

Quality Enhancement Plan

Your answers to these questions will help create our plan, please share your ideas!

How can we...

- assure students “start right”?**
- create the conditions for learning?**
- ensure all students experience connection and direction?**
- prepare students for a life of learning?**

Are students welcome here?

Availability of services/programs

- extended hours in the business office
- bus service for the campus so we have reliable transportation
- speed up book buying
- have more off campus classes (different counties)
- library-hours all the time/weekends, lab hours
- coffee, please!!
- different food selections
- availability of courses
- adequate parking
- parking
- course availability because of scheduling for completion
- bi-term classes for developmental classes to help students move through course sequence faster
- do we have enough courses for sophomore students?
- set up courses conducive to students on swing shifts
- accelerated model for nursing (nursing mobility)
- flexible scheduling/fractional credit
- pair classes when they are similar to meet a swing shift schedule
- can't we publish what classes we plan to offer two years ahead?
- streamlined curriculum
- need to know about KYVU (that it is an option for classes)
- need 200 level math and science courses-need to commit to it, those students take our other general education courses
- “Lean Process” for enrollment
- transportation to main campus
- need for classes where the students can be
- evening courses in technical programs
- daycare for all students that need it
- on-line classes
- modularized instruction

Access to information

- continuous improvement of online registration
- registration should encompass activating accounts (e-mail)
- ID cards to grant quick access
- use technology for linking students to needs (department)
- online list of events, and activities
- faculty list needs updating on website and department page
- accessing instructor information online is cumbersome
- accessing e-mail online is difficult for dial-up users

- get final grades more timely
- update website more often!!!
- monthly newsletter
- students need to understand financial aid
- e-mail addresses from OCTC with part time instructors
- need names for each student service office
- no signs telling students which office is which
- need a phone list with names and departments and it needs to be on the web page
- the need for students as they register to be introduced to their e-mail account and get library account student ID
- students need to use student e-mail
- encourage students to use on-line services
- students need to know how to forward email to accounts they use!

Communication

- functional directory
- student messaging system to keep students informed
- current information on internet is the default page
- broadcast via TV in classrooms
- broadcast tip of the day
- right before class-message board to catch students right before class
- publish a periodic “announcements”-distribute in each building, have teachers read in each class
- student newspaper (maybe electronic) with coupons
- student newspaper short
- create a journalism class to put it out
- make better use of TV studio to communicate w/public, showcasing out students
- kiosk in each building with information touch screen info about programs, web pages
- sharing student stories, sharing ourselves w/students

Customer service

- all staff should treat all students fairly
- customer service training
- “secret shoppers” for our own services “secret student”
- teachers need to realize that students are customers not subordinates
- a smile goes a long way
- be there for the student , don’t send them from one person to the next, know your students needs
- better customer service in student records, a constant student complaint
- train staff in places such as library , student records, financial aid to be more customer friendly and helpful
- beginning classes, for example, Intro to Computers, need to be more student friendly
- make student feel welcome
- shorten registration process
- every single person has to be friendly face-student centeredness “how am I helping students today”
- “drop everything” and help the student
- knowing students on a personal basis
- very student oriented
- we are here for students

Gathering feedback and ideas

- student feedback boxes for orientation (electronic access)
- mid-term evaluation of student and instructor to troubleshoot before end of semester (check-up with advisor)

- web site with information about the instructors and feed back so you know what instructors to choose
- if no one wants to sign up for a particular instructors class, find out why
- suggestion board-with responses to questions
- being responsive to student messages very important
- earlier course evaluation
- general “how are you learning” survey , with quick turnaround (across services & classes)
- “re-orientation” come back and ask what they want/need
- make this a part of student evaluation of instruction
- ask for feedback from students
- we need to understand what is going on in a student’s life

Other

- prohibit smoking on campus
- school mascot
- student block site for students

First impressions

Advising

- match advisors to student (subject of expertise)
- list of who advises what-posted on web
- have assigned advisors and groups
- assign students to the correct advisors
- relieve some faculty of advising-let them take on an additional class without pay instead-allow some other faculty
- proper placement and advising
- are advisors totally equipped
- advisors need to be correct for student
- advising-students need to see advisors in their major
- have enough class sections for new students
- can’t have an academic plan unless a specific advisor signed it-causes problems for students, have a group of advisors that can sign-proxy signing
- need students to self-advise- they need to fill out their own academic plans
- a “Master” advisor who reviews all freshman student schedules to see if they are on the right track
- faculty need to be more readily available to advise students
- have some faculty members take additional teaching assignments on rather than advise—others take on more advising
- keep the same advisor so there is continuity (as long as in the same program)
- need to allow for the exception to the rule when they cant meet with the faculty
- more help for undecided students
- centralized advising center for new students and developmental students & probationary & undecided
- advising-advisors need to be available
- advising about transfer programs for tech/undecided students
- academic plans

Communication with applicants

- send information to applicants from point of application to orientation
- better communication with first time students (OAR-like WKU does, more communication from student affairs)
- who we are

- intro for potential students on OCTV
- outreach that gives clear direction for accessing us
- student arrive nervous, not treated friendly in admissions & records & it is very difficult for them to understand
- what our students are doing
- provide literature about enrollment, involvement, etc...because students are scared to ask
- get to students while in high school (specifics on financial aid)
- help high school students transition to postsecondary
- more recruitment in high schools

Placement testing

- applicants need to know how important ACT/COMPASS tests are
- students need to prep for COMPASS before they take it
- why can't a student take the COMPASS test multiple times and test out?
- placement testing doesn't seem accurate
- applicants need to understand the implications of COMPASS before they take it

Student tours and ambassadors

- give students tours prior to orientation
- student ambassadors
- student ambassadors
- campus tours for new students by college ambassadors

Other

- transition BIT/adult ed students
- booklist with class when you register
- need to improve M & O in some buildings-leaky pipes (wall in technical building, mold on wall 2nd floor Tech building. men's room, trash on stairs in parking lot)

Setting expectations

GE 100

- continue to emphasize GE100
- GE100/GE101 mandatory for all starting students, not only what to do in regard to attendance-but academics
- GE100 type classes for non-traditional students
- study skills courses for tech side-seminar
- GE100 class for non-traditional students maybe one for remit students that sat out for a while
- GE100 online
- have student testimonials on video for GE100-what students need to know to be successful
- GE100 pretest-have post test too-students can either complete all activities or test out
- the GE100 course should be mandatory
- GE100 –need to get more first time students in class
- GE100 challenge test
- GE100 online
- GE100 orientation for non-traditional students
- GE100 chat room
- GE100 actually needs to teach you something, “I was bored”
- GE100 availability for Southeastern Campus
- student success stories
- give students a mini session on what is expected from students in college. Make sure these sessions are mandatory

- GE100-lot of good information, but it only met one day a week and it is easy to forget the class, two days a week would be better
- GE100-not having class for a month-why?
- GE100- peer to peer video
- third week of class-recommend students to go to the TLC
- promote advising central-both for faculty, staff and students-place in GE100
- video for GE100
- GE100 interactive TV/online
- GE100 for all students

Initial expectations

- tell students what the expectations are
- students should expect college to be different from high school
- continue COMPASS testing for placement
- get syllabus before classes start
- syllabus needs to be emphasized in all classes as a contract between faculty and student – may need to give a quiz on the syllabus to get the point across!
- create a database of data to be sent out by email with critical information relevant to specific courses and place greater emphasis on using email
- student responsibility/student expectations emphasized from moment they come on campus
- helping new students know skills they need to be successful (use of calculator, speed reading, reading comprehension)
- set more recommendations for students
- students understand how important the syllabus is
- teaching students what is not in the curriculum
- students sometimes have a hard time applying the skills we are teaching them-need to teach these skills specifically-skills they can use in all classes
- students need to understand why they are learning certain skills
- send consistent message about expectations for papers/student written work
- classes that are similar should have the same syllabus to be consistent
- more consistency in school academic policies, e.g. attendance, syllabi, etc.

Rigor

- make sure students get used to studying for tests and turn work in on time
- stringent academic standards with no compromise
- do not have “low” standards so we can have more money and head count
- promote high expectations for students
- implementing on assessment system
- RIGOR, RIGOR, RIGOR
- MORTIS, MORTIS, MORTIS
- more projects, more problems, more research for second year students
- faculty need to expect more from students-tests are too easy
- actual structure of AA & AS degree discourages 200 level classes
- national standard-external certification in addition to school’s credential
- linking to CCSSE suggestion-enhancing rigor-asking more-linking that to life long learning/information literacy

Soft skills

- missing class could be points lost
- employers want employees that attend- we need to reinforce this
- give work ethic grade-employers would rather have the student with high work ethic grade/over skill grade than vice versa
- need support/backing from administration for attendance/work ethic grade

- work ethic grade difficult to apply in general ed classes- may be easier in trade
- a student who misses 2 classes in a row must be contacted and made accountable
- attendance policy in all classes
- attendance policy-“some kind of”
- attendance policy
- campus-wide attendance policy (or minimum attendance policy)
- approach to attendance campus wide
- accountability (attendance policy)
- daily participation grade

Earlier registration

- late registration is ok – case by case basis for it though
- stop allowing late registration
- not entering students into classes after the first week
- NO late enrollment
- do not allow students in remedial reading etc. to take other classes, particularly 200 level
- early admissions, no exceptions
- discourage late entry to classes
- stop late registration
- some kind of limitations on late enrollment
- later and later enrollment into classes
- when we let students into classes after they have already started, they are already at a disadvantage
- need to stop late registration because it is counterproductive to student performance
- students who place in developmental classes cannot register late (proposal)
- stop late registration

Seamlessness (this could be under “Student Friendliness”)

- OCTC - more connections with high school
- seamless curriculum high school-post secondary
- students do-Work Keys at high school
- working closer w/high schools-discipline faculty working together
- courses in high schools that help students get college skills they will need

Prerequisites

- students in developmental reading shouldn't be in 200 level classes
- if students are in remedial classes, allow them into no real “college” classes, enforce prerequisites
- strict development classes or general beginning class-exploratory opportunity for high school (auto tech, auto body, diesel) to allow one teacher programs to focus on advanced students
- take GEN ED courses first-higher basic skills for reading, writing and computer skills

Other

- instructors need to stress the role of the advisory board in program connection for jobs
- instructors often determine the quality of job and a job itself
- fees paid according to schedule
- direction-uniform drop policy-nobody can drop after mid-term, use “I's” for students who really need it
- faculty and students get mixed signals-be consistent about our policies

Support for learners, support for learning

Resources for learning

- make sure all classroom equipment works
- required texts are available and in adequate quantities
- make sure technology works
- learning resource center for Southeastern campus
- computers need to have software so students can complete assignments as instructed
- need more labs (get kicked out when classes come)
- tutors accessible? hours and numbers
- books in library
- computer labs need more organization
- make the library more accessible and student friendly
- not getting research help in the library
- night classes cant meet in library after class
- technology needs to work
- expand computer lab hours in the library
- student: equipment, student:teacher ratio balanced
- expand the Teaching & Learning Center, it is too small
- need computers updated so that we can display and scan into our CD-ROMs
- just buy new computer CPUs not monitors
- ensure that the equipment for use in classrooms are among our best
- laptop access for students, staff and faculty
- improve technology and assistance in computer lab at this campus-better student support
- student intranet
- using the TLC/adult ed services-knowing who qualifies

Mentoring

- mentors for first year students that need them, new or readmit
- students mentoring students
- mentors for non-traditional students
- mentoring for our students
- online mentoring groups
- student mentors (different than student tutors)
- mentoring programs-could we create course for students?
- students mentoring students-helping each other in study groups
- assign them a "mentor"-student or faculty for the first semester
- connect students to other students & employers
- could Western's master's counseling degree program students
- continual mentoring by instructors and positive relationships between classmates

Study groups

- study groups
- method for students to set up study groups
- gathering spaces for groups of students to meet
- sooner you re-visit your class material the better you will learn it
- more study groups- sign up sheets for study groups in TLC
- used to be study groups with sign ups for them 10 years ago
- use the TLC to organize students that would work well together
- Phi Theta Kappa-possibly around finals time-putting up flyers, free pizza, study groups
- study groups-help for students
- best practices for study groups

Counseling/support groups

- counseling-one stop plan for students
- need to deal with "survival" issues that students have

- help for first generation students
- support group for non-traditional
- English class moved so fast & covered so much stuff – don't even know what my grade is!
- find a way to be more proactive with students with academic barriers beyond just initial placement
- closer connection of student services with community resources (same building)
- help for overwhelmed students
- adult students coming back/starting college-helping students with the change in their lives-overcoming-fear of college, failure, + culture shock-need some group to help
- addressing stress-work, family, school commitments
- Help students transition from problems to solutions

Instructional methods

- more teamwork and problem solving approaches in the classroom
- helping faculty with class presentations
- more faculty/student interaction-students need to ask questions faculty need to be available
- set up a block at the end of class to do some homework where professor is available-lengthen class
- more teamwork and real life situations problem solving (vs rote memory)
- teach teachers how to teach
- more professional development
- using student evaluation of instruction
- required update training/prof. dev. for faculty

Information literacy

- information literacy thrust
- critical thinking about media/information all information is not equal!
- helping students see how learning connects across disciplines
- have students read the source/original document
- make sure classes in computer learning on how to access information and use it
- more interactive real life activities & experiences linked to academics
- argumentative essays promote critical thinking skills
- insist on research "beyond the book"

Tracking student success

- beginning class success rates should be monitored (if a class has a high fail rate or drop out rate, investigate to find out what the problem is)
- once students in developmental reading-if they withdraw from it, have to withdraw from others
- faculty need to keep in touch more with students to ensure completion of technical program
- how to reach students-the ones that do not attend are the ones we need to reach
- immediate intervention when student misses class

Part time faculty

- PT faculty need a larger office and greater access to computers
- access to PT faculty for their students
- PT faculty need to be connected to/committed to the college
- help PT faculty to stay up to date

Other

- capstone experience for students
- daycare not always accessible when needed
- quality, not quantity of students-training station to student ratio

Building Community

Student activities

- encourage students to attend campus events and activities
- more student activities (sports)
- there is no club/organization web pages (who to contact for information)
- activity information is inaccessible when off campus
- need more student events
- campus SGA for this campus (Southeastern) that would provide students an opportunity to participate and develop leadership skills
- no student activities on this campus and high school attendance policy prevents participation of high school
- bring back VICA
- team work in program promotes connection to completion and positive peer pressure to participate
- recreation center
- move PE classes-maybe even ballroom dancing-can we work with Parks & Recreation on this?
- activities & events on campus
- reinvigorating student clubs
- service learning opportunities
- students need to become more involved in the community-civic engagement
- service learning
- school clubs/activities
- VICA involvement

Shared experiences

- continue reading selection by Humanities & expand campus-wide
- common readings
- common projects
- outside speakers
- creating a sense of college community
- speakers with different cultures, information, etc.
- reading selections moves students & others to read more

Encouraging further education and a life of learning

Life long learning

- disseminate information about what is lifelong learning
- localized promotional DVD, VHS, TV station
- outside speakers for leadership development and motivate students to be more involved and continue in learning and job
- promote skills that will encourage them (the students) to be able to embrace and learn advancements in their career path
- students need to be told that the education process is an ongoing work in progress
- promote networking with career center & counselors, professional organizations
- need students to understand all the options that are available to them
- external certifications in addition to institutional credentials
- teachers or advisors need to work to understand the various options for all students within the students discipline
- road map that shows how credential earned here is a stepping stone for the future and the skills that will be needed and credentials that will be required-advising beyond academic plan and OCTC
- Why do we do what we do? How does this affect down the road or your life plan? Where will you need to go to get the salary that you want?

- life planning-some kind of final advising that opens their minds to the possibilities
- college level “Leadership Owensboro”
- market lifelong learning
- educate students about options in fields of study
- teaching classes in community locations
- make diversity of students a strength (particularly age)

Connecting students to further education opportunities

- would like to complete Bachelors here, but no social work program
- crossover with Western Kentucky University-need a schedule that coincides to provide better ease of access
- AA & AS with emphasis to help students to connect with majors
- need more 200 level classes
- can we use WKU upper level classes to fill electives
- students should be made aware of the different types of degrees offered at all colleges
- connect OCTC with 4 year colleges
- Encourage students to “go higher”
- Show students all the things they can accomplish if they continue their education
- how credit hours from OCTC transfer to other schools

Alumni

- use alumni successes to tell our story and share those stories with current students
- alumni association to draw in graduates/back to campus
- develop a “wall of fame” of past graduates-photograph & biography (again success stories)
- alumni program/mentoring program
- alumni mentor current students (selective group of current students assisting new students)

Connecting students to employers

- have some of the employers in the area come to speak with students about life long learning-enhance connections with the real world
- “Industry Speaks” program where we bring in successful graduates and supervisors to talk with our students-develop on industry speakers bureau
- internships
- job quest

Other

- no bi-term developmental courses
- utilize resources
- avoid doing heavy construction during the middle of the semester
- 100% satisfied with campus
- have a broader curriculum
- new certificate
- clean bathrooms are great!
- keyboarding classes encourage students to stop out of the box in selecting courses