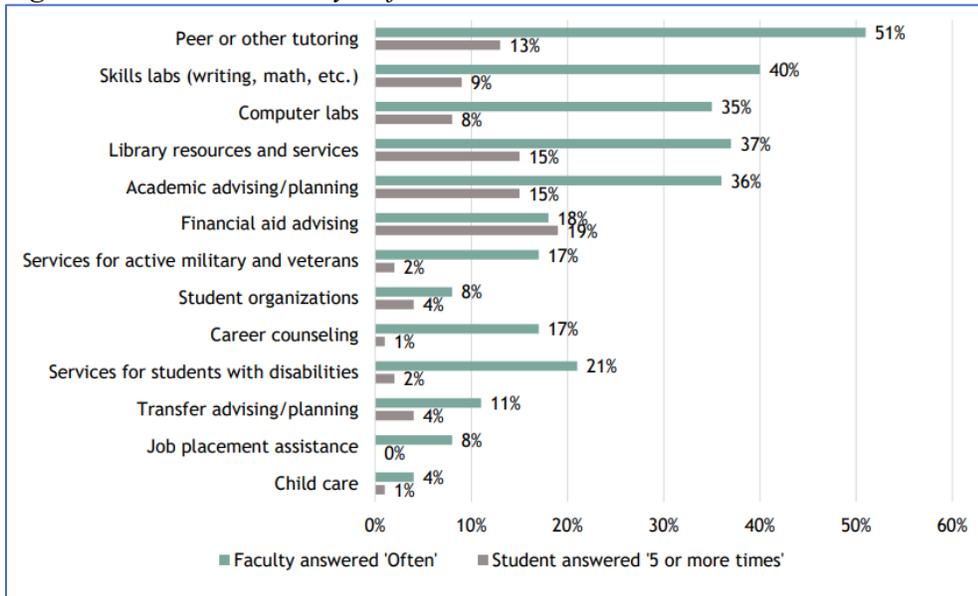


Figure 3: CCSSE Support for Learners



Further, differential outcomes were reported between faculty referral and student use of the many student services available at DSC. Figure 4 illustrates that faculty reported frequency in referral to academic, professional, and social services that was not matched by student reports of accessing those services. Results suggest the existence of a gap between referral and use of student services at DSC.

Figure 4: CCFSSSE Faculty Referrals vs. Student Use



As part of the institutional planning process, DSC gathered additional qualitative student input on CCSSE Survey results through selected focus groups. Student participants were invited to analyze these survey results on student-faculty interactions and referral to student services and offer their own views. Thematic analysis of Student Success Focus Groups identified personal connections as a critical factor in student success. Notably, personal connections influenced attendance and retention decisions for students.

Advising

During the 2021-2022 academic year, all students completing an advising session, were invited to rate their experience and offer qualitative feedback. Advising Survey respondents were asked to rate their academic advisor on the following criteria:

- My advisor is knowledgeable about academic courses, programs, and procedures.
- My advisor takes time to talk to me to discuss career pathways.
- My academic advisor listens and respects me as an individual.
- My advisor refers me to academic support services when I need them.

Feedback on the services received reported that students were generally satisfied with their advising experience. Over 78% of students who accessed academic advising services indicated they were either “satisfied” or “very satisfied” with the quality of their session, whether that session was in-person or virtual. Additional student feedback indicated some students desired more time with an advisor (24%). Furthermore, students indicated an interest in more information on available support such as tutoring and library services (21%).

Qualitative data indicated that students desired more consistent relationships as part of student support services, a desire for more frequent contact, and more time for academic and

professional development. Students also indicated support services that helped identify and address specific unique barriers had a positive influence on the student's experience.

Summary

DSC's strategic priorities, which were developed through comprehensive consultation and collaboration, include academic excellence, student success, partnerships, and institutional effectiveness in alignment with DSC's vision and mission statements. Additional consideration of identified strengths and opportunities through surveys, focus groups, and service-use feedback highlighted the themes of student relationships, the importance of non-academic supports and interactions, and the quality of student support services at DSC. Gaps identified included students accessing available resources, improved and enhanced availability of resources, and more personalized interactions. *COMPASS* arose from these planning processes and desires to strengthen those areas where we are succeeding and improve identified areas of connecting students to the relationships and educational community that we are building together.

Chapter 3 Topic Identification and Development

QEP Topic Identification

Through meetings, discussions, feedback forums, and presentations *COMPASS* was identified and further developed by a college-wide representative process beginning with the Planning Council and culminating in college-wide proposal development and selection.

In June 2021 a QEP Topic Development Committee and Selection Subcommittee was appointed by the Senior Executive Staff (Table 4). The goals of this committee included:

1. Evaluate the need for any additional QEP pre-planning or institutional research analysis, beyond the activities of Planning Council and Senior Executive Staff;
2. Conduct additional research (surveys, focus groups) if necessary;
3. Establish a call for proposals;
4. Select and assign Development committee members to narrow topics to final selection;
5. Design and execute launch event(s), information sharing sessions, and feedback forums.

The Topic Development and Selection Committee members were identified to include representatives from Career, Academic, and Student Services staff and faculty, and for specific subject matter expertise relevant to student learning and student success outcomes.

Table 4: QEP Topic Development Committee and Selection Subcommittee

| Name & Title | Representative Area/Constituency | Role on Committee |
|--|----------------------------------|---|
| Amy Locklear , Executive Vice President and Provost | Senior Executive Staff | Executive leadership |
| Elizabeth Barnes , Chair, Academic Support | Academic Affairs | Production- written and electronic |
| Chris Thomes , Director, Marketing | Enrollment Services | Communication |
| Erik D’Aquino , Vice President, Enrollment Services | Enrollment Services | Communication |
| Andrea Gibson , Associate Vice President | Institutional Research | Research, outcomes analysis |
| Shana Deyo-White , Faculty-Bachelor of Applied Science, School of Business Administration | Academic Affairs | Research, outcomes analysis |
| John Brady , Director, Planning and Professional Development | Institutional Research | Institution, leadership, resources, general QEP/SACSCOC knowledge |
| Karla Moore , Dean Institutional Effectiveness, SACSCOC Institution Liaison | Institutional Research | Institution, leadership, resources, general QEP/SACSCOC |
| Selection Subcommittee | | |
| Kathryn Fulco , Project Manager, Title III Grant | Office of Information Technology | Topic selection |

| | | |
|---|---------------------|-----------------|
| Michelle Goldys , Dean, Academic Advising | Enrollment Services | Topic selection |
| Cheryl Kohen , Dean, Online Studies | Academic Affairs | Topic selection |
| Michael Flota , Chair, School of Social Sciences | Academic Affairs | Topic selection |
| Marc Campbell , Chair, School of Mathematics | Academic Affairs | Topic selection |

Pre-Proposal Process

The Topic Development Committee and Selection Subcommittee agreed on facilitating a pre-proposal process. The benefits of this were two-fold. First, the committee invited additional functional areas of the college to learn about the importance and relevance of the QEP for DSC’s college community, thinking critically about opportunities for continuous improvement while collaboratively developing a full proposal. Second, the pre-proposal submissions provided the Topic Development Committee and Selection Subcommittee with immediate feedback on the relevance of the five categories resulting from Planning Council and Senior Executive Staff sessions with stakeholders: 1) online readiness, 2) first-year experience, 3) mentoring, 4) financial aid/financial literacy, and 5) advising/ case management.

The pre-proposal submissions were asked to include a brief description of an idea focused on one of the five categories, submitted through a dynamic form on the college website. Invitations for pre-proposals were sent via email, regular social media announcements, and discussed in department and Faculty Senate meetings toward engaging wide interest.

The QEP Topic Development Committee and Selection Subcommittee received and reviewed 18 pre-proposal submissions from across college constituencies. Pre-proposals were blind-reviewed and scored based on the key elements of the SACSCOC QEP accreditation standards. Topics submitted that were not aligned with QEP standards were shared with the Planning Council for consideration for ongoing college improvement.

In the pre-proposal phase, six contributors were contacted to develop full proposals and proceed with the selection process. Table 5 outlines key elements of the six pre-proposals selected to advance to the full proposal stage. These elements include factors such as identified student participants, suggested development and assessment activities, and potential resource capacity considerations.

Table 5: Accepted Pre-proposal Submissions

| | Proposal Topic | Key Elements |
|---|---|---|
| 1 | Online readiness, mentoring, and advising for online learners | <ul style="list-style-type: none"> • Hybrid and online (distance) learners; • Title III grant resources; • Online Success Seminar; • Success coaches or online advisors/mentors; • GPA, persistence, retention outcomes. |
| 2 | Academic coaching, advising, case management | <ul style="list-style-type: none"> • First-year students; • Academic Coaching team; |

| | | |
|---|--|---|
| | | <ul style="list-style-type: none"> • Personalized interactions; • Yield, persistence, individualized learning outcomes. |
| 3 | First year experience, combine current initiatives | <ul style="list-style-type: none"> • First year students; • Cohesive First Year Experience program; • Cohort groups and success-based curriculum; • Faculty facilitators, academic advising support, student leadership development; • GPA, persistence, retention outcomes. |
| 4 | Formalize service learning | <ul style="list-style-type: none"> • Coordinate service learning with Student Life activities; • Develop community connections and volunteer opportunities for students; • Student belonging and engagement outcomes; • Professional and cultural networking outcomes; • Participation, retention, enhanced knowledge of students outcomes. |
| 5 | Centralize and formalize mentoring | <ul style="list-style-type: none"> • All students; • Develop centralized and operationalized mentoring office; • Mentoring events, peer mentor student employee positions; • Flash mentoring; • Virtual mentoring; • Belonging, engagement, retention outcomes. |
| 6 | DEI and social justice | <ul style="list-style-type: none"> • Establish an office of Diversity, Equity, and Inclusion with Chief Diversity Officer; • Implement strategic institutional and cultural change; • Improve response to DEI concerns; • Support faculty, staff, administrators by disseminating evidence-based educational practices; • Community outreach; • Organizational and community partnerships outcomes. |

Proposal Development and Selection

The QEP Selection Subcommittee, with approval from Senior Executive Staff, contacted the selected pre-proposal submission authors and invited them to develop and submit full proposals. Two authors combined proposals that were similar in scope, objectives, and outcomes. A total of three complete proposals were received. Full proposals were evaluated and approved as meeting

institutional needs, having institutional support, feasible and suitable for the projected timeline, and representative of a sound QEP by Senior Executive Staff.

Proposal authors were notified that their QEP topics would be disseminated to the college community. Authors collaborated with the Marketing and Communications Department to develop materials, including virtual outlines and a brief video, that described key components of their respective proposals. These creative videos summarized proposals in plain and engaging language to enhance and differentiate dissemination. Videos and complete proposals were distributed via college email, Falcon Online, and DSC social media outlets. Also included in this dissemination strategy was a brief description of the QEP process, along with instructions on voting on a favored QEP strategy for the coming years.

A college-wide email from the President, followed by emails at regular intervals along with announcements on the college website, provided direct links to vote on a preferred QEP topic. Regular reminders were offered via DSC social media platforms to amplify participation and inform the wider community. Physical spaces on all campuses displayed table tents, posters, easels, and electronic billboards to encourage participation in the topic selection process. Final voting for the selection was completed in Summer 2022, with the announcement of the DSC QEP Topic *COMPASS* made during the Fall Planning Week 2022, which takes place during the week prior to the start of the regular term.

Alignment with Strategic Plan

COMPASS aligns with DSC’s Strategic Plan (Table 6). Emphasizing coaching and mentoring, *COMPASS* aims to strengthen student support services. Academic coaching includes a personalized layer of support for students, establishing specific academic and non-academic goals as well as the experience of belonging in an established relationship. Differing from advising, academic coaching addresses mindset and mattering for new students beyond education-specific aims. *COMPASS* proposes inviting students to participate in Academic Coaching during the application and enrollment process, with coaching activities available throughout the first year. Mentoring expands the developmental reach of student support connections. Where coaching offers time-limited individual guidance and support toward educational goals, mentoring provides a broader focus, including non-academic, social, and professional development both at the college and in the wider community. Mentoring relationships often become longer-term connections and feature shared personal experiences. *COMPASS* proposes a strategy for developing mentor activities throughout the student’s attendance, including integrating mentoring activities into selected courses.

Table 6: Coaching and Mentoring Alignment with Strategic Priorities²

| Strategic Priority | Strategic Initiative | Strategy | Fit with Coaching and Mentoring |
|----------------------------|---|--|---|
| Ensure Academic Excellence | Implement and sustain high-impact educational experiences to support student success. | Equip staff with the tools and training needed to implement high impact practices. | Academic goal setting and planning and Orientation are high-impact practices; |

² From *Building on Excellence* Strategic Plan 2020-2024 (Appendix A).

| | | | |
|---------------------------------------|---|---|--|
| | Provide educational programs and pathways that are accessible, flexible, and affordable. | Establish connections and engage students to close education attainment gaps. | Coaching and mentoring connects students with a specific individual (staff/faculty) resource to identify and address barriers, close gaps. |
| | Increase the use of best practices in course and program offerings to enhance the student experience. | Provide individualized student support to close education attainment gaps. | |
| Enhance Student Success | Provide students personalized, program-specific career and academic support to help guide them toward their academic, professional, and personal goals. | Intensify post-secondary advising and career/transfer planning for all students; Provide targeted academic, social, and financial support to keep students on a pathway to completion. | Goals include enhancing planning, targeted support, and improving evaluation and assessment of student success and available resources; Operationalizing coaching and mentoring function will improve relationships and knowledge across students, staff, and faculty. |
| | Leverage data and analytics to identify barriers and help students stay on a pathway to success and completion. | Track students along their pathway in real time and identify any barrier they face to provide them with resources to overcome them; Expand resources, support services, and practices that help students stay on track. | |
| | Foster a culture of collaboration among faculty and staff to promote student success. | Engage, train, and empower faculty and staff to be student advocates; Use data analytics to identify risk factors, success factors and effective practices that promote student success. | |
| Building Community Partnerships | Develop and maintain educational partnerships that expand pathways for students. | Expand programs and activities that engage students, teachers, and staff in promoting or preparing for higher education. | Expanding mentoring program to include faculty and peers is an opportunity to further engage the community and alumni. |
| | Partner with community organizations and businesses to increase student success, retention, and completion. | Increase collaboration and partnerships with local businesses; Involve businesses and social services in assisting students' barriers to success. | |
| Emphasize Institutional Effectiveness | Provide access to technology resources and ensure proficiency in the use of technology. | Leverage technology to achieve strategic goals. | Operationalizing coaching and mentoring tasks with identified human and logistic resources, dedicated physical and virtual space, and best practices training will improve institutional effectiveness. |
| | Modernize existing physical and virtual spaces and reassess the need for additional | Create virtual spaces that are engaging and accessible. | |

| | | | |
|--|---|--|--|
| | physical and virtual spaces. | | |
| | Expand recruiting initiatives that attract qualified and diverse employees and retain employees by providing a positive work environment. | Develop a hiring and orientation process that embraces customer service, educational quality, and student success. | |

COMPASS establishes stronger connections between students and support staff and faculty, enhances individualized support, and improves access for students to other support services on campuses through connections with coaches and mentors. Academic coaches will provide direct individual contact to each FTIC applicant, offering individualized assistance through the enrollment and orientation processes, and continue to offer support services to FTIC students across the first year of enrollment. Mentors will provide longer-term and broader personal and professional developmental support, expanding over the course of the student’s education and including other academic, social, and cultural opportunities. Specific details on *COMPASS* can be found in Chapter 4.

QEP Implementation Plan

During Fall 2022, the QEP Development Committee and Senior Executive Staff issued an internal call for appointments for a QEP Director and Implementation Team. In February 2023, a Faculty member was appointed as the QEP Director to lead the proposal writing process. The Director and Implementation Team (Table 7) were tasked with integrating the topics of coaching and mentoring and narrowing the topic into a proposal that was specific, focused, and measurable based on student success outcomes. The Implementation Team also developed strategies to inform stakeholders of the QEP and to engage continuous feedback. Team activities included:

- Clarifying a specific and focused QEP proposal from the selected proposal that included measurable student outcomes;
- Researching current practices of coaching and mentoring activities at DSC, and developing a plan that included current strengths;
- Developing an implementation plan;
- Promoting excitement and participation, building our learning community through the QEP initiative;
- Initiating pilot implementation processes;
- Identifying reasonable development and continuous improvement processes for coaching and mentoring at DSC for future years.

Table 7: QEP Implementation Team Members

| Name and Title | Implementation Role |
|---|---|
| Alicia Alexander , Dean, Institutional Effectiveness | Research, analysis, SACSCOC liaison; Supervision. |

| | |
|---|--|
| Autumn Marie Chilcote , Faculty Director- QEP | Direct implementation, complete research and documentation of QEP. |
| Rabecka Collins , Director, Falcon HOPE Center, Student Development | Integrate proposals, define outcomes; implement, support the pilot program in Student Development; College awareness campaign. |
| Erik D'Aquino , VP, Enrollment Services | Resource- data, marketing/communications, resources. |
| Michael Flota , Chair, School of Social Sciences, Academic Affairs | Resource- student outcomes, continuous improvement, writing. |
| Kathryn Fulco , Title III Project Manager, Assoc Director, Office of Info Technology | Define outcomes, data, institutional processes, support implementation, evaluate use of technology, continuous improvement. |
| Andrea Gibson , AVP, Institutional Research | Institutional processes, outcome measures, research, continuous improvement; Supervision. |
| Michelle Goldys , Dean, Academic Advising, Enrollment Services | Integrate proposals, define outcomes; implement, support the pilot program in Enrollment Services; College awareness campaign. |
| Elijah Houser , Director, Student Life, Student Development | Continuous improvement; implement, student participation and feedback; College awareness campaign. |
| Enaris Inman , Campus Director- New Smyrna Beach | Support the pilot program at regional campus; Continuous improvement; implement, student participation and feedback; College awareness campaign. |
| Amy Locklear , Provost, Academic Affairs | Resource- senior executive leadership. |
| Roberto Lombardo , Sr VP, Office of Information Technology | Resource- senior executive leadership. |
| Rigoberto Rincones-Gomez , VP, Academic Affairs | Resource-senior executive leadership; Supervision. |
| James Marindino , Campus Director- Flagler/Palm Coast | Support the pilot program at regional campus; Continuous improvement; implement, student participation and feedback; College awareness campaign. |
| Joshua Poniatowski , Faculty, Student Success, School of Student Life Skills | Continuous improvement, implement pilot, continuous development; College awareness campaign. |
| LaToya Shannon , Coordinator, Student Development | Continuous improvement, implement pilot, continuous development. |
| Cerese Ramos , VP, Student Development | Resource- senior executive leadership. |
| Deirdre Seker , Faculty, School of Social Sciences, Academic Affairs | Support pilot implementation, continuous development; College awareness campaign. |
| Christopher Thomes , Director, Marketing | Develop implementation timeline; Lead college awareness campaign. |
| Jim Graham , Manager, Communication | Develop implementation timeline; Lead college awareness campaign. |

Program Feedback and Broad-Based Support

Implementation Team members were selected in part due to their leadership roles in their respective areas. These individuals have direct experiences with students, staff, and faculty who will first implement the QEP, including pilot development and implementation, campus awareness campaigns, and continuous improvement strategies. Feedback related to *COMPASS* began with individual interviews between Team members and the QEP Director. The QEP director presented the following interview questions to Team members:

- What coaching and mentoring activities are already occurring in your area?
- What barriers exist to strengthening relationships in your area (related to student/faculty interaction)?
- What challenges do you foresee with *COMPASS* implementation in your area? At DSC?
- What opportunities exist for further developing mentoring relationships for A.A. students?

These questions focused on the impact that *COMPASS* might have on their area or constituency and allowed for personalized questions and feedback on the program. A follow-up Team meeting resulted in the exploration of implementation strategies and the promotion of participation and feedback through the college community.

A *COMPASS* education and feedback session was also held during the Summer 2023 Staff Education Days. Staff Education Days provided all non-instructional staff of DSC a ½ day of professional development sessions. The QEP session, presented virtually, provided an overview of the QEP process, key elements of *COMPASS*, an emphasis on the commitment to students, and an opportunity for questions and feedback. Participants were invited to share feedback either in discussion, in a virtual forum created for the session, or at a later date through contacting the QEP Director or dynamic form on the QEP website.

To facilitate ongoing dialogue for the college community, DSC established a dynamic form on the QEP website, an email address, and ongoing question-and-answer drop-in sessions with the QEP Director via Microsoft Teams. Social media platforms were also used to generate excitement and provide information, toward informing and engaging stakeholders as well as inviting immediate feedback opportunities in venues that are well-recognized in the college community.

Summary

This section included the initial steps taken for the topic identification and development of *COMPASS*. *COMPASS* was developed in alignment with DSC's *Building on Excellence* Strategic Plan and SACSCOC, QEP accreditation standards, with selection and development of the proposal through a college-wide representative process.

Chapter 4 Academic Coaching and Mentoring

The Principles of Accreditation state, “At the heart of SACSCOC’s philosophy [is]...that each member institution is engaged in ongoing improvement of its programs and services and can demonstrate how well it fulfills its stated mission” (SACSCOC, 2018, p. 4). The *COMPASS* proposal includes an appraisal of identified areas for ongoing improvement in personalizing relationships with students, academic goal setting and achievement, and student motivation and mattering. Informed by the successes of smaller-scale coaching and mentoring activities college-wide, the QEP aligns with DSC’s mission, emphasizing student success, excellence, and innovation.

As an open-access institution, DSC is committed to providing a starting point for individuals who may experience barriers to academic success, while also recognizing a range of individual student factors influencing enrollment, engagement, and persistence. DSC students range in age from 12-years (dual-enrolled) to 83-years old, including first-generation, first-time-in-college (FTIC), veterans, parents, and individuals lacking residence, as well as more traditional students, defining a diverse sociocultural milieu at DSC. New college applicant challenges may include navigating academic and financial procedures and skills, along with the cultural, social, and emotional transition of college participation.

Current college-wide retention and completion programs include differentiated delivery of in-person, online, and hybrid courses and programs, academic advising and career counseling, supplemental instruction and tutoring services, early alert systems, and a range of resources to address social and economic needs. DSC also offers additional engagement programs for specific students identified for individual assistance toward academic and sociocultural goals (Table 8). For example, DSC offers two TRiO programs (Talent Search and Student Support Services) to assist low-income, first-generation students and individuals with disabilities. These grant-funded federal outreach and student services programs include personal and academic counseling, mentoring and guidance. In the 2020-2021 academic year, DSC’s Student Support Services program served 210 program-eligible first-generation college students, reporting a retention rate of 91%. This retention rate is significantly higher than the 51% five-year average (fall 2016 - fall 2021) for A.A. students.

Table 8: Current DSC Student Support Activities and Populations

| Program | Services Provided | Population Parameters |
|---|--|---|
| CCAMPIS (Child Care Access Means Parents In School) | <ul style="list-style-type: none"> • Financial literacy coaching; • Financial support; • Childcare referral; • Falcon’s Nest family friendly study area. | <ul style="list-style-type: none"> • Federal grant (US DoE); • Student parents; • Pell grant recipient |
| MOCI (Men of Character Initiative) ³ | <ul style="list-style-type: none"> • Mentoring; • Career transition; • Cultural enrichment; • Student advocacy | <ul style="list-style-type: none"> • Male; • Student of color; • First-time enrolled. |

³ In Summer 2023 the MOCI program transitioned to the Falcon First Generation Success Program. Services indicated above are consistent. The population parameters have expanded to include all students who are the first in their family to attend college and whose parents or guardians did not complete a four-year degree.

| | | |
|---------------------------------------|--|--|
| | <ul style="list-style-type: none"> • Personal development; • Academic advising and monitoring. | |
| TRiO Student Support Services | <ul style="list-style-type: none"> • Personal and academic counseling; • Career guidance; • Mentoring; • Tutoring; • Cultural enrichment/ campus involvement. | <ul style="list-style-type: none"> • Federal grant; • Low-income; • Pell grant recipient; • First-generation; • Individual with disability. |
| Falcon HOPE Center | <ul style="list-style-type: none"> • Community referral; • Food, clothing, emergency funds. | <ul style="list-style-type: none"> • Self-referred, all DSC students can apply; • Resource availability. |
| Fresh Start | <ul style="list-style-type: none"> • Success skills; • Student cohort/mentor relationship; • Financial literacy coaching; • Financial support. | <ul style="list-style-type: none"> • Pre-enrollment; • Pell grant recipient; • Application required- unmet needs; • Vocational certificate students. |
| Veterans Services | <ul style="list-style-type: none"> • Transition coaching; • Application guidance; • Financial literacy and support. | <ul style="list-style-type: none"> • Student Veterans eligible under the Dept of VA Educational Benefits Program. |
| Quanta- Honors College | <ul style="list-style-type: none"> • Cohort relationship/ “community cluster”; • Group thematic learning; • Teaching and library support; • Tutoring; • Discussion groups; • Financial support; • Student lounge and computers; • Academic coaching- choosing a major and transfer to B.A. | <ul style="list-style-type: none"> • By application; • Honors-interested students. |
| Homeless Services- Falcon HOPE Center | <ul style="list-style-type: none"> • Tuition waiver; • Transportation assistance; • Textbook assistance; • Mentoring. | <ul style="list-style-type: none"> • Students who lack a fixed residence; • By application, with support from an agency whose mission is to assist homeless individuals. |
| Foster Youth Services | <ul style="list-style-type: none"> • Financial assistance; • Application assistance. | <ul style="list-style-type: none"> • Youth who is in, or has aged out of, the foster care system; • Demonstrate financial need; • Enrolled in an A.S. or Certificate program. |
| Student Clubs and Organizations | <ul style="list-style-type: none"> • Personal and professional development; • Cultural literacy; | <ul style="list-style-type: none"> • Interest-based; • Education-based; • By application. |

| | | |
|---------------------------------|--|---|
| | <ul style="list-style-type: none"> • Social networking; • Community service. | |
| Respiratory Care Peer Mentoring | <ul style="list-style-type: none"> • Peer mentoring; • Guidance, tutoring; • Social cohesion. | <ul style="list-style-type: none"> • A.S.- Respiratory Care students (1st and 2nd year). |
| Falcons In Action | <ul style="list-style-type: none"> • Volunteer (community) mentoring; • Academic and personal development. | <ul style="list-style-type: none"> • Participation in athletics at DSC. |

Academic Coaching

Academic coaching focuses on personalized support to students, aiming to develop effective transition and navigation strategies in college. This one-on-one connection between a new student and support staff provides many benefits. Academically, students have the opportunity to discuss and explore organizational skills and scholarly development resulting in clear pathways to educational and career goals. Relationally, initiating this important connection for new students in the early days of college has shown to influence student belonging and dimensions of mattering (Flett et al., 2019; Jiahui et al., 2023).

Academic coaching will include personal and professional development activities, through a collaborative approach between the student and an academic coach. The purpose of academic coaching includes identification and attainment of educational goals in consideration of the individual student’s values and self-awareness. The academic coaching program will take place after application and before enrollment and continue throughout the first year. Academic coaches will contact selected applicants through a text nudge with the following message:

*Hi, this is Crystal from DSC! I see that you’ve applied for admission. Are you ready to talk about your next steps to enroll in classes? Please respond to me below and I can reach out to help you get started.
Options: Yes Please or No Thank You*

Selected students responding “Yes” are offered an option of an in-person, virtual, or phone session. In the first meeting, the Academic Coach will welcome the student, identify their next steps in the enrollment process, and discuss the role of the Academic coach in collaborative goal-setting with the new student. Specific questions and content of the student-coach meeting will be based on the needs of the student. Example guiding questions include:

- Tell me about yourself.
- Which program(s) are you interested in, and why?
- What are you looking forward to in this program? What barriers do you predict?
- What ideas, options, or resources can we brainstorm?
- What are our next steps? What can we do in the next week toward next steps?
- Desired follow-up? Referral to other services? Include information about program-specific development, academic and non-academic.
- In comparison to when you came in today, how are you feeling about moving forward?

Academic coaching interactions will first focus on all new A.A. applicants, with coaches available through the completion of orientation and first-week activities. Continuous academic coaching will be offered for first-time-in-college (FTIC) A.A. students at specific touchpoints throughout the first year. FTIC students are those who have never attended a college or university after high school graduation or are currently earning a GED (DSC, 2023), or earned fewer than twelve (12) semester hours of transferable college credit at any institution (State of Florida, 2016). Research suggest that early intervention efforts are most effective with students new to the college experience (Harmon & Lauguico, 2021; Ricks & Warren, 2021; Ryan, 2012). Consideration of outcomes for FTIC applicants will benefit the continued process improvements for *COMPASS*. Finally, CCCSE has identified first-year success as a predictor of academic outcomes and institutional health (CCCSE, 2022). DSC’s FTIC applicants, contacted from the point of admission, are expected to benefit from coaching services, relational engagement, and bridging connections to and use of mentoring and other student support services on campus and in the community.

Academic coaching differs from academic advising. Academic advising focuses on specific directives, task-oriented guidance, and specific knowledge exchange such as course selection or career advising. Academic coaching supports relationships between students and staff, students and faculty, and identified leadership of coaches, counselors, and advisors. Both coaches and advisors play key roles in student success: while the academic advisor provides guidance for a student’s academic needs, the academic coach provides holistic, proactive support including exploring academic and non-academic skills and opportunities (Gravett et al., 2021; Martinez, 2015).

Mentoring

A mentor is a person who provides or shares wisdom, leadership, and longer-term relationships with students, usually based on the specific knowledge and experience of the mentor. While coaching and mentoring share similarities, mentors tend toward a longer-term relationship with mentees, sharing direct knowledge from the mentor’s personal experiences and often with a more informal accountability role. Mentoring has shown to be particularly effective with non-traditional students, where the psychosocial support of an experienced mentor offers validation, specific problem-solving strategies, and culturally significant partnerships for success (Crisp, 2010; Harmon & Lauguico, 2021; Lunsford et al., 2017). “Mentoring builds relationships with students, locates spaces where they get disconnected, and helps them reconnect when needed...teaching, sharing information, providing advice and feedback...[also] introducing, affirming, and befriending” (Lunsford et al., 2017). This supports the relationship between mentoring and “mattering” (addressed below) on the nation’s college campuses.

The benefits of mentoring for college students have been well-established, identified by the CCCSE as a high-impact practice resulting in achievement outcomes such as persistence and career transition, as well as a method to “reinforce engagement through relatable activities” (CCCSE, 2014, p. 31). Research indicates that students participating in mentoring report enhanced belonging, academic persistence, and mental health outcomes compared to non-

mentored peers (Crisp, 2010; Harmon & Lauguic, 2021; Tanyu & Anderson, 2023). These relationships have also been evidenced at DSC in the Homeless Services program (Table 9).

Table 9: Student Outcomes Comparison in Homeless Services 20-21

| | Students mentored | Students without a mentor |
|----------------------|-------------------|---------------------------|
| Number of students | 18 | 18 |
| Grade point average | 3.35 | 1.15 |
| Total credits earned | 188 | 59 |
| Students withdrawn | 0 | 6 |

COMPASS proposes expanding student access to mentor-mentee relationships. DSC currently has selective services including mentoring activities described in Table 8.

Mattering

Initiating and sustaining relationships with students is highly valued at DSC. Academic coaching and mentoring activities intend to enhance welcoming relationships, show students that they are a welcome and important part of the learning community, and show students they are a central component of the college. This experience is described in social psychological literature as *mattering*.

Research indicates that mattering influences motivation, achievement, and success outcomes for students (Felten & Lambert, 2020; Flett et al, 2019; Flett, et al., 2022), where “meaningful relationships are fundamental to effective learning and teaching...[leading to] a call to explore ways of fostering connections, authenticity and responsiveness” in higher education (Gravett et al., 2021, p. 5). A brief general mattering scale (GMS) includes:

- 1) How important are you to others?
- 2) How much do others pay attention to you?
- 3) How much would you be missed if you went away?
- 4) How interested are others in what you have to say?
- 5) How much do other people depend upon you?

The mattering scale items correlate with other predictors of student success, such as dimensions of social support, self-esteem, and life purpose and meaning (Davis et al., 2019; Flett et al., 2019), factors influencing the development of COMPASS activities. Further discussion of assessment and evaluation of mattering for COMPASS outcomes is described in Chapter 5.

Student Mentor Liaison

A Student Mentor Liaison will be hired as a student representative and bridge to existing and enhanced mentoring opportunities. The Student Mentor Liaison will maintain a database and resource list of existing mentoring programs and help students, faculty, and staff easily connect to mentoring supports. This will serve an important role in connecting activities of academic coaching to ongoing development activities of mentoring. This student staff member will also

provide representation of mentoring at student-centered activities, such as DSC's Welcome Back Week, Homecoming, and Resource Fair events.

Faculty Mentoring

In previous years, DSC explored the topic of mentoring through a Mentoring Subcommittee as part of the college-wide Retention Committee in an effort to enhance student-faculty relationships. Mentoring also aligns with a key assessment item for faculty performance at DSC: "Mentoring & Advising" is defined by DSC as advising activities, work hours in student support centers, participation in new faculty mentoring, peer mentoring, or adjunct mentoring (Appendix D). While some faculty expressed interest in mentor-mentee relationships with students, the volunteer nature of these activities lacked the structure, guidance, and training for sustainability.

Establishing a specific design and delivery for faculty mentoring has been identified as a key aspect of *COMPASS*. In 2013, DSC received approval for its 2013 QEP *Learn to SOAR* proposal as part of its SACSCOC decennial reaffirmation of accreditation (DSC, 2013). The 2013 QEP established a first-year seminar course SLS (Student Life Skills) 1122: Managing Your Success, designed to help students transition to college and become engaged learners. The course has continued to be offered and currently is required of all A.A. students, who also represent our identified population for *COMPASS* mentoring activities, thus providing a sample for implementation of mentoring in the curriculum design.

Intentional informal mentoring is a mentoring model that takes advantage of easily identifiable developmental relationships, such as those found between faculty and student (Inzers & Crawford, 2005). Toward implementation of intentional informal mentoring for *COMPASS*, two selected Faculty currently teaching SLS 1122 will integrate mentoring activities into their course plan for Fall 2023 in a pilot program. These activities include:

- One group mentoring session with the course instructor. The whole class will be invited to a 1-hour informal session (outside of class time). Voluntary attendees will be provided information on the purpose of mentoring, and an open invitation to ask the instructor questions about successes and failures, development opportunities, goal setting, and experiences. Participants will evaluate the session as it relates to identified *COMPASS* outcomes.
- One individual one-on-one session during class. Leveraging current mid-semester check-in activities, reserved time during class to meet with each student, ranging 3-10 minutes. For the purpose of *COMPASS*, participating faculty and students will also evaluate this session as it relates to identified outcomes.
- Mentor meeting assignment. Each student will be assigned an outside mentor (i.e., an employee or peer student, other than the instructor) with whom they will meet 2-3 times per semester using guided questions to shape the conversation. Students will reflect on the experience as part of the assignment.

These selected activities represent a pilot implementation of faculty mentoring for two SLS1122 sections for Fall 2023. The assessment and evaluation of these activities will influence continued expansion of faculty mentoring activities to additional SLS sections, as well as contribute to the development of a Faculty Mentoring Toolkit. A Toolkit will include brief training modules and

best practices identified by the National Mentoring Resource Center (2023), with specific adaptations made for the DSC context.

Technology

Prior to the COVID-19 pandemic student support visits college-wide were available on a walk-in basis, with no necessary reservation or limit. New applications were reviewed manually, and the online application had limited customization for unique student needs and accessibility. Faculty and staff were able to identify students through an alert system, resulting in a form email to the student and a note to the advisor; however, there was limited personalization in the email. No referral or early alert to alternate support services, such as Counseling and Accessibility Services or Academic Support Centers, was available with this technology.

As DSC shifted to appointment-based services, virtual visits, and virtual events to ensure proper social distancing and crowd control, in response to the pandemic, a need was identified to evaluate our current use of technology. With the support from the US Department of Education Higher Education Emergency Relief Fund, DSC is currently implementing TargetX, a customer relationship management interface with a specific design for the needs of a large college. With this software tool, key staff can eliminate manual tasks, such as reviewing applications, allowing more time for individualized support for students. This technology also provides the user the ability to monitor student use of advising and support visits, special events, and academic activities, in a single location (TargetX, 2021). These activities may help with the prediction of student success in achieving their educational goals.

Improving the use of student-focused technology will enhance the use of data-based decision making for *COMPASS* activities as TargetX allows point-in-time updates integrating enrollment, academic, and support activities. Improved technology has also been identified as a factor in student experiences, specifically student ability to interact with faculty, other students, and simplified engagement processes (Alshehri & Cumming, 2020; Jaggars & Fletcher, 2014). The implementation of TargetX is aligned with *COMPASS* goals. As specific elements of TargetX will improve identifying, assessing, and evaluating selected student outcomes for *COMPASS*, this technology implementation has been identified as part of the continuous improvement process.

Student Success

Student success generally describes the overall achievement, well-being, and readiness experienced as a result of engagement with educational activities, beyond grades and graduation (Kinzie, 2019). This can include a range of indicators, including academic performance, retention, motivation and mattering in the collaborative learning environment. Research notes that “Engaged learning is a gateway...students who engage more frequently in purposeful activities both in and outside the classroom get better grades, are more satisfied, and are more likely to persist and graduate” (Kinzie, 2019, p. 27).

The *COMPASS* working hypothesis is that if students are better able to connect with a supportive individual on campus through academic coaching and mentoring, in addition to also receiving academic advising, they are more likely to persist, engage, work with this person if they have a

problem, and stay the course. Evidence also indicates that new students that have a clearly defined educational pathway, with encouragement to stay the course and ongoing monitoring, are more likely to stay motivated (Harmon & Lauguico, 2021; Jiahui et al., 2023; Kinzie, 2019). Thus, *COMPASS* brings together these processes for students, engages students in relationships at the point of admission to the college, and connects students to ongoing relationships of mattering.

Knowledge and Use of Student Services

DSC's research and institutional planning guiding the selection of *COMPASS* included recognition of the importance of students' knowledge and use of support services. Another working hypothesis is that students will demonstrate an increased and diversified use of support services on campus due to the individual intervention efforts of academic coaches and mentors. First, it is expected that individualizing knowledge about student services encourages student consideration of connecting with available supports. Second, research indicates that academic and developmental help-seeking and the presence of social supports predicts engagement, motivation, and retention for community college students (Fong et al., 2021; Harmon & Lauguico, 2021; Jiahui et al., 2023; Li & Xue, 2023). Available evidence suggests that knowledge and use of student services for first-year community college applicants has a positive impact on institutional outcomes such as yield, persistence, and retention, as well as influencing individual outcomes of motivation and engagement (CCCSE, 2022; Donaldson et al., 2016).

Defined Educational Goals

Defined educational goals for community college students may include course or certificate completion, degree conference, or advancing vocational skills. Goals provide clarity in direction, allow students to evaluate and modify progress toward an imagined future, and support engagement in an educational journey. For new students, collaborative educational goal-setting allows for self-reflection on academic and career development, and evaluation of strengths and barriers to success. Defined educational pathways has been identified as a high-impact educational practice, to the extent that the American Association of Community Colleges has established an open access model and assessment tools to support these pathways in community college (AACC, 2023).

College students are more likely to complete a degree in a timely fashion if they choose a program and develop an academic plan early on, have a clear road map of the courses they need to take to complete a credential, and receive guidance and support to help them stay on the path (AACC, 2023, ¶1).

DSC understands the importance of an educational pathway. While some new applicants may have a clear idea of their course of study, many A.A. degree-seeking students begin their courses without an identified area of study or completion plan. Currently at DSC, A.A. students achieving 24 credit hours that have not declared a major of study have a hold placed on their academic account and are directed to schedule an advising session. Students without a declared plan will provide a comparative baseline for *COMPASS* efforts of proactive coaching. DSC has consistently analyzed these data for a number of years and anticipates that first-year students participating in academic coaching will be more likely to have an identified educational pathway

as these students will have had enhanced opportunities to reflect on goals and development prior to completing 24 credits.

Measurable Outcomes

In considering goals for *COMPASS* at DSC, the following specific and measurable outcomes are identified:

1. DSC will establish and operationalize an Academic Coaching & Mentoring Program.
2. Participating students will demonstrate awareness of enrollment processes and academic and non-academic supports and show utilization of established supports.
3. Participating students will declare a major (including an educational goal) within their first 24-credit hours of enrollment.
4. Participating students will assess their connection to matriculation as it relates to their participation in academic coaching and mentoring.

Student success outcomes will be formatively and summatively evaluated and detailed descriptions of these processes are included in Chapter 5.

Stakeholder Engagement and Assessment

COMPASS was announced as the selected QEP during Fall Planning 2022, a college-wide welcome back event that included social and professional development activities for instructional and non-instructional staff and leadership. *COMPASS* was also announced in the first Student Government Association meeting of Fall 2022, and again in Spring 2023 following SGA elections. Having some familiarity with the QEP due to the comprehensive planning, selection, and development process, ongoing engagement and assessment has included campus and community updates and activities. A Communication and Engagement calendar is a dynamic form currently maintained by the QEP Implementation Team and stays continuously updated to take advantage of small- and large-scale opportunities for engagement and feedback. A snapshot of past and scheduled activities through the start of Fall term is included in Table 10.

Ongoing stakeholder engagement activities have included qualitative feedback through interviews and feedback forums. Selected students provided machine design of a 3-D logo and *COMPASS* keychains for distribution, and student volunteers supported video production updates on the status of *COMPASS* for Staff Education Days. In the coming academic year, administration of the CCSSE and CCFSSSE will offer quantitative feedback on changes in student-faculty interactions. Continuous assessment and evaluation activities are further described in Chapter 5.

Table 10: QEP Communication and Engagement Calendar

| Date | Activity | Community/Constituency |
|----------|--|--|
| Aug 2022 | Fall Planning Announcement Website update 1:1 Work sessions- Faculty 1:1 Work sessions- Adjunct | All staff and faculty Campus and community Academic Affairs, instructional staff |
| Sep 2022 | Planning Council Senior Academic Leadership Team (SALT) | Cross-constituency leadership Senior academic leadership |

| | | |
|------------|--|--|
| | Constituencies Leadership Faculty Senate | Elected faculty |
| Oct 2022 | Student Government Association (SGA) Planning Council SALT Faculty Senate | Student representatives Cross-constituency leadership Senior academic leadership Elected faculty |
| Nov 2022 | Call for appointments for QEP Director- college-wide Planning Council SALT Faculty Senate | Campus community Cross-constituency leadership Senior academic leadership Elected faculty |
| Jan 2023 | 2 nd call for appointments for QEP Director- college-wide Planning Council SALT Faculty Senate | Campus community Cross-constituency leadership Senior academic leadership Elected faculty |
| March 2023 | Website update Feedback forum and email address SALT College of Arts and Sciences Adjunct Planning Meeting | Campus and community Senior Academic Leadership Part-time academic faculty |
| April 2023 | Faculty Senate SALT SGA Career Employee Association | Elected representatives Senior Academic Leadership Student representatives Career employees, “front of house” |
| May 2023 | Faculty Senate Retention Committee | Elected representatives Appointed instructional and non- instructional staff |
| June 2023 | SALT- Invited speaker Staff Education Days Enrollment Day Enrollment Directors Meeting College of Arts and Sciences “Chair Chat” Email to Adjuncts President’s Message | Senior academic leadership All career employees, professional employees, administrators, and department chairs Enrollment staff, applicants Students, family, community School of Social Sciences instructional and non-instructional staff All adjunct faculty in SSWL Campus and community subscribers |
| July 2023 | Falcon Central- college-wide online announcement forum Social media Enrollment Day Professional Development- Cross Training Records/Registration Meeting Admissions Meeting College of Arts and Sciences “Chair Chat” President’s Weekly Message | Campus and community subscribers Campus and community subscribers Students, family, community Enrollment Services staff Records staff Admissions staff All summer staff, SSWL Campus and community subscribers |

| | | |
|----------------|--|---|
| August 2023 | Enrollment Day Enrollment Services Staff Meetings Fall Planning Week Social Sciences Department Adjunct Planning Meeting Planning Council 1 st Fall Meeting Fall Planning – Advising Council | Students, families, applicants Enrollment Services Staff Student Development Staff All career employees, professional employees, administrators, and department chairs SSWL instructional staff Cross-constituency leadership Enrollment, Student Development, and academic affairs collaborative |
| September 2023 | Resource Fair Institutional Effectiveness Cross Training SGA Welcome Back | Students, faculty, staff Instructional and non-instructional staff Student representatives, Student Life |

Summary

COMPASS focuses on key student success outcomes and these outcomes have also been described and defined in the literature. Thus, DSC supports the implementation, evaluation, and continued improvement of this QEP. *COMPASS* is directly related to our current population, and data on process and outcomes changes has been detailed in these paragraphs. Finally, our specified outcomes are specific and measurable.

Chapter 5 Assessment

This section describes a comprehensive assessment and continuous improvement strategy beginning with the development and pilot implementation in Spring 2023, through the full implementation in Summer 2028. The goals of *COMPASS* are to advance student success by improving student belonging, connection, and use of support opportunities through academic coaching and mentoring.

Student success has been defined in literature through institutional metrics, such as successful completion rates and also student-specific factors including satisfaction and social engagement (Jiahui, et al., 2023). In defining measurable outcomes for *COMPASS*, DSC plans to complete formative and summative assessments that include both institutional and student-specific factors (Figure 5). Establishing an operational academic coaching and mentoring program is a foundational target for building a student success strategy. Student-defined success outcomes will include knowledge and use of support services, satisfaction, evaluation of mattering, and student connection between coaching and mentoring relationships as these influence student educational goals. Yield (the number of students who enroll after admission), persistence, and retention are measures that show institutional change through implementation of this college-wide program.

Figure 5: *Expected Outcomes of Academic Coaching and Mentoring*

| | |
|-----------|--|
| Outcome 1 | DSC will establish and operationalize an Academic Coaching & Mentoring Program. |
| Outcome 2 | Participating students will demonstrate awareness of enrollment processes and academic and non-academic supports and show utilization of established supports. |
| Outcome 3 | Participating students will declare a major (including an educational goal) within their first 24-credit hours of enrollment. |
| Outcome 4 | Participating students will assess their connection to mattering as it relates to their participation in academic coaching and mentoring. |

Kirkpatrick Four-Level Evaluation Model

The achievement of the program outcomes above will include direct and indirect measures of qualitative and quantitative design of student use of services. Outcome measures will also include well-accepted institutional metrics and cohort comparisons of student participants. This approach aligns closely with the widely used Kirkpatrick Four-Level Evaluation Model (Topno, 2012). This systematic approach to assess the effectiveness of program interventions in higher education includes four levels:

Level 1- Student *reaction* indicates engagement, use, and satisfaction with the new program.

Level 2- Student *learning* indicates the acquisition of new knowledge due to the intervention.

Level 3- *Behavior* change due to application of student reaction and learning. This level refers to the student's application of what was learned as part of the intervention of Academic Coaching and Mentoring.

Level 4- *Organizational results* and impact based on the reactions, learning, and behavior change of the student participants.

COMPASS is well-aligned with the Kirkpatrick Model as we propose that student engagement with support services will be influenced by enhanced contact through Academic Coaching and Mentoring (Level 1- reaction). Proactive contact with repeated messaging through multiple venues have been described as predictive of acquisition of new knowledge (Level 2- learning). Application of new learning will be demonstrated through student behavior (Level 3- behavior), such as demonstrated use of referral resources. Finally, student reaction, learning, and behavior change related to coaching and mentoring activities have been described in research in previous pages as influencing organizational outcomes (Level 4- organizational).

Table 11 details the alignment of specific *COMPASS* outcomes with this evidence-based evaluation model. Possible formative and summative assessment methodologies have also been identified for each of these outcomes. Selected assessments will be evaluated at identified intervals during the implementation timeline as part of the Implementation Team’s ongoing improvement process.

Table 11: Outcomes, Kirkpatrick Evaluation Level, and Example Assessment Methodologies

| Outcome | Kirkpatrick Level | Formative Assessment | Summative Assessment |
|--|-------------------------------|---|---|
| (1) Establish Academic Coaching and Mentoring | Level 1 Level 4 | <ul style="list-style-type: none"> • Performance review(s); • Training/professional development processes; • Institutional processes-alignment with Strategic Priorities. | <ul style="list-style-type: none"> • 4 Academic Coaches • 1 Assistant Director • 1 Mentor liaison in place. |
| (2) Demonstrate Awareness | Level 1 Level 2 Level 4 | <ul style="list-style-type: none"> • Student surveys; • Evaluation/ Performance review(s); • Evaluate content and process of Coaching contact/content; • Tracking number of students who make contact; • Trends in number of students accepting contact. | <ul style="list-style-type: none"> • Number of students contacted (Baseline). |
| (3) Use Services | Level 2 Level 3 Level 4 | <ul style="list-style-type: none"> • Analyze content and process of Coaching contact/content; • Number of students participating in Coaching events during drop-in advising; • Compare Coaching referral to services vs student access to referral; • CCSSE/CCFSSE; | <ul style="list-style-type: none"> • 3% increase in number of applicants who enrolled (yield) • Comparison to large college benchmarks; Number of students accessing services (Baseline); • 3% reduced withdrawal rate in 1st year. |

| | | | |
|--|--|---|---|
| | | <ul style="list-style-type: none"> • Focus group during Staff Education and Fall Planning; • Selected evaluation of individual Coaching contact(s) and referral to Mentoring; • Student satisfaction/student reaction; • Selected course SES indicating student's accessing services. | |
| (4) Education Plan | Level 3 Level 4 | <ul style="list-style-type: none"> • Evaluate process and point(s) of contact for students without a sub-plan; • Selected evaluation of individual Coaching contact(s) and referral to Mentoring; • Comparative success rates for targeted students college-wide as part of institutional planning/continuous improvement; • Selected course or curriculum evaluation to improve connection between sub-plan and completion (e.g., mentoring in the classroom). | <ul style="list-style-type: none"> • 2% reduction in FTIC students without a sub-plan by 24 credits; • Increased retention of FTIC AA-degree seeking students; • Comparison to large college benchmarks. |
| (5) Student Evaluation- Mattering | Level 1 Level 2 Level 3 Level 4 | <ul style="list-style-type: none"> • Student evaluation of reaction, learning, behavior/change; mattering scales; • Subjective response of individual factors of success from literature; • Comparative success rates; • Institutional process feedback-Strategic Priorities. | <ul style="list-style-type: none"> • Statistically significant completion rate of end-of term/end-of-year student evaluation (Baseline); Analysis of student success factors correlated with organizational outcomes (Baseline), e.g. # of sessions; • Pre-and post- participation survey of students comparison mattering and self-efficacy. |

Plans to Assess Outcomes

Organizational program indicators are useful metrics through which to assess organizational impact on targeted student engagement programs such as *COMPASS* and represent Level 4 of Kirkpatrick's Model described above. Target outcomes for this program include:

- A 3% increase in number of applicants who enrolled
- A 2% comparative population reduction of the number of identified students without a declared major by 24 credit hours;
- Successful organizational implementation of Academic Coaching and Mentoring, evidenced by established staff, job descriptions, and operational procedures.

There are a number of individual and psychosocial factors discussed in previous chapters influencing student success. Thus, establishing formative and summative evaluations that include student-centered parameters of success are critical for assessment and evaluation of *COMPASS*. Formative and summative assessments of student success outcomes and mattering will include program design and student participation and direct student feedback. Possible formative and summative metrics include:

- Number of participating students accessing referral services, providing baseline data allowing for comparison of future years;
- Number of student sessions showing satisfaction;
- Follow-up student surveys;
- Evaluating content of selected coaching interventions for reaction, learning, expression of belonging, and behavior change;
- CCSSE/CCFSSE comparisons from previous years and against large college benchmarks for student-faculty interactions;
- Cohort comparisons for targeted students and demographically matched students;
- Term-end/year-end targeted student evaluation including the general mattering scale and overall student satisfaction.

The formative and summative assessments proposed here will support broad program evaluation toward outcomes. Further, DSC will continue to invite ongoing feedback into these institutional processes, including student-faculty interaction and use of student supports services, through the continued administration of the Community College Survey of Student Engagement with both students and faculty. These feedback instruments, administered by DSC every three years, provided substantive feedback informing the development of *COMPASS*. Continued consideration of these surveys will also be used to consider outcomes targets for proposed *COMPASS* activities.

Implementation Timeline

The QEP Review framework calls for a well-defined five-year timeline to guide implementation, including continuous improvement and feedback processes, and assessment methods and measures. Table 12 shows DSC's five-year plan, including specific tasks, performance indicators and individuals responsible for monitoring and evaluating progress. This table also includes key dates for formative evaluation and plan adjustments as required by SACSCOC criteria.

For the pilot implementation (Year 0, Fall 2022- Summer 2023), DSC began assessing the development of *COMPASS* as a specific organizational process, including hiring and training faculty and staff toward full development and integration of *COMPASS*. Year 0 also includes establishing project baselines for institutional impact and student success, allowing us to identify opportunities for improvement.

In Year 1 (2023-2024) and Year 2 (2024-2025), DSC will assess the five identified outcomes with formative and summative assessments described in Table 12. During these implementation and development years, we also have identified specific timelines for evaluating the utility

of assessment tools. *COMPASS* proposes activities that influence student success, including individual factors such as relationship and mattering as well as educational achievement. *COMPASS* scope includes seeking continuous feedback from students, the campus community, and emerging literature to improve evaluation and assessment of these factors.

Years 3 through 5 (2025-2028) will include continued development and integration of coaching and mentoring activities across campus constituencies. We will also continue to review literature and DSC’s institutional approach to describing and evaluating student success, gather feedback from targeted students and the wider community, and improve utilized assessment tools. In Years 3 to 5 of *COMPASS*, personnel responsible for gathering and analyzing assessment data would have been identified.

Table 12: Assessment Timeline, Task, and Personnel for Specific Outcomes

| Assessment Plan and Timeline Years 1-5 | | | |
|--|--|--|---|
| Year 0 Pilot Implementation | Task | Data Source/ Performance Indicator | Units Responsible |
| Fall 2022 | <ul style="list-style-type: none"> Development of Academic Coaching & Mentoring model (Outcome 1) | <ul style="list-style-type: none"> Institutional commitment (budget); Updated processes/procedures | <ul style="list-style-type: none"> Senior Executive Staff; Enrollment Services |
| Spring 2023 | <ul style="list-style-type: none"> Hire Asst Director & Coaches (Outcome 1) | <ul style="list-style-type: none"> Job descriptions; Orientation and training plan; Space & small equipment; Acquired staff | <ul style="list-style-type: none"> Enrollment Services; Human Resources; Facilities |
| | <ul style="list-style-type: none"> Collect baseline data for institutional metrics (Outcomes 2, 3, 4) | <ul style="list-style-type: none"> Enrollment services data on yield, persistence for cohort comparison previous year; Large college benchmarks | <ul style="list-style-type: none"> Enrollment Services; Office of Institutional Effectiveness |
| Spring/Summer 2023 | <ul style="list-style-type: none"> Pilot Academic Coaching 1st year, FTIC applicants Spring B & Summer A/B (Outcomes 1, 2, 3) | <ul style="list-style-type: none"> # FTIC applicants contacted by designated Coach; # Target students respond affirmatively; Selected content of contact/Script; | <ul style="list-style-type: none"> Enrollment Services; Academic Coaches |
| | <ul style="list-style-type: none"> Communicate academic coaching & mentoring to campus community (Outcomes 1, 2) | <ul style="list-style-type: none"> Orientation materials updated; # Students participating in enrollment events; # Faculty/Staff participation and feedback; Communications calendar | <ul style="list-style-type: none"> Enrollment Services; Student Services; Academic Affairs; Marketing & Communication; QEP Implementation Team |
| | <ul style="list-style-type: none"> Collect and analyze data SP/SU 23 for targeted students (Outcomes 2, 3, 5) | <ul style="list-style-type: none"> FTIC yield change rates- cohort comparison; Selected content of contact; Student satisfaction surveys; Change in use of referral resources. | <ul style="list-style-type: none"> Enrollment Services; Student Services; Office of Institutional Effectiveness. |
| | <ul style="list-style-type: none"> Pilot implementation improved early-alert system (Outcomes 1, 3) | <ul style="list-style-type: none"> #Faculty trained; #Faculty use | <ul style="list-style-type: none"> Academic Affairs; Technology Advisory Board; Senior Executive Staff; |

| | | | <ul style="list-style-type: none"> • Enrollment Services; • Student Services |
|---------------------------|---|--|--|
| Year 1 2023-24 | Task | Data Source/ Performance Indicator | Unit(s) Responsible |
| Fall 2023 | <ul style="list-style-type: none"> • Develop FTIC student survey- belonging & efficacy (Outcomes 1, 2, 3, 4, 5) | <ul style="list-style-type: none"> • Survey developed integrating satisfaction and mattering scales | <ul style="list-style-type: none"> • Enrollment Services; • Student Services; • Academic Affairs (SLS); • Senior Executive Staff |
| | <ul style="list-style-type: none"> • Communicate coaching model to Faculty during Fall Planning Week (Outcome 1) | <ul style="list-style-type: none"> • Fall Planning materials updated; • # Faculty participation and feedback | <ul style="list-style-type: none"> • Enrollment Services; • Student Services; • Academic Affairs |
| | <ul style="list-style-type: none"> • Implement academic coaching 1st year, FTIC applicants Fall (Outcome 1, 2, 3) | <ul style="list-style-type: none"> • # FTIC applicants contacted by designated Coach; • # Targeted students responding affirmatively; • Selected content of contact/Script | <ul style="list-style-type: none"> • Enrollment Services |
| | <ul style="list-style-type: none"> • Hire and train Student Mentor Liaison (Outcome 1) | <ul style="list-style-type: none"> • Job descriptions; • Orientation and training plan; • Space & small equipment; • Acquired staff | <ul style="list-style-type: none"> • Student Services; • Human Resources; • Facilities |
| | <ul style="list-style-type: none"> • Develop SLS1122 mentor curriculum content and in-class assessment tool (Outcome 1) | <ul style="list-style-type: none"> • Institutional processes- curriculum content; • # Faculty participation and feedback • Pilot mentor assignment | <ul style="list-style-type: none"> • Enrollment Services; • Student Services; • Academic Affairs (SLS); • Targeted faculty |
| Spring 2024 | <ul style="list-style-type: none"> • Implement full-term academic coaching 1st year, FTIC applicants Spring (Outcomes 1, 2, 3) | <ul style="list-style-type: none"> • # FTIC applicants contacted by designated Coach; • # Target students respond affirmatively; • Selected content of contact/Script; | <ul style="list-style-type: none"> • Enrollment Services |
| | <ul style="list-style-type: none"> • Campus implementation improved early-alert system (Outcomes 1, 3) | <ul style="list-style-type: none"> • #Faculty trained; • #Faculty use | <ul style="list-style-type: none"> • Academic Affairs; • Technology Advisory Board; • Senior Executive Staff; • Enrollment Services; • Student Services |
| | <ul style="list-style-type: none"> • Implement SLS1122 mentor curriculum content (Outcomes 1, 2) | <ul style="list-style-type: none"> • Updated curriculum material; • Institutional process “student support hours” and mentor assignment | <ul style="list-style-type: none"> • Student Services; • Academic Affairs (SLS) |
| | <ul style="list-style-type: none"> • Collect and analyze data Fall 23 for targeted students (Outcomes 2, 3, 5) | <ul style="list-style-type: none"> • FTIC yield change rates- cohort comparison; • Selected content of contact; • Student satisfaction surveys; • Change in use of referral resources; • Persistence Fall-Spring; | <ul style="list-style-type: none"> • Enrollment Services; • Student Services; • Office of Institutional Effectiveness |

| | | | |
|-----------------------|--|--|---|
| | <ul style="list-style-type: none"> Evaluate awareness and use of coaching and mentoring services for SLS1122 students (Outcomes 2, 3) | <ul style="list-style-type: none"> End-of-term assessment; Student satisfaction surveys; Focus groups; | <ul style="list-style-type: none"> Collection: Selected SLS 1122 Faculty; Academic Affairs; Analysis: Enrollment & Student Services; Academic Affairs |
| Summer 2024 | <ul style="list-style-type: none"> Cohort comparison, presence of sub-plan for targeted students (Outcomes 3, 4) | <ul style="list-style-type: none"> Enrollment metrics- number of targeted students with an identified education goal, cohort comparison with previous year students w/o coaching | <ul style="list-style-type: none"> Enrollment Services; Office of Institutional Effectiveness |
| | <ul style="list-style-type: none"> Collect and analyze implementation data for 1st year (Outcomes 1, 2, 3, 4, 5) | <ul style="list-style-type: none"> Institutional metrics- yield, persistence, withdrawal, staffing/institutional processes; Student success metrics- surveys | <ul style="list-style-type: none"> Enrollment Services; Student Services; Office of Institutional Effectiveness; Academic Affairs |
| | <ul style="list-style-type: none"> Evaluate student success strategies and academic coaching workflow toward identified outcomes (Outcomes 1, 2, 3, 4, 5) | <ul style="list-style-type: none"> Focus group; Best practices/literature; Survey outcome; Committee reflection; Performance evaluations; One year Impact Report | <ul style="list-style-type: none"> Planning Council; Senior Executive Staff; Enrollment Services; Student Services; Office of Institutional Effectiveness; Academic Affairs; QEP Implementation Team |
| | <ul style="list-style-type: none"> Evaluate workflow following implementation of early-alert system (Outcomes 1, 3) | <ul style="list-style-type: none"> Focus group(s); Faculty survey; Usage reports; #Faculty used; #Students contact/follow-up | <ul style="list-style-type: none"> Academic Affairs; Technology Advisory Board; Senior Executive Staff; Enrollment Services; Student Services |
| | <ul style="list-style-type: none"> Expand mentor curriculum to Campus Directors for integration into SLS 1122 at regional campuses | <ul style="list-style-type: none"> Updated curriculum material; Institutional process “student support hours” and mentor assignment | <ul style="list-style-type: none"> Enrollment Services; Campus Services; Student Services; Academic Affairs (SLS) |
| Year 2 2024-25 | Task | Data Source/ Performance Indicator | Unit(s) Responsible |
| Fall 2024 | <ul style="list-style-type: none"> Fall Planning focus groups, share outcomes, continuous improvement (Outcomes 1, 2, 3, 4, 5) | <ul style="list-style-type: none"> Focus group(s); Faculty feedback; #Faculty participating; Institutional processes | <ul style="list-style-type: none"> Enrollment Services; Campus Services; Student Services; Academic Affairs; Office of Institutional Research |
| | <ul style="list-style-type: none"> Evaluate/re-establish baseline and/or comparative data for academic coaching & mentoring (Outcomes 1, 2, 3, 4, 5) | <ul style="list-style-type: none"> Institutional metrics; Student success metrics; Best practices/literature; Evaluation of targeted demographics/ student population subsets | <ul style="list-style-type: none"> Enrollment Services; Student Services; Office of Institutional Research |

| | | | |
|----------------------------|--|---|---|
| | <ul style="list-style-type: none"> Expand mentor curriculum to additional Faculty (Outcomes 1, 2, 3) | <ul style="list-style-type: none"> Updated curriculum material; Institutional processes | <ul style="list-style-type: none"> Enrollment Services; Campus Services; Student Services; Academic Affairs |
| | <ul style="list-style-type: none"> Continue academic coaching target students (Outcomes 1, 2, 3) | <ul style="list-style-type: none"> # FTIC applicants contacted by designated Coach; # Target students respond affirmatively; Selected content of contact/Script | <ul style="list-style-type: none"> Enrollment Services |
| Spring 2025 | <ul style="list-style-type: none"> Evaluate awareness and use of coaching and mentoring services for SLS1122 students (Outcomes 2, 3) | <ul style="list-style-type: none"> End-of-term assessment; Student satisfaction surveys; Focus groups; | <ul style="list-style-type: none"> Collection: Selected SLS 1122 Faculty; Academic Affairs; Analysis: Enrollment & Student Services; Academic Affairs |
| | <ul style="list-style-type: none"> Collect and analyze data Fall 24 for targeted students (Outcomes 2, 3, 5) | <ul style="list-style-type: none"> FTIC yield change rates- cohort comparison; Selected content of contact; Student satisfaction surveys; Change in use of referral resources; Persistence Fall-Spring; | <ul style="list-style-type: none"> Enrollment Services; Student Services; Office of Institutional Effectiveness |
| | <ul style="list-style-type: none"> Evaluate early-alert system related to target outcomes and coaching & mentoring workflow/analytics (Outcomes 1, 3) | <ul style="list-style-type: none"> Institutional processes; #Faculty use; #Students contact; #Students follow-up/ referral services; Identified outcomes | <ul style="list-style-type: none"> Enrollment Services; Student Services; Office of Institutional Effectiveness; Technology Advisory Board |
| Summer 2025 | <ul style="list-style-type: none"> Collect and analyze data for 2nd year (Outcomes 1, 2, 3, 4, 5) | <ul style="list-style-type: none"> Institutional metrics- yield, persistence, withdrawal, staffing/institutional processes; Student success metrics- surveys, student use comparisons, educational plan outcomes, SLS1122 pre-post assessment | <ul style="list-style-type: none"> Enrollment Services; Student Services; Office of Institutional Effectiveness; Academic Affairs |
| | <ul style="list-style-type: none"> Evaluate student success strategies and academic coaching & mentoring workflow toward identified outcomes (Outcomes 1, 2, 3, 4, 5) | <ul style="list-style-type: none"> Focus group; Best practices/literature; Survey outcome; Committee reflection; Performance evaluations; Two-year Impact Report | <ul style="list-style-type: none"> Planning Council; Senior Executive Staff; Enrollment Services; Student Services; Office of Institutional Effectiveness; Academic Affairs; QEP Implementation Team |
| Years 3-5 2025-2028 | Task | Data Source/ Performance Indicator | Unit Responsible |
| Fall Term | <ul style="list-style-type: none"> Collaborate with Student Life/SGA for Mentoring Club (Outcomes 1, 2, 3, 5) | <ul style="list-style-type: none"> #Students contacted; #Students participating; Pre-post participation survey; Focus groups; | <ul style="list-style-type: none"> Student Services; Student Life; Academic Affairs; Student Government |

| | | | |
|-------------|--|--|---|
| | | <ul style="list-style-type: none"> • Reflective feedback | |
| | <ul style="list-style-type: none"> • Fall Planning focus groups, share outcomes, continuous improvement (Outcomes 1, 2, 3, 4, 5) | <ul style="list-style-type: none"> • Focus group(s); • Faculty feedback; • #Faculty participating; • Institutional processes | <ul style="list-style-type: none"> • Enrollment Services; • Campus Services; • Student Services; • Academic Affairs; • Office of Institutional Research |
| | <ul style="list-style-type: none"> • Evaluate/re-establish baseline and/or comparative data for academic coaching & mentoring (Outcomes 1, 2, 3, 4, 5) | <ul style="list-style-type: none"> • Institutional metrics; • Student success metrics; • Best practices/literature; • Evaluation of targeted demographics/ student population subsets | <ul style="list-style-type: none"> • Enrollment Services; • Student Services; • Office of Institutional Research |
| | <ul style="list-style-type: none"> • Expand mentor curriculum to additional Faculty (Outcomes 1, 2, 3) | <ul style="list-style-type: none"> • Updated curriculum material; • Institutional processes | <ul style="list-style-type: none"> • Enrollment Services; • Campus Services; • Student Services; • Academic Affairs |
| | <ul style="list-style-type: none"> • Provide professional development/best practices training for selected coaches, mentors, leadership (Outcomes 1) | <ul style="list-style-type: none"> • Performance and job evaluation; • Institutional processes; • #Conferences/CEs attended; • Reflective feedback; • Job satisfaction surveys | <ul style="list-style-type: none"> • Enrollment Services; • Student Services; • Academic Affairs |
| | <ul style="list-style-type: none"> • Continue academic coaching target students (Outcomes 1, 2, 3) | <ul style="list-style-type: none"> • # FTIC applicants contacted by designated Coach; • # Target students respond affirmatively; • Selected content of contact/Script | <ul style="list-style-type: none"> • Enrollment Services |
| Spring Term | <ul style="list-style-type: none"> • Evaluate awareness and use of coaching and mentoring services for SLS1122 students (Outcomes 2, 3) | <ul style="list-style-type: none"> • End-of-term assessment; • Student satisfaction surveys; • Focus groups; | <ul style="list-style-type: none"> • Collection: Selected SLS 1122 Faculty; • Academic Affairs; • Analysis: Enrollment & Student Services; • Academic Affairs |
| | <ul style="list-style-type: none"> • Collect and analyze data previous year data for targeted students (Outcomes 2, 3, 5) | <ul style="list-style-type: none"> • FTIC yield change rates- cohort comparison; • Selected content of contact; • Student satisfaction surveys; • Change in use of referral resources; • Persistence Fall-Spring; | <ul style="list-style-type: none"> • Enrollment Services; • Student Services; • Office of Institutional Effectiveness • |
| | <ul style="list-style-type: none"> • Evaluate early-alert system related to target outcomes and coaching & mentoring workflow/analytics (Outcomes 1, 3) | <ul style="list-style-type: none"> • Institutional processes; • #Faculty use; • #Students contact; • #Students follow-up/ referral services; • Identified outcomes | <ul style="list-style-type: none"> • Enrollment Services; • Student Services; • Office of Institutional Effectiveness; • Technology Advisory Board |
| Summer Term | <ul style="list-style-type: none"> • Collect and analyze data for previous year (Outcomes 1, 2, 3, 4, 5) | <ul style="list-style-type: none"> • Institutional metrics- yield, persistence, withdrawal, staffing/institutional processes; | <ul style="list-style-type: none"> • Enrollment Services; • Student Services; |

| | | | |
|--|--|--|---|
| | | <ul style="list-style-type: none"> • Student success metrics- surveys, student use comparisons, educational plan outcomes, SLS1122 pre-post assessment | <ul style="list-style-type: none"> • Office of Institutional Effectiveness; • Academic Affairs |
| | <ul style="list-style-type: none"> • Evaluate student success strategies and academic coaching & mentoring workflow toward identified outcomes (Outcomes 1, 2, 3, 4, 5) | <ul style="list-style-type: none"> • Focus group; • Best practices/literature; • Survey outcome; • Committee reflection; • Performance evaluations; • Yearly Impact Report; • 5-year Impact Report submit to SACSCOC. | <ul style="list-style-type: none"> • Planning Council; • Senior Executive Staff; • Enrollment Services; • Student Services; • Office of Institutional Effectiveness; • Academic Affairs; • QEP Implementation Team |

Data Collection

Gathering, analyzing, and reporting assessment data related to *COMPASS* will be the responsibility of the QEP Director, supported by Institutional Research, Enrollment Services, and Student Development. Key individuals will meet on a regular basis: bi-monthly during the implementation year and Year 1, and monthly in Years 2-5. This team will also report on assessment outcomes and gain feedback with the Implementation Team at regular intervals during each academic term during the implementation Year 0 and Year 1. Beginning in Year 2 and through Year 5, the reporting and continuous improvement processes will be integrated into institutional processes, and will also be supported by the Planning Council and additional selected committees. Documentation of evaluation and assessment data will be integrated into the college-wide annual planning process and Strategic Planning Retreat, similar to current student services offerings. This will allow DSC to evaluate student change and organizational impact and consider program modification or expansion. A mid-year assessment report and an end-of-year assessment report will be completed by the QEP Director, culminating in the 5-year Impact Report.

Results

Assessment of the operationalizing of academic coaching and mentoring activities at DSC, student reaction, learning, and behaviors resulting from this high-impact intervention, and resulting organizational impact and continuous feedback will allow DSC to demonstrate the value of relationships toward enhancing educational and career pathways and developmental motivation. As *COMPASS* continues to be implemented, DSC will continually assess it, analyzing results as they relate to strategic planning and emerging evidence on student success.

Adjustments to *COMPASS* might include consideration of DSC’s unique diversity of students, and campus culture dynamics as DSC continues to expand residential and student services facilities. The Implementation Team will also continue to evaluate implementation and development across regional campuses.

As detailed above, *COMPASS* will be regularly monitored toward the identified outcomes of the program, including reviewing implementation activities and resources against the stated timeline and budget. Monitoring will focus on the following questions:

- Does it appear, based on the current implementation strategy and available data, that *COMPASS* will achieve stated outcomes?
- Is *COMPASS* being implemented as stated in the QEP?
- Is new data or programming available that might align with the purposes of *COMPASS*?
- What modifications can and should occur for *COMPASS* to meet the stated objectives in a timely and suitable manner?

Annual progress monitoring and outcomes will be regularly shared with DSC students, staff, faculty, and community through identified marketing and outreach activities described in previous chapters.

Summary

The DSC community has designed and described a clear QEP proposal, with specific outcomes related to institutional development, student knowledge and use of resources, definition of educational pathways, and student report of mattering and engagement. The identified outcomes include cohort comparison and student evaluation, as well as institutional metrics including changes in yield and persistence. The formative and summative processes described here ensure quality and progress monitoring for this QEP, with an evaluation strategy aligning with Kirkpatrick's Four-Level Model of Evaluation based on student reaction and behaviors as well as organizational impact. Institutional personnel responsible for analysis of outcomes have been identified, as well as key dates and reporting structure to ensure ongoing achievement of *COMPASS* goals.

Chapter 6 Resources

Daytona State College (DSC) is committed to providing human resources and ongoing professional development, financial and logistic support, and resources for implementation, evaluation, and integration of *COMPASS*. As detailed in previous chapters, student success at DSC is integrated into all departments across all of campuses. The resources allocation described in this chapter includes a reallocation of funds for QEP development and implementation from other areas in Year 0. In subsequent years, activities of academic coaching and mentoring will be part of the normal budget process, and adequate funding will be provided to continue *COMPASS* integration and sustainability. The proposed five-year commitment of human and financial resources is described below, including institutional activities for ongoing planning and evaluation. These timelines also indicate the cross-campus stakeholders involved, including those responsible for ensuring continued commitment to development and evaluation of *COMPASS*.

Human Resources

Human resources include individuals directly responsible for the activities of *COMPASS*, which includes *new* commitment of resources. Examples include the QEP Director, Academic Coaches, Student Mentor Liaison, and Assistant Director of Enrollment Services positions. The efforts of most units and their leaders that will participate in the implementation, development, and evaluation of *COMPASS*'s activities, represent an enhancement of current professional commitments (Table 13) to student success.

Table 13: COMPASS 5-year Human Resources Commitment

| Timeline | Department | Human Resources | Institutional |
|----------------------------|---|--|--|
| Year 0 | Enrollment Services | Dean | QEP Conference; Coaching Training; Implementation & Development; Planning Council |
| | | Business Analyst | Research & Analysis |
| | | Academic Advisor-1/3-time Coach | Secondment of 1 Advisor, coaching training and activities 1/3 time |
| | Student Development | Director | Development and implementation of QEP; liaise with Enrollment Services, advise on job description and resources; Retention Committee |
| | Academic Affairs (College of Arts & Sciences) | Chair School of Social Science | Secondment- Supervision of Faculty Director; SALT |
| | | Faculty Director- QEP | New appointment- Implementation and development coordination of QEP; Faculty Senate |
| Office of the Executive VP | Associate Vice President, Institutional Development | Supervision of QEP Director and Dean, Institutional Effectiveness; Research & Analysis; Liaise with Senior Executive Staff | |
| | Dean, Institutional Effectiveness | Appointment of Faculty Director-QEP and oversight of QEP Compliance; Research & Analysis; SACS Liaison | |
| Marketing & Communications | Director | Marketing, Communication, Development of QEP Proposal, Implementation; Publications Website and social media maintenance | |

| Timeline | Department | Human Resources | Institutional |
|--------------------------------------|--|--|---|
| Year 1 (2023-24) | Enrollment Services | Dean | QEP Conference; Coaching Training; Implementation & Development; Liaise with Technology Advisory Board on new technology developments; Supervise activities of AD; Planning Council |
| | | Business Analyst | Research |
| | | Asst Director (new position) | Implementation, development, continued improvement; Supervise activities of Academic Coaches; Provide coaching and training activities |
| | | Academic Coach (4 new positions) | Implementation, development, continued improvement; Provide coaching activities, liaise with Student Development and Academic Affairs. |
| | | Campus Directors | Implementation, development, continued improvement on regional campuses; Support faculty mentor development/consultation; Liaise with Student Development. |
| | Student Development | Director | Hiring, training, supervision of staff; Implementation & Development; Liaise with Technology Advisory Board on new technology developments; Retention Committee |
| | | Student Mentor Liaison | Implementation, development, continued improvement; Provide liaison activities between Enrollment Services and Student Development; maintain mentoring website and referral resources database. |
| | Academic Affairs (College of Arts & Sciences) | Chair School of Student Life Skills | Secondment- Supervision & Resource for course development and student educational materials; SALT |
| | | Faculty Director-QEP - School of Social Science | Development, continuous improvement coordination of QEP; Impact report; Faculty Senate |
| | Office of the Executive VP | Associate Vice President, Institutional Development | Supervision of QEP Director and Dean, Institutional Effectiveness; Research & Analysis; Liaise with Senior Executive Staff |
| Dean, Institutional Effectiveness | | QEP oversight and compliance; Research & Analysis; SACSCOC Liaison; Attend SACSCOC Summer Institute and Annual Meeting | |
| Marketing & Communications | Director | Marketing, Communication of QEP continuous improvement; Publications Website and social media maintenance | |
| Timeline | Department | Human Resources | Institutional |
| Year 2 (2024-25) | Enrollment Services | Dean | Evaluation of early-alert implementation; Evaluation of resources; Development; Supervise activities of AD; Annual Impact Report; Contribute to Impact Report; Planning Council |

| | | | |
|--|---|---|---|
| | | Business Analyst | Research & Analysis; Annual Impact Report |
| | | Asst Director | Evaluation of job description and performance; continued improvement; Supervise activities of Academic Coaches; Provide coaching and training activities |
| | | Academic Coaches | Continued improvement; Evaluation of job description and performance; Provide coaching activities, liaise with Student Development and Academic Affairs; |
| | | Campus Directors | Continued improvement; Integration into SLS courses, evaluation of early-alert implementation |
| | Student Development | Director | Evaluation of resources; Ongoing improvement of mentoring implementation; Hiring, training, supervision of student staff; contribute to Impact Report. Advise Academic Affairs on curriculum development; Retention Committee |
| | | Student Mentor Liaison | Continued improvement; Provide liaison activities between Enrollment Services and Student Development; maintain website and referral resources database; Liaise with Student Life for Mentor Club. |
| | Academic Affairs (College of Arts and Sciences) | Chair- SLS | Supervision & Resource for Course development and student educational materials; Contribute to Impact Report; SALT |
| | | Faculty- SLS Faculty Director-QEP | Liaise with Student Development; Course development updates, develop student educational material; Conduct pre-post evaluation of student knowledge and use; Conduct student surveys; Faculty Senate |
| | Office of the Executive VP | Associate Vice President, Institutional Development | Supervision of QEP Director and Dean, Institutional Effectiveness; Research & Analysis; Liaise with Senior Executive Staff |
| | | Dean, Institutional Effectiveness | QEP oversight and compliance; Research & Analysis; SACS Liaison; Attend SACSCOC Summer Institute and Annual Meeting |

| Timeline | Department | Human Resources | Institutional |
|---------------------|---------------------|------------------|--|
| Years 3-5 (2025-26) | Enrollment Services | Dean | Continuous improvement; Evaluation of resources; Development; Supervise activities of AD; Contribute to Impact Report; Planning Council |
| | | Business Analyst | Research & Analysis; 5-year Impact Report |
| | | Asst Director | Evaluation of job description and performance; continued improvement; Supervise activities of Academic Coaches; |
| | | Academic Coaches | Provide coaching and training activities; Continued improvement; Evaluation of job description and performance; Provide coaching activities, liaise with Student Development and Academic Affairs; |

| | | | |
|--|----------------------------|---|---|
| | | Campus Directors | Continued improvement; Integration into SLS courses, evaluation of early-alert implementation |
| | Student Development | Director | Evaluation of resources; Ongoing improvement of mentoring implementation; Hiring, training, supervision of student staff; contribute to Impact Report. Advise Academic Affairs on curriculum development. Advise Student Life on Mentor Club; Contribute to 5-year impact report; Retention Committee |
| | | Student Mentor Liaison | Continued improvement; Provide liaison activities between Enrollment Services and Student Development; maintain website and referral resources database; Liaise with Student Life for Mentor Club |
| | Student Life | Director | Advise student representatives and support ongoing development of Mentor Club; Resource management for Mentor Club; Liaise with student representatives continuous improvement; Liaise with Student Development and Academic Affairs on club activities; Planning Council |
| | Academic Affairs | Chair- SLS | Supervision & Resource for Course development and student educational materials; Contribute to 5-year Impact Report; SALT |
| | | Faculty- SLS Faculty Director-QEP | Liaise with Student Development; Course development updates, develop student educational material; Conduct pre-post evaluation of student knowledge and use; Conduct student surveys. Provide Faculty Advisor for Mentor Club; Faculty Senate |
| | Office of the Executive VP | Associate Vice President, Institutional Development | Supervision of QEP Director and Dean, Institutional Effectiveness; Research & Analysis; Liaise with Senior Executive Staff |
| | | Dean, Institutional Effectiveness | QEP oversight and compliance; Research & Analysis; SACS Liaison; Attend SACSCOC Summer Institute and Annual Meeting; 5-year Impact Report |

Beyond specific professional tasks designated for the implementation, development, and ongoing improvement of *COMPASS*, designated committees will also provide feedback and development support for the QEP. Senior Executive Staff, Planning Council, and the QEP Implementation Team will continue activities throughout this QEP program. Additional committees with standing agenda items for QEP and *COMPASS* reflection and feedback include Retention Committee, Senior Academic Leadership Team (SALT), and Faculty Senate. Individuals responsible for engaging feedback within these specific committees have been identified above.

Financial Resources

DSC will provide all necessary financial support to ensure that *COMPASS* is a success. Senior Executive Staff and the Board of Trustees have identified SACSCOC, the QEP, and *COMPASS* a priority for the strategic plan, mission, and college community and have committed funds for implementation and development for five years (Table 14). For Year 0, the new appointment of the QEP Director involved funds reallocated from Academic Affairs. This included in-kind and

indirect support of office space, small equipment, and office supplies. New funding for positions of four Academic Coaches, one Assistant Director, and one Student Mentor Liaison were approved for the regular budget cycle. Indirect support through the broad-based involvement of other departments, such as Marketing and Communications and Enrollment Services, will continue across all years of implementation and development. The branding of *COMPASS* has included the Marketing and Communications Department as well as student engagement. The School of Engineering Technology has provided in-kind and indirect financial support of this program, engaging students in the development of 3-D design and promotional materials such as key chains.

Table 14: COMPASS 5-year Financial Commitment

| Budget | Year 0 (Spring 2023) | Year 1 (2023-24) | Year 2 (2024-2025) | Year 3 (2025-2026) | Year 4 (2026-2027) | Year 5 (2027-2028) |
|--|----------------------------|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Implementation & Development | | | | | | |
| QEP Director salary ⁴ & benefits | \$69,000 | \$69,000 | \$70,187 | \$70,187 | \$71,394 | \$71,394 |
| Academic Coach Pilot (.25) | \$13,400 | - | - | - | - | - |
| Promotional materials & events | \$6,000 | \$6,000 | \$4,000 | \$3,000 | \$1,000 | \$1,000 |
| Office supplies | \$600 | \$400 | \$400 | \$100 | \$100 | \$100 |
| Small equipment | \$2,000 | \$400 | \$400 | \$400 | \$400 | \$400 |
| Yearly sub-totals | \$91,000 | \$75,800 | \$74,987 | \$73,687 | \$72,894 | \$72,894 |
| Implementation & Development Total | | | | | | \$461,262 |
| Academic Coaching & Mentoring | | | | | | |
| Assistant Director | \$42,900 | \$42,900 | \$43,638 | \$43,638 | \$44,389 | \$44,389 |
| Academic Coaches (FT) | \$77,000 | \$154,000 ⁵ | \$156,649 | \$156,649 | \$159,343 | \$159,343 |
| Student Mentor Liaison | - | \$8,400 | \$8,545 | \$8,545 | \$8,692 | \$8,692 |
| Training materials and supplies | \$100 | \$400 | \$400 | \$400 | \$400 | \$400 |
| Office supplies | \$600 | \$1200 | \$1200 | \$1200 | \$1200 | \$1200 |
| Small equipment | \$2,000 | \$6,000 | \$1600 | \$1600 | \$1600 | \$1600 |
| Conference attendance | - | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 |
| Yearly sub-totals | \$122,600 | \$217,500 | \$222,032 | \$222,032 | \$225,624 | \$225,624 |
| Academic Coaching & Mentoring Total | | | | | | \$1,235,412 |
| TOTAL | | | | | | \$1,696,674 |

Indirect and In-kind Resources

⁴ Salary adjustments are estimated based on 1-year cost-of-living analysis average of +1.72% over the past 10 years in Florida.

⁵ Year 0 included hiring 2 Academic Coaches; Year 1 included 4 coaches.

Indirect support is evidenced by the broad-based involvement of the departments and resources at the college in the planning and implementation of *COMPASS*. In addition to Enrollment Services and Student Development, Academic Affairs and the Office of Institutional Effectiveness have also been leading partners of the QEP leadership teams from early strategic planning processes and will continue to provide strategic guidance and support throughout the five-year plan. The Marketing and Communications Department, organizationally affiliated with Enrollment Services, is also closely supporting *COMPASS*, and thus available funds for marketing materials, and human resources toward advancing technology communications, are part of the standard operating budget.

Additional resources designated for *COMPASS* include office, meeting, and classroom spaces to support the activities of the director and staff of the program. Offices will be equipped with furniture, computers and associated software, phone, and access to printing and copying services and other daily administrative needs.

Summary

DSC will provide all necessary support toward the implementation, development, evaluation, and integration of *COMPASS* into the campus community. Human resources have been clearly identified for all stages of implementation and completion of the plan. This has included consideration of new staff directly influencing academic coaching and mentoring activities at DSC and ongoing planning, research, and evaluation of resources. DSC shows the resource capability and commitment to successfully reach the goals of *COMPASS: Coaching, Mentoring, Persistence and Student Success*.

References

- Alshehri, A. & Cumming, T.M. (2020). Mobile technologies and *knowledge* management in higher education: Students' and educators' perspectives. *World Journal of Education*, 10(1), 12-22. <https://eric.ed.gov/?id=EJ1242673>
- American Association of Community College. (2023). *Pathways*. <https://www.pathwaysresources.org/why-pathways/>
- Center for Community College Student Engagement (CCCSE). (2022). *Community College Survey of Student Success Benchmarks of Effective Practice*. https://www.ccsse.org/tools/docs/working_with_results/CCSSE_Benchmarks.pdf
- . (2014). *A matter of degrees: Practices to pathways*. https://www.ccsse.org/docs/matter_of_degrees_3.pdf
- Crisp, G. (2010). The impact of mentoring on the success of community college students. *Review of Higher Education*, 34(1), 39-60. <https://doi.org/10.1353/rhe.2010.0003>
- Davis, S.M., Lepore, S.J., & Dumenci, L., (2019). Psychometric properties and correlates of a brief scale measuring the psychological construct mattering to others. *Quality of Life Research*, 28(6), 1605-1614. <https://doi.org/10.1007/s11136-019-02118-8>
- Daytona State College. (2013, Sept 26). *Daytona State earns positive accreditation review: News release*. <https://www.daytonastate.edu/news-and-events/news-releases/2013-news-releases/sacscoc-accreditation.html>
- Daytona State College. (2023). *First time in college*. <https://www.daytonastate.edu/become-a-student/first-time.html>
- Donaldson, P., McKinney, L., Lee, M., & Pino, D. (2016). First-year community college students' perceptions of and attitudes toward intrusive academic advising. *NACADA Journal*, 36(1), 30-42. <https://doi.org/10.12930/NACADA-15-012>
- Dynarski, S., Nurshatayeva, A., Page, L.C., & Scott-Clayton, J. (2022). Addressing non-financial barriers to college access and success: Evidence and policy implications. In National Bureau of Economic Research (Ed.) *Handbook of the economics of education*, Working Paper 30054. https://www.nber.org/system/files/working_papers/w30054/w30054.pdf
- Felten, P. & Lambert, L.M. (2020). *Relationship-rich education: How human connections drive success in college*. JHU Press.
- Flett, G., Khan, A., & Su, C. (2019). Mattering and psychological well-being in college and university students: Review and recommendations for campus-based initiatives. *International Journal of Mental Health and Addiction*, 17, 667-680. <https://doi.org/10.1007/s11469-019-00073-6>
- Flett, G., Long, M., & Carreiro, E. (2022). How and why mattering is the secret to student success: An analysis of the views and practices of award-winning professors. *International*

Journal of Student Success, 6-30.

https://cdspress.ca/wpcontent/uploads/2022/12/Flett.IJSS_2022.final_.pdf

Fong, C.J., Gonzales, C., Hil-troglin Cox, C., & Shinn, H.B. (2021). Academic help-seeking and achievement of postsecondary students: A meta-analytic investigation. *Journal of Educational Psychology*, 115(1), 1-21. <https://doi.org/10.1037/edu0000725>

Gravett, K., Taylor, C.A., & Fairchild, N. (2021). Pedagogies of mattering: Re-conceptualising relational pedagogies in higher education. *Teaching in Higher Education*, 1-16. <https://doi.org/10.1080/13562517.2021.1989580>

Harmon, J. & Lauguico, S. (2021). *Mentorship, engagement, and fall to spring retention* [White Paper]. Mentor Collective. <https://blog.mentorcollective.org/mentorship-engagement-and-first-year-persistence>

Inzers, L.D. & Crawford, C.B. (2005). A review of formal and informal mentoring: Processes, problems, and design. *Journal of Leadership Education*, 4(1), 31-50. <http://bitly.ws/QivQ>

Jaggars, S. & Fletcher, J. (2014). Redesigning the student intake and information provision processes at a large comprehensive community college. *Community College Research Center CCRC Working Papers*, 72. <https://doi.org/10.7916/D8GQ6VWW>

Jiahui, W., Hailun, F., & Yuhuan, Z. (2023). A meta-analysis of the relationship between perceived social support and student academic achievement: The mediating role of student engagement. *Advances in Psychological Science*, 31(4) <https://doi.org/10.3724/SPJ.1042.2023.00552>

Kinzie, J. (2019, July 21-24). *Leading assessment and improvement for student success* [Conference presentation]. SACSCOC Institute on Quality Enhancement & Accreditation, Dallas TX. https://sacscoc.org/app/uploads/2020/01/Jillian-Kinzie_Sunday-Plenary_Presentation.pdf

Li, J. & Xue, E. (2023). Dynamic interaction between student learning behaviour and learning environment: Meta-analysis of student engagement and its influencing factors. *Behavioral Sciences*, 13(1), 59-74. <https://doi.org/10.3390/bs13010059>

Lunsford, L.G., Crisp, G., Dolan, E.L., & Wuetherick, B. (2017). Mentoring in higher education. In D.A. Clutterbuck et al (Eds.) *The Sage Handbook of Mentoring* (pp.316-334). Sage.

Martinez, J.D.M. (2015). *Academic coaching, student engagement, and instructor best practices* [Doctoral dissertation]. Walden University. <https://core.ac.uk/download/pdf/147833298.pdf>

National Mentoring Resource Center. (2023). *Resources for Mentoring Programs*. <https://nationalmentoringresourcecenter.org/resources-for-mentoring-programs/>

Ricks, J.R. & Warren, J.M. (2021). Transitioning to college: Experiences of successful first-generation college students. *Journal of Educational Research & Practice*, 11(1), 1-15. <https://files.eric.ed.gov/fulltext/EJ1300457.pdf>

Ryan, M.G. (2012). Improving retention and academic achievement for first-time students at a two-year college. *Community College Journal of Research and Practice*, 37(2), 131-134. <https://doi.org/10.1080/10668926.2012.715266>

Sorcinelli, M. & Yun, J. (2009). *Mutual Mentoring Guide*. University of Massachusetts Office of Faculty Development.

Southern Association of Colleges and Schools Commission on Colleges. (2018). *The principles of accreditation: Foundations for quality enhancement*. <https://sacscoc.org/app/uploads/2019/08/2018PrinciplesOfAcademy.pdf>

--. (2021). *Moving forward with purpose: Strategic plan 2018-2023*. <https://sacscoc.org/app/uploads/2021/04/Strategic-Goals-Full.pdf>

State of Florida. (2016). *Florida Administrative Code & Florida Administrative Register*. 6.002 Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen. file:///C:/Users/960470/Downloads/6%20002%20FTIC%20Admissions%20_FINAL.pdf

Stewart, S., Lim, D.H., & Kim, J. (2015). Factors influencing college persistence for first-time students. *Journal of Developmental Education*, 38(3), 18-20. <https://jstor.org/stable/24614019>

Tanyu, M. & Anderson, K. (2023). Voices from the field: How can we leverage mentors to build student resilience? *National Center on Safe Supportive Learning Environments, US Department of Education*. <https://safesupportivelearning.ed.gov/voices-field/how-can-we-leverage-mentors-build-student-resilience>

TargetX. (2021). *TargetX Community College Suite*. <https://www.targetx.com/community-colleges/>

Tasso, A.F., Hisli Sahin, N., & San Roman, G.J. (2021). COVID-19 disruption on college students: Academic and socioemotional implications. *Psychological Trauma Theory, Research, Practice, and Policy*, 13(1), 9-15. <https://doi.org/10.1037/tra0000996>

Topno, H. (2012). Evaluation of training and development: An analysis of various models. *IOSR Journal of Business Management*, 5(2), 16-22. <http://www.iosrjournals.org/iosr-jbm/papers/Vol5-issue2/B0521622.pdf>

Turk, J.M., Soler, M.C., & Ramos, A.M. (2022). *College and university presidents respond to COVID-19: 2020 Fall Term Survey*. American Council on Education. <https://www.acenet.edu/Documents/Presidents-Respond-COVID19-Fall2020.pdf>

United States Department of Education, National Center for Education Statistics Integrated Postsecondary Education Data System. (2021, Spring). *Digest of education statistics 2021 Table 326.30*. <https://nces.ed.gov/programs/coe/indicator/ctr/undergrad-retention-graduation>

Venegas-Muggli, J.I., Barrientos, C., & Alvarez, F. (2021). The impact of peer-mentoring on the academic success of underrepresented college students. *Journal of College Student Retention: Research, Theory & Practice*. <https://doi.org/10.1177/1521025121995988>

Appendix

Appendix A

Building on Excellence Strategic Priorities and Initiatives

Strategic Priorities and Initiatives

To fulfill its vision, carry out its mission, and live its values, Daytona State College has established the following strategic priorities and initiatives as the foundation for its future:

Ensure Academic Excellence

Offer quality educational programs that meet the academic and non-academic workforce needs of Volusia and Flagler counties and beyond.

| <i>Strategic Initiatives</i> | Strategies | Examples | Sample Measures |
|--|--|---|--|
| 1. <i>Implement and sustain high-impact educational experiences to support student success</i> | a. Use of innovative teaching practices in the classroom | First-Year Experiences; Common Intellectual Experiences; Learning Communities; Writing-Intensive Courses; Collaborative Assignments and Projects; Undergraduate Research; Diversity/ Global Learning; ePortfolios; Service Learning; Internships; Capstone Courses and Projects | A.A. and workforce completion rates; Retention of A.A. and underserved populations; Online course success |
| | b. Equip faculty with the tools and training needed to implement high impact practices | In-house professional development; Online training; Use of faculty evaluation data; Use of classroom and instructional technology | |
| 2. <i>Provide educational programs and pathways that are accessible, flexible, and affordable</i> | a. Align academic program offerings with the economic development of the region | Develop programs that meet training, skills, and workforce needs of industries in our service area; Increase career awareness through internships; Counseling; Job fairs; Regular program curriculum evaluation; Block scheduling; Promote soft skill development; | Workforce High Demand Occupations; Workforce High Skill/High Wage Earnings; AA Transfer to bachelor's degree Program |
| | b. Establish connections and engage students to close education attainment gaps | Orientation; Student Life Skills course; TRiO programs; Mentoring; Tutoring; SI; ASC; Writing Center; Extra-curricular activities | A.A. and workforce completion rates; Retention of underserved populations; Online course success |
| 3. <i>Increase the use of best practices in course and program offerings to enhance the student experience</i> | a. Refine and increase consistency through online program/course offerings | Standardize class shells in the LMS; Develop opportunities for synchronous learning for online students to foster engagement; Enhance academic support for online students | Online course success; Gateway English and Math Completion |
| | b. Provide individualized student support to close education attainment gaps | Promote digital literacy; Ensure all students demonstrate mastery of institutional and student learning outcomes; Maintain academic rigor; Early Alert System; Nudge Campaigns | Retention of underserved populations |

Enhance Student Success

Increase student development and academic support to enhance student performance, engagement, and retention.

| Strategic Initiatives | Strategies | Examples | Sample Measures |
|--|---|--|--|
| 1. <i>Provide students personalized, program-specific career and academic support to help guide them toward their academic, professional, and personal goals</i> | a. Intensify post-secondary advising and career/transfer planning for all students | Match students with program-specific/assigned academic advisors; Online academic advising; Cross training for faculty and staff within academic areas to allow them to serve a greater role in advising; Career Services in advising undecided students; Nudge Campaigns to specific student populations; Student sense of belonging | A.A. Transfer to bachelor's degree Program, Gateway English and Math Completion; A.A. and workforce completion rates |
| | b. Provide targeted academic, social, and financial support to keep students on a pathway to completion | Academic support offerings for online students and regional campuses; SI and tutoring offerings; High-touch environments for at-risk students; Scholarship; Grants | Retention of underserved populations |
| 2. <i>Leverage data and analytics to identify barriers and help students stay on a pathway to success and completion</i> | a. Track students along their pathway in real time and identify any barrier they face to provide them with resources to overcome them | Student mentoring; Identify and target at-risk students; Technology support for students; Advisors-on-the-Go; MOC!; Center for Women and Men | Retention of A.A. and underserved populations; A.A. and workforce completion rates |
| | b. Expand resources, support services, and practices that help students stay on track | Workshops; Tutoring; Advising; Enhance services/hours and increase student use of ASC, Writing Center, and Library; Embedded peer and SI tutors; Study groups | Retention of A.A. and underserved populations; A.A. and workforce completion rates |
| 3. <i>Foster a culture of collaboration among faculty and staff to promote student success</i> | a. Engage, train, and empower faculty and staff to be student advocates | Expand faculty and staff mentoring and advising programs; Cross train staff; Ready access to information | Retention of A.A. and underserved populations; A.A. and workforce completion rates |
| | b. Use data analytics to identify risk factors, success factors and effective practices that promote student success | Increase access to routine data reports on student progress and engagement; Determine efficacy of programs and initiatives | |

Building Community Partnerships

Expand and create partnerships with business, community and educational organizations that enhance the College mission and vision.

| Strategic Initiatives | Strategies | Examples | Sample Measures |
|--|---|---|--|
| 1. <i>Raise the profile of DSC in the community to increase awareness of the College's mission and services</i> | a. Enhance business relationships and provide community service | Provide DSC faculty and staff opportunities to serve the community; Networking opportunities on campus to increase awareness of DSC; Invite local businesses to attend Open Houses; Host local events; Gala; Café 101 | Public High School Graduate Capture Rate; Alumni Donors; Center for Business & Industry: Customized Training Contracts |
| | b. Promote the value of the College and the educational opportunities it provides | Expand outreach initiatives; Marketing and community service; 2+2 programs and advertise them appropriately; Invite alumni to campus to educate students on skills needed in the workplace; Engage in marketing campaign to target specific markets, enhance visibility, and advertise in appropriate locations utilizing various mediums | Dual Enrollment Headcount; Public High School Graduate Capture Rate; Recruitment of underserved populations |
| 2. <i>Develop and maintain educational partnerships that expand pathways for students.</i> | a. Expand programs and activities that engage K-12 students, teachers, and staff in promoting or preparing for higher education | Admissions reps in high schools; Expand College Experience and Open Houses; STEAM Expo; Career Pathway Guide | Dual Enrollment Headcount |
| | b. Expand programs and activities that engage K-12 students, teachers, and staff in promoting or preparing for higher | Program specific articulation agreements; Enhance transfer; College tours | A.A. Transfer to bachelor's degree Program; Workforce Continuing Education |
| 3. <i>Partner with the community organizations and businesses to increase student success, retention, and completion</i> | a. Increase collaboration and partnerships with local businesses to enhance curriculum | Job shadowing; Advisory boards; Partnerships with local non-profits; On-the-job work experience; Bring local businesses to campus to provide training/workshops to enhance a students' ability to obtain a job upon graduation; Internship | Retention of A.A. and underserved populations; A.A. and workforce completion rates; Enrollment in Continuing Workforce Education |
| | b. Involve businesses and social services in assisting students' barriers to success | Provide on-campus office space; Collaborate on Service Learning; Support community initiatives | Alumni Donors |

Emphasize Institutional Effectiveness

Ensure efficient and effective use of college resources (fiscal, physical, human, and technological).

| Strategic Initiatives | Strategies | Examples | Sample Measures |
|--|--|--|--|
| 1. <i>Provide access to technology resources and ensure proficiency in the use of technology</i> | a. Leverage technology to achieve strategic goals | Set priorities for acquisition of new technologies; Expand the use of instructional technology regardless of mode of delivery or location; Engaging technology interface for students, faculty, and staff | Retention of A.A. and underserved populations; A.A. and workforce completion rates; A.A. Transfer to bachelor's degree program |
| | b. Ensure proficiency in the use of technology (faculty, staff, students) | Robust badging system that guides employees and students through learning pathways; Map technology training needs by need/group | |
| 2. <i>Modernize existing physical and virtual spaces and reassess the need for additional physical and virtual spaces</i> | a. Provide a safe, aesthetic environment that promotes learning and engagement | Set priorities for physical and virtual refresh; Evaluate and publish the process for facilities refresh/repair | |
| | b. Create virtual spaces that are engaging and accessible | Engaging web, mobile, classroom, and other online spaces and applications | |
| 3. <i>Expand recruiting initiatives that attract qualified and diverse employees and retain employees by providing a positive work environment</i> | a. Develop a hiring and orientation process that embraces customer service, educational quality, and student success | Orientation/training for hiring teams; Evaluate and update question banks for interviewing; Evaluate appropriate staffing levels; Competitive salary and benefits; Transparent and open communication | |
| | b. Create an engaging work environment | Measure employee retention and satisfaction; Evaluate for competitive salary and benefits; Create milestone awards; Provide access to PD and further education; Better engage all employees with new learning opportunities and learning paths | |

Appendix B
Extension of Strategic Plan by District Board of Trustees

MINUTES: May 13, 2021

**MEETING: Daytona State College
District Board of Trustees**

**PLACE: Daytona State College's
Daytona Beach Campus
Wetherell Center (Bldg. 100), Room 402L
1200 W. International Speedway Blvd.
Daytona Beach, Florida**

**PRESENT: Dr. Thomas LoBasso, Corporate Secretary/President
Dr. Randall Howard, Chair
Mrs. Betty Holness, Vice Chair
Mr. Bob Davis
Mrs. Sarah Dougherty
Mr. Randy Dye
Mr. Lloyd Freckleton
Mrs. Mary Ann Haas
Mr. Robert Lloyd
Mr. Garry Lubi**

Board Workshop began 1:04 p.m.

Dr. LoBasso introduced Erin LeDuc, Center for Women and Men, who shared information about the programs offered by the Center which included Fresh Start, New Directions, Department of Justice's Office of Violence Against Women Campus Program, Childcare Access Means Parents in School (CCAMPIS), and the One-Stop Shop for Homeless and Food Insecurity Services.

Board Meeting began 2:05 p.m.

I. CALL TO ORDER

Dr. Howard called the meeting to order at 2:05 p.m.

II. PLEDGE OF ALLEGIANCE

Conducted the Pledge of Allegiance.

III. ROLL CALL

All trustees were present.

IV. PUBLIC PARTICIPATION

Dr. Howard inquired if there were any members from the public that requested time to appear before the Board. No requests were received.

V. PUBLIC HEARING - POLICIES

A. Approval of First Reading – College Policies Sections 5-6

Mr. Brian Babb, General Counsel, reviewed all policies in sections 5-6. He stated those that were not changing and explained any that had revisions. This review is in preparation for the College's ten-year accreditation visit.

MOTION: (Lubi/Holness) The District Board of Trustees approve the first reading of College Policies Section 5. Motion carried unanimously.

MOTION: (Freckleton/Haas) The District Board of Trustees approve the first reading of College Policies Section 6. Motion carried unanimously.

VI. CONSENT AGENDA

- A. Approval of 4/15/21 Board Retreat Minutes
- B. Approval of 4/15/21 Board Meeting Minutes
- C. Approval of Agreements
- D. Approval of Agreements - Affiliation
- E. Approval of Budget Amendments
- F. Approval of Deletion of Inventory Items
- G. Approval of Donations – Non-Cash
- H. Approval of Donations – Surplus
- I. Approval of Human Resource Recommendations
- J. Approval of Out of District Travel

MOTION: (Dye/Freckleton) The District Board of Trustees approve the Consent Agenda. Motion carried unanimously.

VII. TIME RESERVED/PRESIDENT

A. President's Update

Resolution of Appreciation: Mary Ann Haas

Dr. LoBasso invited Mrs. Haas to join him and read the resolution of appreciation. Mrs. Haas' term on the Board will be ending this month.

WHEREAS, Mary Ann Haas has been a longtime friend and advocate of Daytona State College and the Volusia/Flagler County area, recognized for her integrity and contributions to the College, the community and the state in general; and

WHEREAS, through her work on the District Board of Trustees and as a retired district curriculum director of the Flagler County school system, she has been a champion of K-12 education and higher education; and

WHEREAS, she was appointed to the District Board of Trustees by Governor Charlie Crist in 2009, and subsequently reappointed in 2017 by Governor Rick Scott; and

WHEREAS, she served with distinction as Vice Chair from 2012 to 2013, and then as Chair from 2013 to 2014, and currently serves as the appointed trustee to the Daytona State College Foundation Board of Directors; and

WHEREAS, under her leadership, Daytona State College expanded opportunities for students with world-class facilities such as the Soccer Stadium, the Classroom Building at the Flagler/Palm Coast Campus, and the L. Gale Lemerand Student Center; and

WHEREAS, she has supported the mission of the College to provide access and emphasize academic success for all students; and

WHEREAS, she has supported access to and expansion of bachelor's degrees in Engineering Technology, Nursing, Information Technology and Accounting; and

WHEREAS, she has committed to safeguard the affordability of a college education in Florida, with a commitment to preserve the integrity of the state's 2 + 2 system; and

WHEREAS, she will forever be a lifelong friend of Daytona State College and the Florida College System.

NOW THEREFORE, BE IT RESOLVED that this Resolution of Appreciation for Mary Ann Haas is read into the official minutes of the May 13, 2021 meeting of the Daytona State College District Board of Trustees and that a signed copy of this document is presented at this time.

Mrs. Haas thanked Dr. LoBasso and shared she was honored to serve on the Board and will greatly miss everyone at the College.

Updates

Dr. LoBasso shared things have been busy. The Lemerand Speaker Series was held virtually this year. He participated in the Florida Trend roundtable discussion and the Palm Coast-Flagler Regional Chamber's Strategic Planning Session. He shared news on the successful Palm Coast Songwriters Festival held at the Flagler/Palm Coast Campus. A Collaboration Council meeting was held with Volusia and Flagler superintendents and staff where they discussed additional partnerships and dual enrollment opportunities at the ATC. Hosted a luncheon meeting

with the new principal of Mainland High School, Dr. Joe Castelli, and how there may be opportunities for additional collaboration.

Dr. LoBasso shared the Women's Golf NJCAA Championship is in their last round at Plantation Bay and stopped by to watch them tee off. He heard they were currently in 2nd place. He shared the College is hosting this evening the Women's Soccer Regional Semi-Final tournament.

Dr. LoBasso explained graduation is May 19, 2021 and will be in-person but still different from the normal ceremony with limited participation. He thanked Dr. Howard and Mrs. Holness for representing the Board at the ceremonies. He shared the invitation was also extended to the 2020 graduates to provide them an opportunity to participate and be recognized at the in-person ceremony.

Dr. LoBasso shared the legislative session has concluded and are awaiting final approval by the Governor. If approved, the College should receive \$200,000 for the expansion of the Nursing Program in Flagler County and \$3.85 million to begin construction of the Deltona Campus building. The construction of this building will allow the College to offer the Nursing program, as well as other programs at this campus.

Dr. LoBasso stated staff are working to put together a comprehensive plan to provide some salary adjustments and raises which will be brought to the Board in June. He felt everyone has worked very hard this past year and was glad this could be presented to the Board for consideration.

B. Approval of Strategic Plan One-Year Extension

Dr. LoBasso shared in preparation for the College's 10th year reaffirmation of accreditation, the current plan was reviewed and in order to maintain continuity during the review period, the Planning Council recommended that it be extended for one year.

MOTION: (Davis/Haas) The District Board of Trustees approve the one-year extension of the current Strategic Plan, *Building on Excellence*. Motion carried unanimously.

VIII. COLLEGE COUNSEL

A. Approval of Final Order and Joint Stipulation

Mr. Babb thanked Mr. Lloyd for his time on this case and explained the matter will now move to federal court.

MOTION: (Haas/Holness) The District Board of Trustees approve the Final Order and Joint Stipulation re Kenneth Thorson v. Daytona State College. Motion carried unanimously.

IX. FACILITIES

A. Approval of Architect Continuing Services Contracts

Mr. Chris Wainwright, Associate Vice President of Facilities Planning, explained the renewal of architectural services is done every two years and received 15 responses through a Request for Qualification (RFQ). The selection committee reviewed and ranked the submissions and then selected the top three firms.

MOTION: (Freckleton/Lubi) The District Board of Trustees approve DJdesign Services, Inc., Housman Architecture, LLC and KMF Architects, for Architect Continuing Services and direct the President or his designee to enter into contracts, pursuant to the provisions of Florida Statute s. 287.055 for these services. Motion carried unanimously.

X. FINANCE

A. Executive and Financial Summary Reports as of 4/30/21

Mr. Martin Cass, Vice President for Finance, presented the financial report for the period ending April 30, 2021. Information reviewed included Fund 1 Operating Revenue and Expenses, Carry Forward Funds, Comparison of Actual Revenue Received to Budgeted, Three-Year Analysis of Tuition and Fees, Comparison of Actual Expenses to Budgeted Costs, Major Capital Projects Funding, Recap of Major Project funding, and Summary of Major Capital Projects scheduled during the fiscal year and projects completed.

B. ACH/Wire Transfers/Checks Issued Greater Than/Equal to \$50,000 – February and March

Mr. Cass presented as information.

C. Approval of Budget Transfer Request

Mr. Cass explained the Governor's Executive Order declaring a state of emergency in response to COVID-19 provided colleges the flexibility to transfer funding that could be used for operational support if necessary. The College had over \$3 million in funds held back and with budget reductions and enrollment declines funds were transferred from Fund 7 to Fund 1 to support operations. The holdback funds have been released and they believe the funds can now be returned to Fund 7.

MOTION: (Freckleton/Lloyd) The District Board of Trustees approve the transfer of \$4,500,000 from Fund 1 to Fund 7, as outlined in the Board memorandum. Motion carried unanimously.

XI. ACADEMIC AFFAIRS

A. Cost of Textbooks and Instructional Materials – Summer

Dr. Amy Locklear, Provost, presented as information.

XII. TIME RESERVED/CONSTITUENT HEADS

Reports were presented by Hilton Smith, Student Government Association President; Dr. Alycia Ehlert, Administrators Council President; Amanda Shroyer, Career Employees Association President; and Billie Jo Dunaway, Professional Council President. Dr. LoBasso read report submitted by Dr. Lavaughn Towell, Faculty Senate President. New incoming presidents: SGA - Adrienne Toles-Williams, Administrators Council – Alicia Alexander, and Faculty Senate – Paul Capps.

XIII. TIME RESERVED/BOARD CHAIR

Order of agenda items changed

D. Board Professional Development Opportunities

Developmental opportunities for the Board were listed in the agenda as information only.

C. Approval of President’s Annual Employment Contract

Dr. Howard presented for approval.

MOTION: (Davis/Haas) The District Board of Trustees approve the President’s Employment Agreement, as presented. Motion carried unanimously.

Dr. Howard congratulated Dr. LoBasso and appreciated all he has done over the past year which was a year like no other. Dr. LoBasso thanked the Board for extending his contract and it was a privilege to serve. He was thankful to have the support of the Board and a great team to help him in moving the College forward.

B. Approval of Daytona State College 2021/2022 District Board of Trustees Meeting Schedule

Dr. Howard presented for approval.

MOTION: (Davis/Holness) The District Board of Trustees approve the Daytona State College District Board of Trustees meeting schedule for 2021-2022. Motion carried unanimously.

Dr. Howard explained if the Board would like to hear on a specific topic to let him or Dr. LoBasso know so it can be scheduled for an upcoming workshop.

A. Board Chair's Update

Dr. Howard shared with constituent presidents changing it was an honor to hear Mr. Smith provide remarks at a few of the events, and how he spoke with heart and passion on behalf of the students and wished him well on his future endeavors. He shared how Mrs. Haas would be missed and this was a tremendous loss to the Board. He shared how much they appreciated all she has done for the College.

Agenda items returned to order.

XIV. TIME RESERVED/BOARD MEMBERS

Comments were shared by the trustees. Mrs. Holness asked that materials be shared with the Board at the next meeting on what the College did for Community College Month.

XV. ADJOURN

Meeting adjourned at 3:03 p.m.

Appendix C
DSC Retention and Completion Rates

Retention Rate

Source: Office of Institutional Research

Goal: 3% increased each year. Programs already achieving a retention rate of 100% have a goal to maintain their retention rate.

Threshold of acceptability: DSC 5-year average.

| Name | Retention FA19 to FA20 | Most recent Retention (FA20 to FA21) | Threshold (5 Year Average Fall 16 to Fall 21) | Goal for FA20 to FA21 |
|--|------------------------------|--|---|-----------------------------|
| Associate of Arts, A.A. Degree | 51.20% | 45.98% | 50.55% | 52.74% |
| Network Systems Technology, A.S. | 54.76% | 39.39% | 51.40% | 56.40% |
| Electronics Engineering Technology, A.S. | 69.23% | 58.33% | 59.37% | 71.31% |
| Hospitality Management, A.S. | 58.82% | 44.74% | 56.16% | 60.58% |
| Computer Engineering Technology, A.S. | 59.52% | 51.11% | 49.16% | 61.31% |
| Dental Hygiene, A.S. | 84.00% | 84.21% | 84.98% | 86.52% |
| Radiography, A.S. | 100.00% | 85.71% | 85.07% | 100.00% |
| Criminal Justice Technology Bridge, A.S. | 32.65% | 36.92% | 34.82% | 33.63% |
| Early Childhood Education Associate, A.S. | 57.14% | 49.45% | 47.65% | 58.85% |
| Computer Programming & Analysis (Software Engineering Tech.), A.S. | 52.94% | 54.22% | 51.98% | 54.53% |
| Business Administration, A.S. | 45.78% | 38.33% | 41.49% | 47.15% |
| Paralegal Studies (Legal Assisting), A.S. | 57.35% | 52.17% | 55.37% | 59.07% |
| Computer Information Technology, A.S. | 62.22% | 59.79% | 55.67% | 64.09% |
| Interior Design Technology, A.S. | 30.77% | 50.00% | 46.02% | 31.69% |
| Nursing (Associate Degree), A.S. | 84.44% | 75.90% | 84.68% | 86.97% |
| Photographic Technology, A.S. | 42.86% | 48.44% | 53.21% | 44.15% |
| Accounting Technology, A.S. | 60.00% | 59.02% | 52.76% | 61.80% |
| Emergency Medical Services, A.S. | 33.63% | 22.22% | 31.21% | 34.64% |
| Music Production Technology (Audio/ Recording), A.S. | 37.80% | 46.15% | 49.18% | 38.93% |
| Health Information Technology, A.S. | 44.44% | 100.00% | 76.09% | 45.77% |
| Occupational Therapy Assistant, A.S. | 90.70% | 70.00% | 84.42% | 93.42% |
| Physical Therapist Assistant, A.S. | 20.00% | 28.57% | 32.15% | 20.60% |
| Respiratory Care, A.S. | 75.00% | 71.43% | 80.52% | 77.25% |
| Architectural and Building Technology, A.S. | 53.57% | 34.38% | 53.58% | 55.18% |
| Drafting and Design Technology (CAD), A.S. | 66.67% | 53.85% | 62.41% | 68.67% |
| Industrial Management Technology, A.S. | 50.00% | 50.00% | 59.00% | 51.50% |

| Name | Retention FA19 to FA20 | Most recent Retention (FA20 to FA21) | Threshold (5 Year Average Fall 16 to Fall 21) | Goal for FA20 to FA21 |
|---|------------------------|--------------------------------------|---|-----------------------|
| Culinary Management, A.S. | 48.21% | 40.43% | 53.32% | 49.66% |
| Office Administration (General, Legal or Medical Specialization), A.S. | 46.88% | 51.52% | 55.28% | 48.29% |
| Environmental Science Technology, A.S. | 42.76% | 32.56% | 40.53% | 44.04% |
| Digital and Interactive Media Production, A.S. | 41.18% | 27.50% | 44.26% | 42.42% |
| Engineering Technology, A.S. | 48.72% | 34.88% | 48.14% | 50.18% |
| Broadcast Television Production, A.S. | 53.85% | 52.38% | 65.53% | 55.47% |
| Database Technology, A.S. | N/A | 66.67% | 41.66% | |
| Surgical Technology, A.S.* | 78.95% | 60.00% | 69.48% | 81.32% |
| Optician Technology, A.S.* | 100% | 89.47% | 94.74% | 100.00% |
| Nursing (Transition into Profession), A.S. | 76.36% | 84.85% | 82.86% | 78.65% |
| B.A.S. in Supervision and Management | 62.67% | 61.80% | 64.14% | 64.55% |
| B.A.S. in Supervision and Management - Hospitality Concentration | 56.52% | 63.33% | 77.33% | 58.22% |
| B.A.S. in Supervision and Management - Project Management Concentration* | 85.71% | 93.33% | 89.52% | 88.28% |
| B.A.S. in Supervision and Management - Human Resource Management Concentration* | ** | | | |
| B.A.S. in Supervision and Management - Supply Chain Management Concentration* | ** | | | |
| B.S in Education - Elementary Education | 88.89% | 64.71% | 81.93% | 91.56% |
| B.S in Education - Exceptional Education | 91.67% | 35.71% | 68.65% | 94.42% |
| B.S in Education - Secondary Mathematics Education | 100% | 100.00% | 82.70% | 100.00% |
| B.S in Education - Secondary Biology Education | 100% | 100.00% | 100.00% | 100.00% |
| B.S in Education - Secondary Physics Education | ** | 100.00% | 50.00% | |
| B.S in Education - Secondary Chemistry Education | 0.00% | 100.00% | 75.00% | +3% |
| B.S in Education - Secondary Earth/Space Science Education | ** | | 100.00% | |
| B.S in Engineering Technology (BSET) | 64.89% | 71.96% | 63.75% | 66.84% |
| B.S in Engineering Technology - Electrical Engineering Tech. Concentration | 70.59% | 61.54% | 66.95% | 72.71% |
| B.S in Information Technology (BSIT) | 66.67% | 60.40% | 68.27% | 68.67% |
| B.S in Nursing (BSN) | 59.34% | 61.17% | 70.62% | 61.12% |
| B.S in Accounting* | ** | 64.29% | 64.29% | |

*New Program; **No Enrollment; N/A – For Database Technology, A.S.: 1 student, removed due to death

Goal: 3% increase each year. Programs already achieving a retention rate of 100% have a goal to maintain their retention rate.

Threshold of acceptability: DSC 5-year average.

Completion/Graduation Rate

| Completion/Graduation rate* (From 2012-2013) | | Goal for 2012-2013 cohort | Threshold of Acceptability*** | Goal** for 2013-2014 cohort |
|--|------------|--------------------------------------|--|--|
| Full-time FTIC (Pell) | 40% | ≥ 39.1% | 41% | ≥ 41.2% |
| Full-time FTIC (Non-Pell) | 50% | ≥ 53.6% | 50% | ≥ 51.5% |
| Part-time FTIC (Pell) | 27% | ≥ 25.8% | 24% | ≥ 27.8% |
| Part-time FTIC (Non-Pell) | 27% | ≥ 27.8% | 28% | ≥ 27.8% |
| Full-time Non-FTIC (Pell) | 40% | ≥ 46.4% | 49% | ≥ 41.2% |
| Full-time Non-FTIC (Non-Pell) | 44% | ≥ 52.5% | 54% | ≥ 45.3% |
| Part-time Non-FTIC (Pell) | 36% | ≥ 31.9% | 35% | ≥ 37.1% |
| Part-time Non-FTIC (Non-Pell) | 32% | ≥ 35% | 34% | ≥ 33.0% |

Source: IPEDS Outcome Measure metric – Data Feedback Report

** This metric includes full- and part-time students, first time in college (FTIC) students, and Pell status. This outcome uses the 8-year award rate*

*** A 3% increased from previous years completion/graduation rate*

**** To be no less than the IPEDS average for the Florida College System.*

Appendix D: Faculty Assessment Report & Student Support Goal Guidelines

Daytona State College Annual Faculty Activity Report

Please complete this report to highlight your achievements during the last calendar year. Use a bulleted list when responding to each category. Provide specific, yet concise details, and include dates when appropriate. The categories listed below correspond to items on the Annual Faculty Evaluation; the examples listed are only suggestions and should be removed to allow for your comments.

| |
|--|
| Teaching |
| Innovative teaching strategies; Innovative use of technology; Strategies to enhance learning; Preparation of new courses; Student retention strategies; Learning outcome activities |
| Mentoring & Advising |
| Advising activities; Work hours in student support (Academic Support Center, Writing Center, etc); Participation in New Faculty Mentoring, Peer Mentoring, or Adjunct Mentoring. All formal mentoring must be documented prior to the evaluation |
| Professional Development |
| Courses and workshops offered at Daytona State or elsewhere; Degrees pursued, degrees completed; Works published (refereed or non-refereed); Active participation in professional organizations; Attendance at conferences; Presentations at conferences |
| Collaboration/Communication/Service to the Department |
| Service on any committees of the department; Participation in department meetings; Participation in any projects underway in the department; Leadership roles in the department; Cooperation and collegiality in completion of necessary paperwork and projects needed in the department |
| Service to the College/Community |
| Service on college-wide committees; Community service; Recruiting; Advisor to student clubs; Community relations and outreach activities; Projects with other agencies/associations; Other services for the college |

(continued)

Annual Student Support Goal Guidelines

The Student Support Goal:

- Recognizes the various ways that faculty support students across academic disciplines, programs, and campuses.
- Creates a culture of recognition that encourages and makes visible the work faculty do to support students.
- Replaces the Department Goal on the Faculty Annual Goals form with a Student Support Goal to be determined by faculty and chairs as a part of the annual evaluation and goals setting process (2016).
- Replaces the ASC and Writing Center three office hours/week mandate in the salary plan and the accompanying reporting requirements for faculty hired after 2008.

Faculty and Chairs will collaborate on an annual Student Support Goal that:

- Reflects the various office hour commitments of faculty (1, 5, 6, or 10 hours)
- Encourages faculty to try best practices that support a college-wide focus on student learning, success, engagement and retention.
- Should be a commitment that is not covered by contracted work.
- Should involve direct contact and engagement with students.
- Should require scheduled activities during the semester or as significant preparation for activities that take place during a subsequent semester.
- Can be listed as part of office hour commitment when time is used to interact with students.
- Should be measurable as an annual goal that involves work over two major semesters.

Guidelines:

- How a Student Support Goal is validated will depend on the goal chosen.
- The Student Support Goal and validation process will be approved by chair and AVP.
- The level of the commitment should be determined based on the number of scheduled office hours and the nature of the commitment:
 - For Faculty with 1 office hour, a Student Support Goal should be a measurable student support commitment to be determined in coordination with faculty and chairs during the annual evaluation and goal setting process.
 - For Faculty with 5 or 6 office hours, a Student Support Goal should be measurable as a weekly or semester-long service commitment that totals about 1 hour per week or approximately 12 hours for each major semester (Spring and Fall).
 - For Faculty with 10 office hours, a Student Support Goal should be measurable as a weekly or semester-long service commitment that totals about 2 hours per week or approximately 24 hours for each major semester (Spring and Fall).

Options:

Student Support Goal options are listed below and organized by category. Faculty are responsible for providing the required documentation to verify the completion of a student support goal during the annual evaluation process and for making sure that the student support goal commitment is being measured. This list is not comprehensive.

Tutor and Facilitate

- Work in a Department Lab (not covered by contract hours)
- Offer Faculty-Led Supplemental Instruction
- Offer learning sessions and exam prep outside of regular office hours
- Facilitate an English Studio (ENC0055L)
- Work with a Supplemental Instruction peer tutor or Writing Fellow
- Volunteer in the ASC or Writing Center

Advise

- Advise student(s) within a department or program

Sponsor and Support

- Be a student club/activity sponsor
- Organize and/or participate in a (or a series of) campus-wide or community outreach event(s)
- Provide a service-learning opportunity for students
- Serve as a faculty mentor for students in a formal mentoring program

Collaborate

- Create and teach a linked class
- Teach in a learning community (Quanta)

Create

Develop a project that involves student learning, engagement, success, and/or retention.

Appendix E: Syllabus Summary Excerpt - Support Services

...

Support Services

Counseling and Accessibility Services. Counseling and Accessibility Services (CAS) provides tools and resources to students with documented disabilities. Students who self-disclose a disability and provide the required documentation to the CAS Office can receive confidential and reasonable accommodations to assist in their academic success. If you need accommodations, please contact the CAS Office at (386) 506-3038. To call Florida Relay dial 7-1-1 or the appropriate toll-free number: 1-800-955-8771 (TTY), 1-800-955-8770 (Voice). Counseling Services are available on campus to help students by providing confidential short-term counseling and linking them to local community mental health professionals for long-term assistance when needed. Please call (386) 506-3038 for more information. Visit the [Counseling and Accessibility Services](https://www.daytonastate.edu/cas/) website (<https://www.daytonastate.edu/cas/>) for more information.

Veterans. If you are currently serving or have ever served in the U.S. Military, please feel free to visit the Veterans Center in the Building 100, Room 205 for any assistance or phone 386.506.3653. Please visit the [Veterans Information page](#) for more information.

Academic Support Center. The Academic Support Centers (ASC) assist students on every campus to achieve their potential by providing the resources they need to become successful, independent learners. Visit the [ASC website](https://www.daytonastate.edu/asc/) (<https://www.daytonastate.edu/asc/>) for more information or email ASC@DaytonaState.edu.

Writing Center. For assistance with all stages of the writing process, please visit the [DSC Writing Center](#). Virtual and in-person support is available. Appointments are recommended.

Library and Research Services. The Daytona State Library offers a variety of services and resources to support your academic success. Visit the [library website](#) to learn more.

Technical Support. Tech support is available for FalconMail, printing, web usage, Falcon Online, and more. Students may call 386-506-3950 or email Helpdesk@daytonastate.edu. Information can be found on the [Student Self-Service Help page](#) under Tech Support. For Falcon Online 24/7 support of course tools, view Help/Resources on the Falcon Online navbar or call the Helpdesk at 386-506-3950, option 2. General Help information for Falcon Online can be found on the [Student Self-Service Help page](#) under Falcon Online.

DSC Alert. Daytona State College has a mass notification system, DSC Alert. It's a multi-modal mass notification system that enables DSC to quickly send critical information to the College community via text, phone, and email during an emergency. Students also may receive non-emergency (outreach) communication including information on Registration, Financial Aid, College events, and other messages intended to make the enrollment process easier and improve your DSC experience. All DSC students are automatically opted into DSC Alert when they begin classes and will receive this service at no charge. It's important to keep your phone number current

in the DSC system. To update your phone number, log in to your MyDaytonaState portal and select My Profile > Contact Info. For more information, please contact DSCAlert@DaytonaState.edu.

Falcon HOPE Center. CCAMPIS (Child Care Access Means Parents In School): Assists eligible students with child care; New Directions: Access to financial assistance for tuition, books, uniforms, and/or equipment for single parents, displaced homemakers, single pregnant women, or those considering a non-traditional career; Lending Library: A limited library of textbooks available for loan; Clothes Closet: Students can achieve a professional image for job interviews and employment; Falcon Fuel: Free light snacks for students to fuel up and go! Homeless Student Development: College and community resources and referrals to help students stay in school. Health Services: Connections to local Health Care providers for DSC students and their children. Visit the Falcon HOPE Center in Building 130 on the Daytona Beach Campus, call (386) 506-3068, or find your regional campus contact on the website.

Appendix F: UCF Coaching Collaborative Training



[UCF Coaching & Leadership Training](#)¹

The UCF Higher Education Coaching Academy is a training and research center designed to provide customized success coach and leadership training to individuals, teams, and organizations seeking to develop a culture of success coaching within their educational institutions.

The mission of the UCF Higher Education Coaching Academy is to educate, train, and certify current and future academic coaches and leaders, and to advance knowledge and understanding of the coaching culture that includes empowerment, change management, and quality assurance.

Success coaching is a personalized, proactive approach to supporting the needs of students. Success coaches complement the traditional student support model that includes academic advisors, faculty, and other staff who work with students. Coaches build relationships with students to help them develop individualized plans to graduate by understanding degree requirements, utilizing institutional services, and taking accountability for their success.



¹ All content in Appendix F comes directly from the UCF website linked above.