Northeast State Bear Strong:

A Culture of Service Excellence

NORTHEAST STATE COMMUNITY COLLEGE

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NORTHEAST STATE

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EXECUTIVE SUMMARY

Strong: being "especially able, competent, or powerful" (Strong, 2020). That is the purpose of *Northeast State Bear Strong: A Culture of Service Excellence,* to enable student-facing staff to be "especially able, competent, or powerful" regarding their knowledge of student support services and higher education customer service best practices. In turn, staff will empower students to be *Bear Strong*…to be especially able, competent, or powerful when making decisions that influence their educational future. Inasmuch, the College has defined **one overarching goal related to *Northeast State Bear Strong*: Empower students to make appropriate academic decisions that lead to student success**.

There are two defined and measurable student success outcomes (SSOs) associated with Northeast State's QEP. Through participation in services offered through the program: 1**) Potential students will identify and utilize appropriate educational resources that enable them to matriculate into the College, and 2) Current students will identify and utilize appropriate educational resources that enable them to persist to graduation.** Northeast State believes that the accomplishment of these SSOs shall facilitate the achievement of its mission, which is to advance "lifelong learning and strengthen the economic and social/cultural aspects of the community..." (Mission, Vision, and Values, 2020).

Northeast State's *Culture of Service Excellence* (CSE) plan will 1) **implement virtual and campus-based student success centers, called Bear Dens**, staffed by well-trained personnel who will serve Northeast State's future and current students. 2) **Implement an intensive staff professional development program**. Staff professional development will focus on a) customer service; b) the primary functions of four QEP areas of emphasis (Admissions & Records, Advising, Financial Aid, and student-facing skills); c) and the needs of identified higher- risk student subpopulations (Pell-eligible Students, Students of Color, Students Registered with the Accessibility Office, and Student Veterans). Professional development will focus on common issues (and resolutions) that often deter students' success within the QEP areas of emphasis. The unique needs of higher-risk subpopulations will also be emphasized. The professional development program's intent is to increase staff's knowledge so that they may better serve and inform students. In turn, students will become more informed decision-makers regarding their academic careers. 3) **Co-locate student success offices** at the main campus so that, if a student must be redirected from a Bear Den to a specific office, the student's success is not deterred by having to traverse from building-to-building, etc. This tripartite approach to empowering students to make appropriate academic decisions also connects with the following service and student-success related sections of the College's

mission: "To facilitate…service, and student success, the College provides innovative, high-quality, and relevant… services. Programming and comprehensive support services are offered through varied delivery systems and at multiple campuses throughout its primary service area" (Mission, Vision, and Values, 2020).

Northeast State will implement its virtual Bear Den in the fall of Year One, and the main campus Bear Den in the spring. The off-campus Bear Dens will be phased in during years Two through Four. Implementing the virtual Bear Den success center first is strategic, as it will help to support all students while the in-person Bear Den success centers are developed. The professional development program will also be implemented in Year One, phasing in higher levels of the program in Years Two and Three. The co-locations of student success-related offices will be phased in over time in Years One through Four.

Northeast State's Cabinet serves as the CSE Executive Committee for the QEP. The Executive Committee has charged the CSE Implementation Committee and its attendant subcommittees with responsibility for the day-to-day implementation and assessment of the plan. The College shall assess the effectiveness of its strategies using multiple methods. The results of the assessments shall help to inform and customize the strategies as the plan progresses.

This plan and accompanying structure shall ensure that Northeast State's students become *Bear Strong.* Through Northeast State's tripartite plan, **students will become especially able, competent, or powerful when making decisions that influence their educational future.**

Definition of Terms

The following definitions are provided based on their use within the context of *Northeast State Bear Strong*: *A Culture of Service Excellence*.

Accessibility Services – The purpose of Accessibility Services is to improve educational opportunities for qualified students with disabilities and to enhance understanding and support within the campus community.

Achieving the Dream (ATD) – National, nonprofit leader in championing evidence-based institutional improvement at the community college (Achieving the Dream, 2020)

Artificial Intelligence (AI) – A computer system that can perform tasks that typically require human intelligence.

Higher-risk Subpopulations – Identified subpopulations targeted within QEP: Pell-eligible Students, Students of Color, Students Registered with the Accessibility Office, and Student Veterans.

Bear Den – Centralized location at which students can better manage or complete the majority of their business and find support. The Dens will be staffed by well-trained employees who will greet students, develop a rapport with them, and impart appropriate information. Services provided at the Dens are also intended to help students to become more self-sufficient…more able, competent, or powerful when making decisions that influence their educational future. A Bear Den may be virtual or on-ground.

Cohort Member – A student-facing staff member that has been accepted into the Culture of Service Excellence (CSE) Professional Development Certification Program.

Certification Program – One of two programs within the Culture of Service Excellence (CSE) Professional Development Program. The Certification Program designed to develop a cadre of student-facing staff, dispersed at various campuses and student-facing offices, who have had more extensive training than the staff at large to help support and meet the needs of potential and currently enrolled students. Student-facing staff must apply to the Certification Program, and the acceptance process is competitive. The Certification Program focuses on the QEP areas of emphasis as well as serving higher-risk subpopulations.

Culture of Service Excellence (CSE) Professional Development Program – Comprehensive student-facing staff professional development program that focuses on two target audiences: 1) All full-time student-facing staff, who are required to participate in Student-Facing Staff Training, and 2) Select student-facing staff that apply to participate in the Certification Program.

QEP Areas of Emphasis – Admissions & Records, Advising, Financial Aid, and Student-Focused Skills.

Student-Facing Staff Member – An administrative/professional or support staff member that routinely interacts with potential or currently enrolled students.

Student-Facing Staff Training – One of two programs within the Culture of Service Excellence (CSE) Professional Development program. The Student-Facing Staff Training Program is designed to ensure all student-facing staff have a broad-based understanding of how to assist best higher-risk students, the basic principles of how to provide quality customer service, and the primary functions of select offices with which students frequently connect. Participation in the training is required of all full-time student-facing staff.

Student-Focused Skills – A focus on the underlying issues impacting student success and the development of "helping skills" to better assist students in identifying needs and appropriate resources.

A. TOPIC IDENTIFICATION

The institution has a topic identified through its ongoing, comprehensive planning and evaluation processes.

Northeast State established a QEP Topic Identification Committee (Appendix A) to research ideas that actively address institutional needs related to enhancing student learning or student success. During the two-year-long process to select a topic, Committee members ensured that topic ideas not only aligned with the College's mission and SACSCOC standards and policies, but also Achieving the Dream initiatives. Further, the Committee assured that the topic ideas aligned with the Tennessee Board of Regents' and Northeast State's strategic plans. From the beginning, the Committee collected both qualitative and quantitative data to determine areas of strength and weakness. The Committee itself was composed of faculty, staff, and students able to decide on an action that would have the most positive long-term impact on students. Throughout the process, the Committee engaged in thoughtful discussions of the effects on resources: human, physical, and fiscal.

Even before the Topic Identification Committee was officially formed, the College began reviewing institutional data related to student retention and success, seeking out potential QEP topics. The College gathered input from employees in spring 2018 in a special section of its annual Constituents Survey (Appendix B), conducted as a part of its strategic planning process. Northeast State used its review of institutional data and other anecdotal information as the basis for the potential topic categories listed on the survey, with employees being asked the following: "Please select one topic that you think NeSCC could focus on that would make the most difference to improve student learning or student success." The top five responses, in order of frequency, were: 1) soft skills, 2) critical thinking, 3) advising, 4) work ethic, and 5) first-year seminars and experiences.

The QEP Topic Identification Committee was then formally developed in 2018-19. The charge from the CSE Executive Committee (Appendix A) was for the Topic Identification Committee to refine the topics recommended by the College-at-large and present its topic recommendations to the Executive Committee. The Topic Identification Committee held regular meetings and sought input from a wide range of constituents, internal and external. Northeast State's mission also undergirded its process and deliberations:

Northeast State is an open-access, public, comprehensive community college that advances lifelong learning and strengthens the economic and social/cultural aspects of the community. To facilitate teaching, learning, service, and student success, the College provides innovative, high-quality, and relevant associate, certificate, and career-focused educational programs and services. Programming

and comprehensive support services are offered through varied delivery systems and at multiple campuses throughout its primary service area of Carter, Johnson, Sullivan, Unicoi, and Washington Counties. Within all aspects of its operations, Northeast State serves the public's interest through the judicious use of fiscal, human, and physical resources and through the provision of safe and secure campuses (Mission, Vision, and Values, 2020).

Through further research and via many discussions and meetings, the Committee developed a potential topic list (Table 1). Each possible topic was selected because it would address one or more of the concerns noted in the Constituents Survey results. The Topic Identification Committee then divided into sub-groups to research the list of possible topics for consideration. Each sub-group was charged with gathering input from a wide range of constituents as a part of their deliberations and then presenting their findings to the Committee.

Table 1

Potential QEP Topics Researched

Possible Topic	Action	Outcomes & Assessment
Student Success Hub	Centralize all Student Support Services	Increased matriculation, retention, and graduation rates.
Reading/Writing Program	Library visits; embedded librarian; facilitated appointments with library staff	Decrease plagiarism and develop critical thinking Knowledge, skills, behavior, and values; reading/writing satisfactory completion rates among populations before and after implementation
Cohort EDUC 1030, College and Lifelong Learning	Enroll students in specifically designed sections of EDUC 1030: Dual Enrollment, veterans, non-traditional, undeclared, by major	Connected to critical thinking, knowledge, skills, behavior, and values. Increased understanding of lifelong learning and focus on knowledge and skills development unique to each cohort Assessment: retention and GPA
Career Readiness	Make career-readiness participation mandatory; Facilitate the process of choosing careers; provide workshops/sessions to help students develop interview skills	Earlier confirmation of major/course of study leading to increased persistence to graduation rates, on-time graduation, and more persuasive soft skills leading to increased job placement in the chosen field
Service Learning Communities	Students are divided into subgroups to address needs in the community. Groups of students would progress together to identify problems and solutions and implement action	Retention as a result of engagement; connects students to potential employers in the community

Revamp Advising Model	Professional advisors advise all students through the first 30 hours; faculty advisors take over after the first 30 hours	Holistic advising connects students to support services; students receive mentoring and coaching from experts in their degree field.
		Retention; graduation; transfer

After considerable research, discussion with (and feedback from) constituent groups, etc., the QEP Topic Identification Committee narrowed the potential topics down to two: 1) Centralization and Programmatic Alignment of Student Services, or 2) Learning Communities for First-year Courses. These two possible topics were selected as research and anecdotal information revealed that they would have the most significant impact on student learning or student success at Northeast State.

In April 2019, the QEP Topic Identification Committee presented the two recommendations to the CSE Executive Committee. After the presentation of both topics, the Executive Committee asked for input from the QEP Topic Identification Committee members as to which topic they felt would best meet the needs of students. The Identification Team overwhelmingly indicated the centralization and programmatic alignment of student services, with the inclusion of student success hubs, would best meet the needs of potential and currently-enrolled students. The Executive Committee concurred and approved the topic (Appendix C). The primary data and information used as the basis of this decision are presented below.

Data and Information Supporting a Culture of Service Excellence. Various mission-related planning data and information substantiated there was a significant institutional need for *Northeast State Bear Strong: A Culture of Service Excellence:*

1. Matriculation Rates,
2. Credit-hour Progression Formula Funding Data,
3. Constituent Surveys and Information, and
4. Achieving the Dream-related Data.

Matriculation Rates. Matriculation rate data from fall 2015 to fall 2019 revealed that rates have decreased over the past three fall semesters (Table 2). That matriculation rates for the College overall fell from 90.9% for fall 2015 to 73.8% in fall 2019, with a noticeable decline beginning in fall 2017. The rates for Pell-eligible students fell from 89.9% to 77.2% during the same period. With smaller numbers, the matriculation rates for other at higher-risk subpopulation groups varied. During its discussions, the College noted that competition for recent high school graduates is becoming more pronounced at institutions of higher education

as high school graduation rates decline. Moreover, an administrative transition in 2017 may have impacted matriculation and progression rates. (Progressions rates are discussed below.)

Upon her arrival in January 2019, President Bullock charged the College with developing a formal, comprehensive enrollment management plan to address these issues. The College's plan was approved and implemented in June 2020. It is expected that this plan, along with QEP, will yield increases in matriculation and progression rates in the future.

Table 2

Matriculation Rates for New Freshmen Applicants

		Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019		
		App	Enroll	%	App	Enroll	%	App	Enroll	%	App	Enroll	%	App	Enroll	%
Matriculation Rate	College Overall	1,528	1,389	90.9%	1,493	1,356	90.8%	1,850	1,447	78.2%	1,760	1,269	72.1%	1,585	1,170	73.8%
	Accessibility Students	78	77	98.7%	84	81	96.4%	75	72	96.0%	80	75	59.8%	63	61	96.8%
	Pell Eligible	1,052	946	89.9%	987	887	89.9%	1,223	962	78.7%	1,197	889	50.6%	1,011	780	77.2%
	Students of Color	151	132	87.4%	141	126	89.4%	198	141	71.2%	201	142	43.8%	180	121	67.2%
	Veterans	23	18	78.3%	15	13	86.7%	18	14	77.8%	19	15	62.5%	15	14	93.3%

Student Credit-Hour Progression Formula Funding Data*.* Progression data from 2015-16 to 2018-19 revealed that over time fewer individuals were reaching the 12 and 24 credit-hour thresholds (Figure 1). The Tennessee Higher Education Commission (THEC) defines student progression as, "The number of full-time and part-time students whose cumulative credits earned at the beginning of a semester are less than the established credit hour threshold benchmarks of…12, 24…student credit hours for Community Colleges and whose cumulative credit hours earned at the end of the semester are equal to or greater than the credit hour threshold benchmarks during the academic year" (Tennessee Higher Education Commission, 2016).
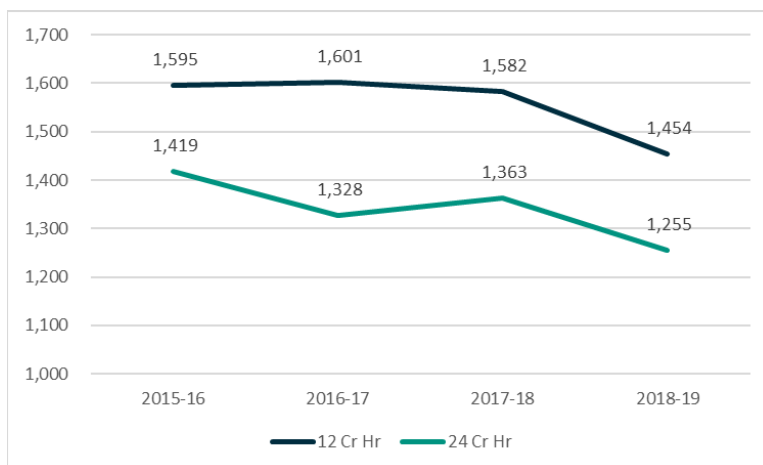

Figure 1. Northeast State student credit-hour progression.

Constituent Surveys and Related Information. In general, students are very satisfied with Northeast State. However, information gleaned from the College's Non-returning Student Survey revealed issues that Northeast State believes it can address with *A Culture of Service Excellence*. Sixty percent of the top ten reasons stated for not returning to the college were related to personal issues or life balance in a survey of students who did not return after fall 2018. These non-academic issues included personal matters, work schedules, finances, uncertain goals, transportation, and childcare. While the institution cannot resolve all of these issues, it can often assist if the student will reach out for help. Surveys of faculty also revealed a common perceived theme that the "top barriers to student success are generally non-academic, and are similar for current students and non-returning students" (Northeast State Community College, 2018).

Northeast State content-area experts also provided information regarding what they perceive as common non-academic barriers to student success:

1. Students become frustrated when they do not receive timely access to information that they need to be academically successful,
2. Students are unaware of what resources exist and whom to ask for assistance,
3. Students do not follow through with necessary information and/or do not understand the impact of their decisions. (Northeast State Community College, 2018)

Achieving the Dream-related Data*.* In 2018, the College joined Achieving the Dream (ATD), the national network of community colleges focused on accelerating student success outcomes. Through surveys/questionnaires of constituent groups and a review of existing survey data (e.g., student satisfaction survey, SENSE, CCSSE) the College identified the following barriers to student success:

1. Faculty, staff, and students identified administrative barriers, including **limited staffing and insufficient knowledge on the part of staff and students regarding services available to students**. The primary areas of concern noted were related to Admissions & Records, Advising, and Financial Aid. To increase staff's knowledge, *A Culture of Service Excellence* will include a student- staff professional development program so that staff may better serve and inform students. To increase students' knowledge, Bear Dens (virtual and on-ground) will be developed and staffed with well-trained employees. Select student success offices will also be co-located. These initiatives should facilitate students' access to information.
2. College constituents also identified **communication** as a barrier. This "barrier" is multidimensional. Constituents indicated that communications need to be increased between and among offices to promote cross-training that facilitates student success. The professional development program mentioned above will help address

this with an emphasis on student-focused skills. Additionally, constituents indicated that communication needs to be improved between staff and students. The Bear Dens and the co-location of select student success offices shall also help promote the flow of communication.

Based upon feedback noted above, **the College determined that *A Culture of Service Excellence* should be centered on increasing staff and students' knowledge of Admissions & Records, Advising, and Financial Aid services, processes, and procedures. It should also focus on developing staff's "helping skills," referred to as "student-focused skills" in this report**.

3. Further, Northeast State conducted a Student Success Summit with all College employees in January 2019 (Appendix D). The Summit focused on eight subpopulations identified by the ATD Research Team through an initial review of key student success indicators retrieved from its Student Information System. Participants reviewed success measures of the eight subpopulations and determined there was an overlap. Meaning, many students fell into more than one category. An analysis of these overlaps and results from the Summit breakout sessions informed the selection of **three of the four higher-risk target subpopulations: Students of Color, Student Veterans, and Pell-Eligible Students.** Northeast State's Access & Diversity subpopulations identified as higher-risk also informed the selection of the **Students of Color, Student Veterans, and Students Registered with the Accessibility Office.**

Being Pell-eligible is the dominant higher-risk factor. Seventy-one percent of students of color are also Pell-eligible; 74% of veteran students are also Pell-eligible. The Summit Data did not review students registered with the Accessibility Office; however, the percent of students registered with the Accessibility Office that are Pell-eligible is similar to the other higher-risk subpopulations (65%). A review of the fall-to-fall retention rates and three-year graduation rates for Pell-eligible students reveals that, with one exception, their success rates are below the overall rate for the population. Other at higher-risk subpopulation success rates vary. However, with substantially lower numbers within these subpopulations, that is to be expected (Tables 3 and 4).

Table 3

Fall-To-Fall Retention Rates of Associate Degree-Seeking First-Time Freshmen

Fall-to-Fall Retention New First-time Freshmen (full-time & part-time)		Fall 2014			Fall 2015			Fall 2016			Fall 2017			Fall 2018		
		Cohort	Ret	%	Cohort	Ret	%	Cohort	Ret	%	Cohort	Ret	%	Cohort	Ret	%
	College Overall	1,263	669	53.0%	1,476	839	56.8%	1,423	889	62.5%	1,539	858	55.8%	1,417	805	56.8%
	Accessibility Students	87	64	73.6%	111	77	69.4%	105	79	75.2%	87	52	59.8%	103	63	61.2%
	Pell Eligible	897	438	48.8%	980	511	52.1%	918	544	59.3%	998	505	50.6%	1,004	532	53.0%
	Students of Color	111	54	48.6%	141	67	47.5%	135	78	57.8%	146	64	43.8%	166	73	44.0%
	Veterans	17	9	52.9%	19	10	52.6%	13	10	76.9%	16	10	62.5%	19	12	63.2%

Table 4

Three-Year Graduation Rates for Associate Degree-Seeking First-Time Freshmen

3-Year Graduation Rate First-time Freshmen (full-time & part-time)		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
		Cohort	3yr %	Cohort	3yr %	N	3yr %	Cohort	3yr %	Cohort	3yr %
	College Overall	1,155	15.8%	1,008	18.4%	1,263	21.3%	1,476	27.5%	1,423	30.4%
	Accessibility Students	71	12.7%	63	20.6%	87	17.2%	111	24.3%	105	28.6%
	Pell Eligible	860	12.9%	742	15.0%	897	16.8%	980	21.1%	918	24.5%
	Student of Color	75	6.7%	71	12.7%	111	14.4%	141	17.0%	135	21.5%
	Veterans	22	27.3%	24	12.5%	17	23.5%	19	15.8%	13	30.8%

Non-selection of Learning Communities for First-year Courses. The intended purpose of the Learning Communities topic was to allow groups of students to progress together to identify problems and solutions and implement action, thus improving their critical thinking skills and academic success.

The QEP Topic Identification Committee recommended the centralization and programmatic alignment of student services over learning communities primarily because the data better supported the need for the centralization and programmatic alignment of student services. A review of general education competency exam results, which includes critical thinking skills, revealed that the institution has exceeded the national norm on its overall general education competency exam results for more than ten years. Moreover, it routinely surpasses the national norm for the critical thinking sub-score.

Literature Review

With the topic selected, members of the Topic Identification Committee conducted comprehensive literature and best practice reviews to guide the implementation of the QEP. The findings are presented below.

The expectations of many students about higher education have changed. Students now bring "their consumer experiences and higher expectations into their educational life" (Griff, 2019, p. 1). The Millennial generation of students differs from previous generations. They have unique qualities, such as being "special, sheltered, confident, team-oriented, conventional, pressured, and achieving." (Lowery, 2004, p.87). These students have always existed in a world

with instant gratification and technology; therefore, their expectations for service are very different from earlier generations (Lowery, 2004). Similarly, Generation Z students also have unique characteristics that must be addressed. Altieri (2019b) notes that they are digital natives and eager to adopt new technologies. They are "self-taught, creative, and collaborative – traits that distinguish them as consumers with different habits, aptitudes, and attitudes especially relative to so-called brands" (p. 55).

Northeast State is a student-centered institution. While recognizing the success of the College's various departments, it acknowledges that there is always an opportunity to improve continuously. "Student service innovation is not just necessary for attracting and retaining students in an increasingly competitive landscape, but also for equipping today's students with the tools they need to thrive" (Felix & Lerner, 2017, p. 63). The College's goal is to centralize and realign student services to create a more efficient experience for students and better meet their expectations. This realignment will involve the creation of a "One-Stop" place for students to access the variety of services offered. The scholarly literature provides examples and best practices to assist in the planning and implementation of the centralization and realignment of student services.

Alignment of Student Support Services. McClellan and Stringer (2009) assert that the "central moral purpose of student affairs work has been and continues to be the holistic welfare of college students" (p. 178). With this perspective in mind, Baron and Corbin (2012) declare that "student engagement cannot be successfully pursued at the level of the individual teacher, school, or faculty but must be pursued holistically in a 'whole-of-university' approach and with a common understanding of what it is the institution seeks to achieve" (p. 760). Research shows that the "infrastructure of student services and degree of support can contribute to making the difference between retention and withdrawal" (Buultjens & Robinson, 2011, p. 337).

Students can sometimes feel that "the needed information is both in short supply and hidden away in balkanized departments for which they lack an overall roadmap. This reinforces the perception that either the university does not know its own core business or that important information is being kept from them for some less legitimate reason" (Brenders, Hope, & Ninnan, 1999, p. 675). When services are structured with completely separate departments and processes, the students' perceive that "these boundaries can seem artificial if not completely nonsensical" (Fifolt, 2010, p. 59).

Combining services can provide efficiency and better customer experience for the students. The concepts of "departmentalization and compartmentalization can create a very labor-intensive business" (Havranek & Brodwin, 1998, para. 7). Decentralizing departments can make services more accessible and allow students to visit one location and complete their

business quickly (Havranek & Brodwin, 1998). Likewise, "combined services also provide a central source of information for faculty on how to help students succeed" (Consolvo, 2002, p. 286).

Many student services on Northeast State's main campus are not centrally located. The departments are located in various places on campus, and students have difficulty knowing about and locating the offices that offer the needed services. A review of the literature points out that, although colleges and universities offer many useful and needed services, they are becoming increasingly complex to navigate (Buultjens & Robinson, 2011; Craig, 2014; Griff, 2019; Burnett & Oblinger, 2003; Felix & Lerner, 2017). The research indicates that restructuring or realigning student services into a more consistent and accessible service facility could be a solution to assist students in accessing and navigating available services and resources.

One-Stop Service Centers. An advantage of the one-stop service center - whether physical or virtual - is that the services are streamlined, which increases efficiency and customer service (Ousley, 2006). Other benefits include "saving time and money, improving awareness and access, greater consistency of delivery, better matching skills and work to be done, enabling more meaningful and impactful interactions" (Felix & Griff, 2019). Students are often frustrated and confused when getting the "runaround" while accessing student support services. The "runaround" includes the inconvenience of having to visit multiple physical places and dealing with multiple lines and different processes and procedures in each place. "Runaround" also applies to virtual services where the web site is not user friendly and/or it is difficult to find the information needed (Fifolt, 2010).

A one-stop service center ends the "runaround" experience and improves student service while minimizing student frustration. Students can efficiently and effectively take care of administrative tasks related to financial aid, registration, advising, transcripts, bill payment, etc. By taking a student-centered approach, consolidating multiple areas into one place improves students' experience. "'One-stop' centers are evidence of institutions' recognition of students' changing needs and habits (Altieri, 2019a, p. 46).

When creating a one-stop service center, physical facilities must be adjusted because of combining student support services. Some colleges have implemented a model with a single service desk "staffed by front-line generalists who have access to all the student's information via an electronic portfolio" (Morris, 2002, p. 55). With a single physical location, "one advantage is [that] students can come in for one service and be made aware of others" (Conslovo, 2002, p. 286). A significant aspect of a single location is "the integration – both physical and electronic – of all previously separate departments into an organic whole" (Morris, 2002, p. 55).

In most institutions, space can be limited. When reorganizing physical facilities, the space should remain flexible. Over time, some needs will change and become more apparent, and flexible space will allow quick adaptation (Burnett, 2002).

In addition to the advantages for the students, cost savings can be achieved as "combining monetary and physical resources allows each area to use state-of-the-art equipment while sharing expenses" (Consolvo, 2002, p. 285). Several elements need to be examined when planning a combination of services. Costs to be considered for a one-stop center include: "(a) the remodeling of facilities; (b) the acquisition and training associated with technology; (c) the opportunity costs of choosing a one-stop model over an alternative model; (d) the hiring, training, and compensation of staff; and (e) the emotional costs for staff" as they adapt to a new work environment (Ousley, 2006, p. 45). Likewise, a shared vision should be established that is based on student need with anticipated outcomes, identifies the key players and departments, and addresses cross-training needs (Walters, 2003). Business processes will need to be evaluated and possibly adjusted to accommodate the new model (Selander, n.d.).

Virtual Services. Northeast State offers completely online classes, and it is possible that a student could take classes entirely online and rarely need to come to the physical campus to acquire various supportive services. Virtual services would allow online students access to the numerous student services offered by the college. Wells (2009) suggests that colleges that offer robust online services with admissions, registration, advising, tutoring, etc., are better able to serve those students who only take online courses.

Students are increasingly expecting access and completion of various transactions online. Some researchers suggest that when planning the creation of a one-stop service center, an institution should anticipate 70% of transactions being self-service (Burnett, 2002). It is also suggested that "services must be available where students are and via modes with which they are comfortable" (Altieri, 2019b, p. 56).

While technology can provide viable solutions to difficult problems, it may not be the entire solution. For example, "comprehensive advising reforms often rely heavily on technology, but the technology alone is insufficient. Advisors and faculty must also rethink how they 'do business,' by simplifying program pathways, designing and implementing case management processes, and teaching students how to self-advise" (Jaggers & Karp, 2016, p. 61). It is important to remember when making decisions about virtual services that "Web service isn't about the technology; Web service is about what can be accomplished with the technology" (Burnett, 2002, p. 7).

Professional Development and Training. Sathiyaseelan (2014) states that "when units operate in silos, staff and student interaction eventually is compromised. The delivery of student services becomes both inefficient and costly with an overemphasis on non-value-added

and outmoded manners of work involving unwanted resources" (p. 41). Programmatic realignment of services has been shown to help achieve the goal of serving holistically. Burnett and Oblinger (2003) suggest that organizational restructuring can combine related departments under unified leadership so that services can be coordinated and implemented more efficiently. Instead of individual departments offering individual services, some institutions offer a two-tiered approach. The first tier is staffed by cross-trained "generalists" who can offer a point to diagnose and treat the initial needs of students. The second tier offers staff trained to go deeper into the needs of the students (Day & Pitts, 2002).

The Importance of Professional Development. Professional development can encompass a variety of subjects and mean different things. However, "in its most basic form it can be as simple as a plan to provide opportunities for staff to grow professionally or personally" (Bryan & Schwartz, 1998, p. 5). Staff training is vital to any organization, especially those who are implementing change to improve their services. Bryan and Schwartz (1998) note that "Positive outcomes from these [professional development] programs are competent, creative, motivated, committed staff providing quality services and a quality-driven organization effective in service to constituents" (p. 6).

Competencies Required. In exploring the competencies that should be required for student support services cross-trained positions, one model asked each department to compile its most frequently asked questions to help develop a baseline of knowledge each staff member should have (Day & Pitts, 2002, p. 79). This model uses the experiential knowledge of all the current content and service experts that provide the day-to-day services to the students. Input from all the departments represented in the hub is vital for the creation of any training program. This information gathering should also be a self-reflective time for the college to ask, "What do [our] students really need?" (Felix & Griff, 2019). This examination will relate directly to what competencies are required for staff. Another model suggested that the content of the training should be centered on the student life cycle. This training should focus on the contexts of one academic year and the entire lifespan of a student from entrance to graduation (Peterson & Otto, 2011). Burnett and Oblinger (2013) emphasize that "the skills needed by the staff in one-stop centers go beyond transactional knowledge and incorporate a breadth of services" (p. 36).

The Council for the Advancement of Standards in Higher Education has created standards for student affairs professionals (myacpa.org). Included in these standards are professional competencies that "not only identify points of practice but also include specific actions that individuals may engage in to significantly improve their professional knowledge, skills, and abilities" (Munsch & Cortez, 2014, p. 52). Investigating these standards/competencies could assist in the identification of specific proficiencies when deciding the content of the training.

The Joint Task Force on Professional Competencies and Standards made up of representatives from College Student Educators International and Student Affairs Administrators in Higher Education proposed competency areas for student affairs educators. While these competencies specifically relate to student affairs educators, they also offer insights into current practice and expectations. Some of these competency areas emphasize topics such as ethics and integrity, digital literacy, leadership, and advising and supporting. (Joint Task Force, 2015).

Training. Specific training methods for cross-training and professional development models vary. Models include methods such as one-to-one training, group training, shadowing, written activities, group assignments, and self-reflection exercises. Some models chose to emphasize skills such as informal sensitivity, communication, problem-solving, customer service, and conflict resolution training (Pipitone & Poirer, 2011; Burnett & Oblinger, 2003; Nottingham, 1998). One model also notes that all development should include interpersonal relations training (DeHaemers & Sandlin, 2015).

Training should not be a one-time event. "Ongoing professional development is another key component to training and is instrumental in helping exceptional staff enhance their skillset (DeHaemers & Sandlin, 2015, p. 383). This updating of skills should be addressed in the planning process.

Certifications. Certifications can play an essential role in teaching and increasing employees' knowledge and skills. These certifications can show "the veracity of skills obtained and, like a diploma, attests to a person finishing a course of study, providing evidence of certain recognized professional standards met." (Leigh, 2014, Value of Certification, para. 1). Leigh (2014) also suggests three levels of certifications: Beginner, Advanced, and Train the Trainer. Harned and Murphy (1998) recognize that, in higher education, there "has not been an explicit effort to bolster institutional commitment to cultivate better compensation and rewards" (p. 45). Certifications will help reduce this problem by allowing the institution to officially recognize those employees who dedicate the time to enhance their work skills. While certifications are essential, it is also suggested that institutions offer recertification every 3-5 years to update for any changes and progress (Leigh, 2014).

When developing in-house certifications, it is vital to analyze the day-to-day work and job description of the positions to be certified. Likewise, a workplace analysis should be developed to gather information about the environment and functions required (Rothwell, 2004). Robertson (1999) recommends six core elements for an in-house certification strategy. These six elements are competency analysis, training for certification, testing, communication, recertification, and rewards.

Communication. Internal and external communication regarding the planning process, expectations, and the finalized product is vital. To succeed in internal communications, "barriers

to information are removed by providing integrated information access to disparate databases and systems for both staff and students" (Burnett, 2002, p.5). Generally, a large number of helpful pieces of information about students are stored in various departments across campuses and are not shared. When an institution prioritizes information sharing, there is value in every contact the institution has with students. Such a system can allow professionals in the institution to think outside of their expertise and see how other areas of the college could affect the student experience (Dillon, 2002). Likewise, it is "recommended that front-line staff be encouraged to network with one another in order to build stronger relationships across units" (Fifolt, 2010, p.64).

Wheatley (2002) contends that colleges often lack a cohesive culture, which leads to failure to deliver a consistent experience for students. Any realignment or centralization of student services needs to present a consistent institutional brand image in all printed and web services (Wheatley, 2002). A consistent institutional brand can show that the "institution is focused on academic quality as well as service" and can produce "a sense of belonging to something greater-something more important-for the team that participated in this process" (Altieri, 2019a, p. 47).

QEP Goal with Specific, Measurable Student Success Outcomes

In developing its specific and measurable student success outcomes, Northeast State focused on strategies that would significantly impact students' behaviors, knowledge, and skills regarding student success, more specifically, success regarding matriculation, retention, and graduation. Questions raised during the discovery process included:

1. What changes would you expect in our students' behavior as a result of their participation in a Bear Den or interaction with Northeast State personnel who have gone through the professional development training?
2. What non-academic issues/areas most frequently deter student success at Northeast State?
3. How can Northeast State better facilitate student success, given these issues?

As a result of this discussion and after a thorough review of literature, the College established the following student success outcomes in support of its overarching QEP goal:

Student Success Outcomes	
OVERARCHING GOAL: **Empower students to**	**OUTCOME 1**: Potential students will identify and utilize appropriate educational resources that enable them to matriculate into the College

| make appropriate academic decisions that lead to student success | OUTCOME 2: Current students will identify and utilize appropriate educational resources that enable them to persist to graduation |

Northeast State believes that the accomplishment of these SSOs shall facilitate the achievement of its mission, which is to advance "lifelong learning and strengthen[s] the economic and social/cultural aspects of the community..." (Mission, Vision, and Values, 2020).

QEP's Correlation with Northeast State's Strategic Plan

- Strategic Plan Goal 1: Increase accessibility to educational and public service programs.
  - Strategic Objective 1.c: Meet or exceed the race/ethnicity demographics of Northeast State's service area.
- Strategic Plan Goal 2: Promote student success through enhanced retention, graduation, and career-development efforts.
  - Strategic Objective 2.a: Increase student retention as demonstrated by student progression to select credit-hour benchmarks.
  - Strategic Objective 2.e: Increase graduation rates.
- Strategic Plan Goal 3: Provide quality programs and services that are recognized for excellence.

Northeast State's commitment to ensuring its QEP is integrated into its planning processes is also documented in its 2019-20 unit plans. The Institutional Excellence and Student Success office included related unit objectives. In 2020-21, select other student success units included unit objectives related to the QEP, too.

B. BROAD-BASED SUPPORT

The plan has the broad-based support of institutional constituencies.

As evidenced in the Topic Identification Section of this report, faculty, staff (to include administrators), students, the Board of Regents, and the community-at-large were provided opportunities to provide input into and support of Northeast State's QEP. The following narrative summarizes each constituency's involvement in the development, implementation, and assessment of the plan.

Faculty and Staff. Nine faculty and five staff members served on the Topic Identification Committee. Faculty, full-time and adjunct, as well as staff also participated in meetings and surveys regarding the selection of Northeast State's preliminary QEP topic and its means of implementation and assessment. Feedback was sought at various times from spring 2018 through spring 2019 during the topic identification phase. Additionally, when the Topic Identification Committee was researching data and information for potential topics, faculty were included on each sub-group. Staff were included on each sub-group as appropriate for the topic (Table 1).

Once the topic was selected, faculty and staff were invited to a campus-wide QEP presentation in early summer 2020. Three questions were asked of faculty and staff:

1. What changes would you expect in our students' behaviors as a result of their participation in a Bear [Den] or interaction with Northeast State personnel who have gone through the professional development training? The most frequent responses were that students will feel less frustrated, be more engaged, and feel more confident and supported.

2. What non-academic issues/areas most frequently deter student success at Northeast State? The most frequent responses were life issues, lack of finances, and lack of understanding of processes.

3. How can Northeast State better facilitate student success, given these issues? The most frequent responses were to create a more supportive culture across the campus, centralize information for students, increase communication about students' needs, and increase cross-training.

Additionally, a question asked of faculty only was, "What are appropriate ways that faculty might interact with and support the QEP?" Faculty see themselves encouraging students to use the Bear Dens. There was also interest in participating in ongoing workshops and training. (Faculty will be invited to these sessions as well. Their attendance, however, will not be mandatory.) This feedback was used in the development of the QEP.

Faculty and staff are also represented on the CSE Professional Development Subcommittee (Appendix A). Since the QEP focuses on student success outside of the classroom, the preponderance of membership on the CSE Implementation Committee (Appendix A) and its subcommittees are staff. Faculty are represented on the Implementation Committee by the Business Technology program coordinator. Additionally, an essential piece of the professional development program is the Customer Service and Sales Certificate degree program. Therefore, faculty that lead and/or teach those courses, along with the Dean of Technologies, serve on the CSE Professional Development Subcommittee to help ensure the efficacy of the credit course program as it applies to the QEP.

Finally, faculty and staff are represented on the CSE Executive Committee. The Executive Committee ultimately has responsibility for the successful implementation of *Northeast State Bear Strong: A Culture of Service Excellence.*

Students. A member of Northeast State's student government association, C.L.A.S.S, served on the Topic Identification Committee. In turn, she kept students informed and brought forth suggestions, comments, and concerns from C.L.A.S.S. representatives and other students. Students participated in meetings and surveys relative to the selection of Northeast State's preliminary QEP topic and its means of implementation and assessment during spring 2019.

Once the topic was identified, and the framework of *Northeast State Bear Strong: A Culture of Service Excellence* was established, a campus-wide invitation was sent to students for them to provide input in late spring 2020. Afterward, a survey was distributed to further ascertain their thoughts, perspectives, and preferences. Four quantitative questions were asked regarding their level of agreement with a positive statement about 1) the use of in-person student success centers, 2) the use of online student success centers, 3) the helpfulness of professional development for the staff, and 4) the co-location of student success offices. The results of all four questions were overwhelmingly positive. Students were also asked to comment on exciting or concerning aspects of the success centers and professional development. There were more responses of excitement than concern. The most frequent theme was "Excited not to have to run around getting help." This was followed by "Excited to have expert help." While not frequently stated (for each statement there were five or fewer related comments), the most common concerns about the program were that "Information may not be accurate," "Students may not know about the centers or what to ask, and concern that there will not be adequate staffing.

The CSE Implementation Committee and all of its attendant subcommittees include a student representative. Moreover, students will serve in the Bear Dens, further advancing their voice on what is working and what needs attention. Inasmuch, students have had (and will continue to have) an opportunity to be directly involved in and help assess the QEP.

Tennessee Board of Regents. The QEP Topic Identification Committee co-chair, Dr. Susan Graybeal, reviewed the framework of Northeast State's QEP with Tennessee Board of Regents (TBR) staff member Dr. Amy Moreland in spring 2020. The purpose of the review was to ensure TBR was informed of and had an opportunity to provide input into the development of the plan. This discussion validated that Northeast State's QEP is congruent with the purpose of TBR, which is to *raise the education and skill levels in Tennessee through quality programs and services, efficiently delivered*. The discussion also affirmed that Northeast State's QEP is correlated with all four of TBR's key priorities, which are Access, Student Success, Quality, and Resourcefulness and Efficiency. The College will continue to keep TBR informed through routine communication with staff. Any feedback will be forwarded to the Executive Committee or the Implementation Committee for action, as appropriate.

Community-at-large. In spring 2019, the QEP Topic Identification Committee posted a survey to its Web site, seeking to gain input from the community-at-large regarding Northeast State's QEP. Unfortunately, no meaningful input was obtained from the survey, even after extending the survey. The College will continue to keep the community-at-large informed through periodic press releases and/or social media. Any feedback will be forwarded to the Executive Committee or the Implementation Committee for action, as appropriate.

C.FOCUS OF THE PLAN

The institution identifies a significant issue that focuses on improving specific student learning outcomes and/or student success.

Significant Issue. Northeast State's planning outcomes revealed two significant student success issues: *The College's students are matriculating and persisting to graduation at rates (especially credit-hour progressions) below expectations. Moreover, students and Northeast State content-area experts have indicated a need for increased student support as well as increased communication between and among offices (and with students).* These significant institutional issues were illuminated by matriculation, credit-hour progression, and institutional planning data, as well as through constituent surveys and focus group results. To address these needs, Northeast State has identified one overarching goal along with associated student success outcomes, as presented on pages 15-16:

Target Populations. While all Northeast State students will benefit from *A Culture of Service Excellence,* for the purpose of the QEP, the audiences detailed in Table 5 will be targeted, and their success rates regarding the student success outcomes (SSOs) be tracked and assessed. All first-time associate degree-seeking students were selected as they are most likely to reap the full benefits of the QEP since they are just entering the College. The subpopulations were selected because they were identified as "higher-risk" either in the College's Access & Diversity Plan and/or in its Achieving the Dream Plan.

Table 5

A Culture of Service Excellence Target Populations

Population/Subpopulations	Connection with Access & Diversity and/or Achieving the Dream Plan (Subpopulations)
All first-time (full- and part-time) associate degree-seeking students	N/A
Pell-eligible Students	Achieving the Dream Plan
Students of Color	Access & Diversity *and* Achieving the Dream Plans
Students Registered with the Accessibility Office	Access & Diversity Plan
Student Veterans	Access & Diversity Plan

Implementation Plan

As the literature review emphasized, helping students to be *especially able, competent, or powerful when making decisions that influence their educational future* is a process. It is not a *one-size-fits-all* or a *one and done* process. To that end, *A Culture of Service Excellence* intends to put students on the path to success by using a tripartite approach. This approach

includes the following strategies:

1. Establish Bear Dens (virtual and campus-based student success centers),
2. Implement a multi-stage professional development program for student-facing staff, and
3. Co-locate student success offices at the main campus.

This approach is visualized in Figure 2, below.
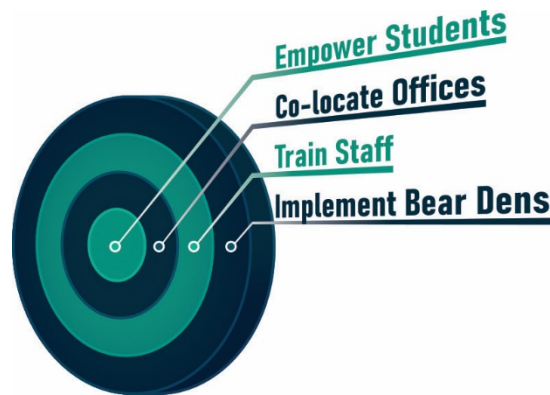
Figure 2. Northeast State's tripartite approach to ensuring students are especially able, competent, or powerful when making decisions that influence their educational future.

Once the QEP was developed, the implementation of strategies began in May 2020. One initial implementation step was for Northeast State personnel to meet with Achieving the Dream (ATD) student success coaches. College personnel explained the QEP to the coaches and described how it intersected with ATD's vision to promote student success. Discussion ensued on best practices. Additionally, over the summer and early fall, select QEP area of emphasis leads as well as higher-risk subpopulation leads met with the ATD coaches individually to discuss further best practices related to their specific areas. Some of these best practices have been woven into the QEP.

All QEP strategies will be fully implemented by 2023. It is expected, as with Northeast State's first QEP in 2009, that *A Culture of Service Excellence* will be institutionalized. It will not cease with the submission of Northeast State's QEP Impact Report.

Strategy 1: Bear Dens, Northeast State's Student Success Centers

The first strategy, which is the centerpiece of Northeast State's QEP, is the development of student success centers, called Bear Dens. The Dens function as the foundation for the success of *A Culture of Service* Excellence. **The purpose of the Dens is to serve as centralized locations at which students can better manage or complete the majority of their business and find support. Services provided**

at the Dens are intended to also help students to become more self-sufficient…more able, competent, or powerful when making decisions that influence their educational future.

      Bear Den Leadership. The Bear Dens and Tracking Subcommittee (Appendix A) will oversee the Bear Dens. The Assistant Vice President for Student Success leads this subcommittee. Her office is adjacent to the main campus Bear Den. Her proximity to the main campus Den will help to ensure ongoing oversight and consistent leadership for the Dens, their activities, and tracking mechanisms.

      Bear Den Locations. By the fourth year of implementation (fall 2023), there will be five Bear Dens. One at the main campus and one at each of the institution's three largest off-campus instructional sites: Elizabethton, Johnson City, and Kingsport. There will also be a virtual Bear Den. (Note: Northeast State's other non-high school off-campus instructional site, Gray, is less than seven miles from the main campus. There is one program at the site, and those students generally take their non-major specific courses at the main campus.)

      Originally, the College planned to pilot the Bear Dens with the main campus Den. However, with the COVID-19 pandemic, the College believed it would be prudent to get the Virtual Bear Den up-and-running first. Implementing the Virtual Bear Den first will help support students should the institution need to revert to all online classes in the future.

      Virtual Bear Den. The Virtual Bear Den will help ensure the College meets the needs of its online students. It will also be a supplemental resource for students enrolled in on-ground classes at all campuses. The Virtual Bear Den will operate using the Freshworks™ platform. Freshworks™ is a cloud-based system that includes a chatbot for live communication and artificial intelligence (AI) to answer common questions 24/7. Live customer support will be available during the hours in which the College is open.

      This software product includes a tracking feature, which will allow the College to track 1) with what Den (on-campus or virtual) the individual connected, 2) the area/s of concern, 3) if their concern was resolved, and 4) if the individual had to be referred to an office, as they required expert assistance. The student's concern shall be tracked by the QEP area of emphasis, as well as by other areas not formally included in the QEP. Allowing other areas of concern to be noted in the system will aid the Implementation Committee as it monitors the program's efficacy and provide information for potential other Specialist Certifications long term. Demographic information will also be requested so that the institution can better track if the individual matriculated into the College (for potential students). The demographic information will also allow the College to assess the utilization of the Dens by higher-risk subpopulations. The system also includes a ticketing and case management system, which will facilitate follow-

up with students, as appropriate. Finally, it includes analytics and dashboards, so the College can determine its efficiencies and deficiencies and adjust accordingly.

Operational oversight of Freshworks™ falls under the auspices of the Bear Dean and Tracking Subcommittee. Northeast State's Office of Information Technology will provide technical oversight and support. A review of the efficacy and effectiveness of the software and the contents of the AI database shall remain as a standing agenda item for the Bear Dens and Tracking Subcommittee's monthly meetings. At the time of writing, the institution was in the process of installing the software. Once it is installed, the Bear Dens and Tracking Subcommittee shall ensure the AI system is populated and remains up-to-date. Content-area leads, who are members of the Subcommittee, already have databases of commonly asked questions and answers, which will facilitate the initial population of the AI system.

While the virtual Bear Den is primarily intended to serve students, an unintended *positive* consequence of implementing the system is that it will support the individuals working in the on-campus Bear Dens, too, should Bear Den staff be presented with questions to which they are unsure of the answers.

On-campus Bear Dens. The on-campus Dens (and Virtual Den in-person chat feature) will operate Monday – Friday, from 8:00 AM – 4:30 PM during non-peak times and from 8:00 AM – 6:30 PM during peak times, such as at the beginning of the semester or during registration periods. The Dens will be phased in over time. The main campus Bear Den is slated to become operational January 4, 2021; Johnson City, fall 2021; Kingsport, fall 2022; and Elizabethton, fall 2023. The College's phased-in approach to opening Bear Dens shall help ensure that the institution tests its processes and can revise its plan with each subsequent Den, as appropriate. A phased-in approach also helps to ensure the College has a sufficient number of staff trained each year to staff the Dens. (Staff training and certification are discussed under the Strategy 2, Professional Development Program section of this report.)

Regarding the main campus Bear Den, a space in the General Studies Building is currently being renovated (Room C2107), with a renovation completion date of September 30, 2020. Between October 1 and the end of the calendar year, the space will be furnished, and student artwork will be secured. Student input was taken into consideration when determining the aesthetics of the space. For example, students recommended that student artwork be included. They also recommended that the space be warm and welcoming, with a larger glass front rather than a single-wide door with a small windowpane.

Bear Den Staffing: The College has identified two permanent Bear Den leads at the main campus (due to its size), and one permanent lead for each of the off-campus instructional sites, except for Elizabethton. The Elizabethton Bear Den is not scheduled to be brought on board until Year Four. The permanent lead for that site will be determined in Year Two. Other

student-facing employees will support lead Bear Den staff members. This model was designed to help ensure the permanent leads can fulfill other responsibilities and help to ensure continuity of service in the Dens when other student-facing employees are staffing the Den. Should the lead Bear Den staff member not be available to assist other student-facing members serving in the Dens at a given time, employees will have access to other personnel via a support call list as well as the Freshworks™ AI system. Morris (2002) noted that using an AI system for support is common and an appropriate aid in one-stop service centers.

All lead Bear Den staff members report through their chain-of-command to the Assistant Vice President for Student Success. They also serve on the Bear Dens and Tracking Subcommittee. Additionally, all lead Bear Den personnel will have an office or desk in the Bear Den (or adjacent to the Den) to help provide support to the Den when they are not staffing it. Lead personnel for each on-campus den were selected as student/customer service is already a part of the job responsibilities. They were also selected based upon the overall knowledge of Northeast State and their demonstrated ability to serve potential and currently enrolled students.

Student-facing staff who hold or are pursuing professional development certification/s will support the Bear Den leads. Each individual will serve two hours per week in Bear Dens (virtual or on-campus Bear Den). The anticipated number of student-facing staff available to serve in the Bear Dens by year and site are outlined in Table 6, below.

Table 6

Anticipated Number of Student-Facing Staff available to Serve in the Bear Dens by Year and Site (Based upon Maximum and Minimum Professional Development Certification Participation Rates)

	Main Campus		Johnson City		Kingsport		Elizabethton	
	Max. No.	Min. No.	Max. No.	Min. No.	Max. No.	Min. No.	Max. No.	Min. No.
20-21	16	8						
21-22	16	8	16	7				
22-23	16	8	15	6	17	8		
23-24	15	7	13	5	14	7	6	3
24-25	15	7	13	5	14	7	6	3

Before the onset of each semester, applicable student-facing staff members slated to serve in Bear Dens shall consult with their supervisors and then schedule their service times on a shared Outlook calendar. Should an individual not be able to keep his or her service commitment, it is the individual's responsibility to switch service times with another individual to ensure coverage. In emergencies, the Bear Den lead can contact the Office of the Assistant Vice President for Student Success. This office will help secure coverage from another student-facing staff member.

One suggestion from students was that, when possible, students also serve in Bear Dens. The students reasoned that current and potential students could sometimes be intimidated by someone perceived as an authority figure. The student's purpose, therefore,

would be to welcome the guests and help set them at ease. Students may also provide very basic information, as appropriate. Student workers, along with student leaders, may serve in the Den. The Coordinator of Student Leadership, under the direction of the Bear Dens and Tracking Subcommittee, shall help solicit and secure student staffing.

As is the practice at Northeast State, divisions support one another. For example, it is Northeast State's practice for experienced student-facing staff to support other divisions in times of need or during heavy loads. Should a Bear Den find itself understaffed, another full-time student-facing staff member will be asked to fill in. Individuals do not need to be domiciled at a specific off-campus instructional site to serve at the location.

Student Utilization of Bear Dens. Northeast State has developed a comprehensive plan to help ensure students utilize the Bear Den. This plan is reflected in Table 7.

Table 7

A Culture of Service Excellence Student Awareness and Utilization of Bear Dens Plan

Activity	Aware-ness	Utilization Required	Utilization Encouraged	Notes
EDUC1030, College and Lifelong Learning	√	√[1]	√	Many faculty require students to conduct a "scavenger hunt," visiting offices to ensure they know their location and purpose. The Behavioral & Social Sciences Division has offered their support in adding the Bear Dens (on-campus or virtual, as appropriate) to the scavenger hunt.
Orientation	√	√	√	Beginning with Spring 2021, the College's orientation session will include a session on the Bear Dens, their purpose, locations, etc. New students will be required to view the virtual Bear Den as a part of their orientation training.
Social Media Announce-ments	√		√	A standing agenda item for the Bear Dens and Tracking System Subcommittee shall be "Marketing of Bear Dens." This will include, but not be limited to, Web and social media announcements.
Student Life Activities	√		√	Student Life routinely offers activities on all of Northeast State's primary campuses. For those campuses with Bear Dens, the office has committed to incorporating visitations to the Bear Dens as a part of their student life activities.
Student Leadership Activities	√		√	Similarly, Student Leadership routinely offers activities on all of Northeast State's primary campuses for student leaders. For those campuses with Bear Dens, the office has committed to incorporating visitations to the Bear Dens as a part of their student leadership activities.

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[1] Required in many sections, as determined by faculty member.

| Faculty/Staff Referrals | √ | | √ | Faculty and staff will routinely be made aware of happenings in the Bear Dens (and be reminded of the services offered therein) through several mechanisms, including Monday Morning Briefing Newsletters and emails. In turn, faculty and staff will be asked to encourage students to utilize the services of the Bear Dens. |

The Bear Dens and Tracking System Subcommittee shall monitor and ensure implementation of the utilization plan, as described in Table 7, above.

Strategy 2: Professional Development Program.
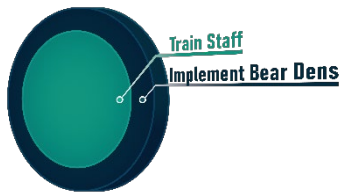
Strategy 2 focuses on increasing student-facing staff members' knowledge of the operations of select student success offices as well as how to best interact with students to facilitate success. Individuals participating in the certification portion of the professional development program will also serve in the Bear Dens, as discussed under Strategy 1. Inasmuch, Strategy 2 is designed to **enable student-facing staff to be "especially able, competent, or powerful" regarding their knowledge of student support services and higher education customer service best practices. In turn, staff may empower students to be "especially able, competent, or powerful" when making decisions that influence their educational future.** The professional development program is operated under the auspices of the Professional Development Subcommittee. The CSE Professional Development Program focuses on two target audiences: 1) All full-time student-facing staff, and 2) Select student-facing staff that apply to participate in the CSE Certification Program (Figure 3):
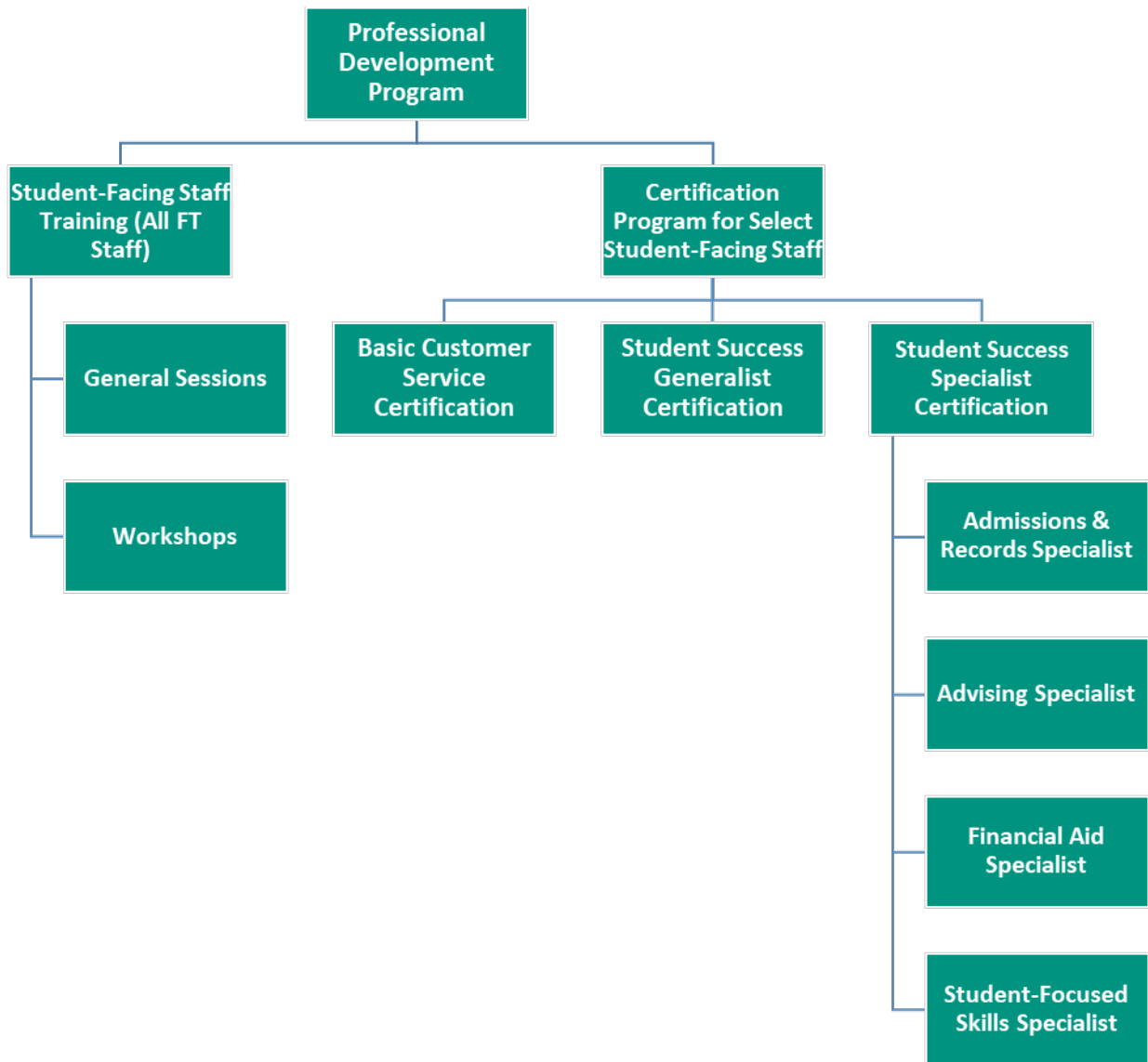
Figure 3. The organizational structure of the CSE Professional Development Program.

Table 8 provides additional information regarding the purpose of each training and the length of each program.

Table 8

Professional Development Levels

Training Level and Target Audience	Training Purpose	Length of Program
Student-facing Staff Training: All Full-time Student Facing Staff	Ensure that all applicable staff have a broad-based understanding of	Ongoing. Training required each fall

	1. How to best assist the identified higher-risk student subpopulations, 2. The basic principles of how to provide quality customer service, and 3. The primary functions of select offices with which students frequently connect.	and spring semester
Certifications		
Basic Customer Service Certification: Annual Staff Cohort (Level 1 Certification)	Ensure participants have the knowledge to provide a high level of customer service to Northeast State's potential and currently enrolled students, regardless of what student success office students connect with or via what modality. (Note: This program is more intensive than what all applicable staff will participate in as a part of the ongoing student-facing staff training discussed above.)	One year program (Fall and Spring Semester)
Student Success *Generalist* Certification: Annual Staff Cohort (Level 2 Certification)	Ensure participants have the knowledge to provide timely and accurate answers to general, lower-level questions that pertain to select offices/skills (Admissions & Records, Advising, and Financial Aid). Student-Focused training is providing the skills for participants to be able to help students effectively. The program will also advance participants' customer service skills and abilities. Pre-requisite: Level 1 Certification	One year program (Fall and Spring Semester)
Student Success *Specialist* Certification: Annual Staff Cohort (Level 3 Certification)	Ensure that all participants have the skills and knowledge to provide timely and accurate answers to mid-level questions that pertain to a specific office/area and advance their customer service skills and abilities. There are four distinct Student Success Specialist certifications an individual can pursue, one for each QEP area of emphasis. Pre-requisite: Level 2 Certification	Each distinct Student Success Specialist certification is a one-year program (Fall and Spring Semester)

Student-Facing Staff Training*. Northeast State serves a diverse array of students, including students considered at higher risk (Table 5). These students often have different needs than the general student population, and the majority of staff often lack an understanding of the needs of higher-risk students and/or how to support them best. Moreover, staff (in general) have not participated in customer service training, nor do they have a foundational knowledge of the primary functions of key student success offices other than their areas. The CSE Student-facing Staff Professional Development program is designed to address these

needs. The training is required of all full-time student-facing staff. This requirement will begin in fall 2020.

Each semester, a general session will address the basic principles of how to provide quality customer service and information on the primary functions of select offices with which students frequently connect. Additionally, four workshops will be offered during the semester, one for each specified higher-risk subpopulation. Content-area experts, or leads, have been identified for each of the subpopulations. Each subpopulation lead is an expert in his or her area. They will develop and host the workshops. The leads will also serve as consultants to the QEP's committees.

Each staff member must attend one subpopulation-related workshop each semester. The next semester, the staff member will select a workshop related to a different subpopulation until the individual has attended training regarding all four higher-risk subpopulations. This process will require two years to complete. Then, the workshops will be refreshed/revised, and the cycle will repeat.

Additionally, each session will be recorded, should an individual not be able to attend any of the sessions in a given semester. Those not attending a session will be required to watch the video and submit a summary to his or her supervisor regarding key takeaways. The supervisor shall then confirm completion of the requirement with the CSE Professional Development Subcommittee.

General session and workshop participation will be tracked using an internally developed Individual Objectives (IO) System (Figure 4). Employees and supervisors can self-monitor their progress using this system. The CSE Professional Development Subcommittee can also track progress with the IO System and make adjustments to its plans, as needed.

Student-Facing Training Workshop Attendance for 2020-21 ⌄					
Employee Name	**General Session**	**Pell-eligible Students**	**Students of Color**	**Students Registered w/ Accessibility Office**	**Student Veterans**
Sample, Employee	9/14/2020 & 2/8/2021	10/28/2020	2/19/2021		

Figure 4. The portion of the Individual Objectives System that depicts a *sample* tracking system for student-facing staff training.

Topic Identification for General Sessions. The CSE Professional Development Subcommittee will develop a list of recommended topics for each general session. Survey results, focus group information, feedback from Northeast State subject-matter experts, and trends in higher education, etc., will be reviewed. Once the Professional Development Subcommittee develops its recommendations, the CSE Implementation Committee and then CSE Executive Committee will review and approve the topics. For example, the CSE

Professional Development Subcommittee reviewed recent research in preparation for the fall 2020 general session. It also elicited feedback from student-facing staff on their perceptions of their training needs. The subcommittee recommended that the fall 2020 general session focuses on *sensitivity training* as it relates to quality customer service for its keynote address based on their research and feedback. The presentation of *A Top 10 List of Key Facts Every Student-Facing Staff Member Should Know* during the general session was also recommended. This list will address the primary functions of select offices with which students frequently connect. Finally, it was recommended that the content-area expert for each higher-risk subpopulation determine the appropriate workshop focus, based upon the feedback from student-facing staff and students. Both the Implementation Committee and Executive Committee approved the plan in August 2020.

A short survey will be distributed to obtain feedback on the efficacy of the general session and each workshop. The CSE Professional Development Subcommittee shall consider this feedback in planning future events.

Connecting with the Staff Member's Position and Serving Students. After staff members complete the first annual student-facing staff training, they will reflect upon the training in which they participated. Then, in consultation with their supervisor, each staff member shall develop an individual objective for 2021-22 that connects what they have learned with their specific position and how they can better serve students. (Student-facing staff members who are subsequently hired shall develop individual objectives after they have attended at least one semester of training.)

Finally, in summer 2022, each staff member shall assess the achievement of his or her 2021-22 individual objective. Then, the CSE Assessment Subcommittee (Appendix A) will analyze the findings and share their analysis with the CSE Professional Subcommittee for further action. The Assessment process will be repeated annually. Figure 5 depicts this annual training and evaluation process.
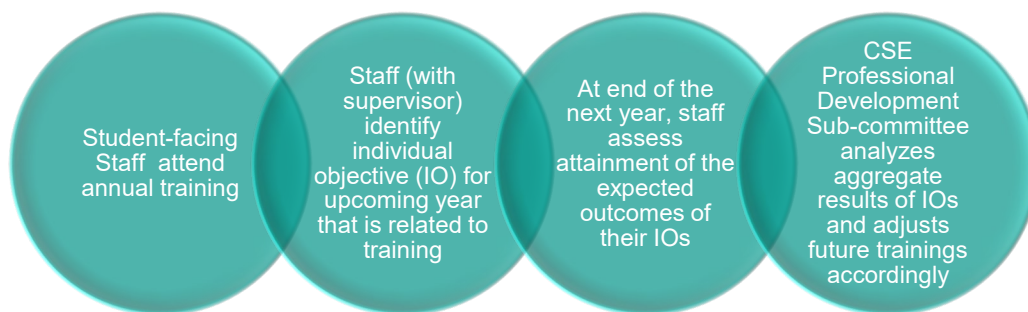

Figure 5. Annual student-facing staff training and evaluation process.

Certification Program for Select Student-Facing Staff. A cadre of student-facing staff who have had more extensive customer service and Northeast State-specific training must be developed to better support and meet the needs of potential and currently enrolled students. The CSE Professional Development Certification Program is designed to provide this training.

CSE Professional Development Certification Program Application Process. Participation in the Certification portion of the CSE Professional Development Program is competitive. All full-time student-facing staff members are eligible to apply. The Certification Program will be promoted during the annual general sessions and workshops, required of all full-time student-facing staff. It will also be promoted through other marketing campaigns and campus outreach. Then, the annual selection process will be implemented:

1. Late spring/summer: Senior-level staff identify/re-affirm which employees they consider to be full-time "student-facing" staff,

2. Late spring/summer: All full-time student-facing staff are invited to apply. The applicant secures the approval of his/her supervising chain-of-command through the vice president (or similar level) before applying. (Note: Since the certification levels build upon one another, applications for only the Basic Customer Service Certification (level one) were accepted for the 2020-21 cohort (Appendix E). In 2021-22, applications for both the Basic Customer Service Certification (level one) *and* the Student Success Generalist Certification (level two) cohorts will be accepted. In subsequent years, applications will be accepted for all three certification level cohorts.)

3. Late Spring/Summer: A diverse team of employees, appointed by the CSE Executive Committee, review the applicants and select the participants annually. A rubric is used to assess each applicant's suitability for the program (Figure 6).

Applicant	App: Commitment to Excellence (0-5)	App: Desire to Participate (0-5)	Level of interaction w/ students (0-5)	Quality of Rec. Ltrs. (0-5)	Quantitative Total	Demographic Information				
						Division	Department	Location	Gender	Notes

Figure 6. CSE applicant evaluation rubric for 2020-21.

For example, in summer 2020, the Selection Committee reviewed the applications of employees who were seeking to participate in the Basic Customer Service cohort for 2020-21, and 14 employees are included in the first cohort. The cohort represents three major divisions (at the vice president level): Academic Affairs, Finance & Information Technology, and Institutional Excellence & Student Success. Moreover, three sites (main campus, Johnson City, and Kingsport), both genders, and both administrative/professional and support staff are represented by the

cohort.

4. Fall semester: Cohort participants begin training, as described in the following sections.

Ensuring the Quality and Sustainability of the Certification Program. A maximum of 16 applicants will be selected for each certification level annually. Having a maximum for the number of participants will help to ensure the program is manageable. This model results in a maximum of 48 individuals participating in training annually once all three certifications have been implemented in Year 3 (Table 9). The 48 individuals would include 16 *new* participants entering into the Basic Customer Service Certificate. Staff progressing to the Generalist or Specialist level comprise the remaining 32 participants.

Table 9

Maximum Number of Staff in the CSD Professional Development Program by Year*

Certification Level	2020-21	2021-22	2022-23	2023-24	2024-25
Basic Customer Service	16	16	16	16	16
Student Success Generalist		16	16	16	16
Student Success Specialist			16	16	16
Maximum Total by Year*	16	32	48	48	48

*Yearly totals do not reflect staff that have completed the program in prior years and continue to serve the institution.

Conversely, a minimum of eight applicants will be selected for the Basic Customer Service Certification annually (Level 1) to ensure the program is sustainable. Providing that there may be some attrition, a minimum of seven applicants will be selected for the Student Success Specialist Certification annually (Level 2), and a minimum of six applicants will be selected for the Student Success Specialist Certification annually (Level 3). This model results in a minimum of 21 individuals participating in training annually once all three certifications have been implemented in Year 3 (Table 10). The 21 individuals would include eight *new* participants entering into the basic Customer Service Certificate. Staff progressing to the Generalist or Specialist level comprise the remaining 13 participants.

Table 10

Minimum Number of Staff in the CSD Professional Development Program by Year*

Certification Level	2020-21	2021-22	2022-23	2023-24	2024-25
Basic Customer Service	8	8	8	8	8
Student Success Generalist		7	7	7	7
Student Success Specialist			6	6	6
Minimum Total by Year*	8	15	21	21	21

*Yearly totals do not reflect staff that have completed the program in prior years and continue to serve the institution.

In late spring 2020, a presentation that detailed the fundamentals of the program was shared with faculty and staff to ensure there was sufficient initial interest to initiate and sustain the program. Then, faculty and staff were emailed a survey regarding the program. The survey sought to discern faculty and staff's questions, concerns, and hopes regarding *Northeast State Bear Strong: A Culture of Service Excellence.* The survey also sought to discern initial staff interest in the program. Of the 54 staff respondents, 59% (32) indicated that they would be interested in participating in the professional development program in the future (Appendix B).

As a part of their standing agenda, the CSE Executive and Implementation Committees will monitor cohort enrollments semi-annually. The professional development plan will be reviewed and revised, accordingly, if the institution is not able to maintain the minimum enrollment thresholds, or if the College realizes it is nearing participant saturation.

Certification levels and types of training included. There are three varying *types* of training in which the individual will partake, depending upon the level of certification he or she is pursuing. The three *types* of training provided within the certifications are:

1. Credit courses towards Northeast State's Customer Service and Sales Certificate program,
2. Non-credit (CEU) Northeast State-specific courses, and
3. Supplemental cohort training.

The three-levels of certifications, along with the types of training provided at each level, are outlined in Table 11.

Table 11

CSE Professional Development Certification Program Levels and Types of Training

Certification Level	Purpose of Certification	Types of Training		
		Credit Courses: Customer Service and Sales Certificate[1]	Non-Credit Courses: NeSCC-specific Courses	Supplemental Cohort Training
Basic Customer Service (Level 1)	Increase participants' knowledge of higher education customer service best practices, helping them connect with students in meaningful ways that promote student success	• BUSN1310, Business Communications (3 cr hrs) • BUSN1350, Sales and Service (3 cr hrs)	None	Each cohort will attend five supplemental cohort meetings throughout the year to connect what is learned in courses with creating a culture of service excellence at Northeast State. Separate meetings shall be held for each cohort level, etc. (e.g., Level 1, Level 2, and Level 3).
Student Success Generalist (Level 2)	Enable staff to be "especially able, competent, and powerful" regarding their knowledge of *general* student support services in select areas and to increase their knowledge of higher education customer service best practices	• BUSN2350, Organizational Behavior (3) • INFS1010 (3 cr hrs)	Northeast State Student Success Generalist Non-credit Course (CEUs 1-2: Course in development)	
Student Success Specialist (Level 3)	Enable staff to be "especially able, competent, and powerful" regarding their knowledge of *more complex* issues related to student support services in a select area and to continue to increase their knowledge of higher education customer service best practices	• BUSN1305, Introduction to Business (3 cr hrs) • BUSN2380, Marketing (3 cr hrs) (Note: Credit courses are only required for the *first* Student Success Specialist certification. If an individual wishes to pursue additional specialist certification/s, s/he will not be required to take any credit courses)	The participant selects one-of-four Northeast State Specialist Non-credit Courses. (Each course will be 1-2 CEUs. Courses to be developed in fall 2021.)	

[1] Participants will enroll in one credit course in the fall and the other in the spring.

Completing Coursework. It is expected that participants will complete the majority of their Certification Program coursework outside of normal business hours. However, they may schedule a limited amount of study time during work hours as a form of professional development (as other work obligations permit). The amount of time and frequency is subject to the approval of the individual's supervisor. Supervisors were made aware of this opportunity during a college-wide presentation in May 2020. There was broad-based support for the approach. Moreover, the Basic Customer Service Certification, which the supervisor signs before the employee applies, notates this opportunity. A similar statement will be included on the Student Success Generalist and Specialist applications when they are implemented, too.

Credit Course Training: Customer Service and Sales Certificate Degree Program.

Northeast State's Customer Service and Sales Certificate degree program's purpose is as follows:

The Customer Service and Sales certificate will provide individuals the knowledge and skills associated with customer service, inside and outside sales and marketing, communication and promotion, and the use of computer technology for customer relationship management (Northeast State, 2020)

Therefore, **the purpose of the credit course training, as it connects with *A Culture of Service Excellence,* is to help ensure that cohort members are "especially able, competent, and powerful" regarding their knowledge of customer service best practices that they may better serve and inform students. In turn, students will become more informed decision-makers regarding their academic careers.**

Table 12 details how the six courses contained within the certificate degree program connect with *A Culture of Service Excellence*:

Table 12

Credit Course Requirements, What Certification Level it connects with, and Connection to A Culture of Service Excellence

Certification Level	Customer Service & Sales Certificate Crs.	Course Description	Connection with *A Culture of Service Excellence*
Basic Customer Service	BUSN1310, Business Communications (3 cr hrs)	Business Communications is a study of the principles, practices, and mechanics of various types of effective written and oral business communications.	Effective communication with students is imperative to provide excellent service
	BUSN1350, Sales and Service (3 cr hrs)	Sales and Service is an introduction to the fundamentals of customer service and selling. Topics may	The principles underlying good customer service will promote excellence in service. While the

		include developing and conveying a positive attitude, identifying buying motives and customer needs, developing and delivering a sales presentation, customer approaches, sales strategies, and cultivating repeat business through customer service.	emphasis of the CSE program is on service, knowing the fundamentals of sales will also help participants to understand better what motivates potential and currently enrolled students as well as how to build a rapport with them.
Student Success Generalist	BUSN2350, Organizational Behavior (3 cr hrs)	Organizational Behavior examines the importance of understanding human relations in the workplace and developing the skills necessary to foster more effective communication and motivation.	Understanding the importance of human relations is critical to understanding the needs of others and providing timely and accurate information that meets their needs.
	INFS1010 (3 cr hrs)	Computer Applications students will gain a working knowledge of word-processing, spreadsheets, electronic communication, presentation graphics, and online database searching and will learn the skills necessary to integrate electronic information from various sources.	Continuously improving one's computer skills will aid participants in researching and providing information to students. More broadly, it will also aid employees in their day-to-day activities.
Student Success Specialist	BUSN1305, Introduction to Business (3 cr hrs)	Introduction to Business provides an introduction to the business environment. Topics may include business ownership and organization, management, marketing, business ethics, accounting, economics, finance, and business careers.	Specifically placed in the last level of certification, Introduction to Business will aid participants as they take leadership roles in staffing Bear Dens. The basic principles of organization, management, marketing, and business ethics shall be especially helpful.
	BUSN2380, Marketing (3 cr hrs)	Principles of Marketing is a study of basic marketing principles and practices, including the selection of target markets and the development of the marketing mix (product, price, promotion, and place of distribution).	Similarly to Introduction to Business, Principles of Marketing was specifically placed in the last level of certification to aid Specialists as they take leadership roles in staffing and marketing Bear Dens.

Each certification level includes two-of-the-six courses. By the time an individual completes his/her first specialist certification (Level 3), they will have also earned the Customer Service and Sales Certificate Degree (Appendix F).

Ways in Which Participants Can Satisfy Course Requirements. Some employees will have already earned credit for one or more of the specific courses outlined above, or they

have had life experiences that they may apply towards one or more of the courses. Therefore, participants may satisfy the credit course requirements in one of the following ways.

1. Enroll in the course/s. Students may be able to use the Tennessee Board of Regents fee waiver and enroll in the course at no cost.

2. Request the evaluation of transfer credit or prior life experiences, as outlined in the:

   a. *Admission of Transfer Students S*ection of the *Catalog.* Should an individual be awarded transfer credit for a specific course within the certificate degree program, s/he would not be required to take the course.

   b. *Prior Learning Assessment* section of the *Catalog.* Should an individual be awarded prior learning assessment credit for a specific course within the certificate degree program, s/he would not be required to take the course (Northeast State Catalog and Student Handbook, 2020)

Should a critical mass of CSE Professional Development participants need a specific credit course included in the certificate degree program, the group may be cohorted into a single online section. For example, seven of the fourteen 2020-21 Basic Customer Service cohort members need BUSN1310, Business Communications. Therefore, the group was cohorted into a single online section. Because this is a special cohort section, some of the assignments within the section were tailored to support the purpose of the Certification Program. These assignments, however, still support the stated student learning outcomes of the course. Dr. Garry Grau, the full-time lead instructor for BUSN1310, Business Communication, is teaching the Northeast State cohort section for fall 2020.

Should there not be a critical mass of Certification Program cohort participants who need the particular credit course, those needing the course shall enroll in a regularly-scheduled section of the course (online). The assignments would not be tailored. However, the participants will still have an opportunity to connect what they are learning in class with the Certification Program during their supplemental cohort sessions, discussed later in this report.

The Technologies Division has committed to having the full-time lead instructor for the course teach the section whenever possible if a course is cohorted. The full-time lead instructor may still teach the section if the course is not cohorted. If another faculty member, full-time or adjunct, teaches the non-cohort course, the CSE Professional Development Subcommittee chair will ensure the faculty member is aware of the Certification Program and its connection with the course s/he is teaching.

Non-Credit Course Training: Northeast State-Specific Courses. The **purpose of the Northeast State-specific non-credit courses is to help ensure that cohort members are "especially able, competent, and powerful" regarding their knowledge of the primary functions of the QEP areas of emphases, along with common issues within these areas**

that often deter student success (and resolutions). It is expected that, with this increased knowledge, the employees may better serve and inform students. In turn, students will become more informed decision-makers regarding their academic careers.

Requirements for the Northeast State-specific must be satisfied by taking the non-credit courses. There are no other equivalent courses or life experiences that may be applied to the course. Table 13 details how each course and connects with *A Culture of Service Excellence*:

Table 13

Non-credit Course Requirements, What Certification Level it connects with, and Connection to Northeast State Bear Strong: A Culture of Service Excellence

Certification Level	Non-Credit Course	Course Description	Connection with *Northeast State Bear Strong: A Culture of Service Excellence*
Basic Customer Service	None	N/A	N/A
Student Success Generalist	Student Success Generalist	Examines general, lower-level questions that pertain to the four QEP areas of emphasis. (Student Learning Outcomes: Appendix G)	Participants will know how to provide timely and accurate answers to general, lower-level questions to the identified offices/ areas.
Student Success Specialist	Admissions & Records Specialist	Examines mid-level questions that pertain to Admissions & Records.	Participants will know how to provide timely and accurate answers to mid-level *admissions & records-related* questions.
	Advising Specialist	Examines mid-level questions that pertain to Advising.	Participants will know how to provide timely and accurate answers to mid-level *advising-related* questions.
	Financial Aid Specialist	Examines mid-level questions that pertain to Financial Aid.	Participants will know how to provide timely and accurate answers to mid-level *financial aid*-related questions.
	Student-Focused Skills Specialist	Examines mid-level questions that pertain to assisting a student/ potential student with personal issues or factors.	This course is intended to increase *student-focused* helping skills to provide more effective assistance to students.

The Basic Customer Service Certification program does not include non-credit courses, as that certification focuses on customer service versus Northeast State-specific information.

The Student Success Generalist Certification course will be ten-to-twenty hours in length or one-to-two CEUs. (Course currently under development.) Specialist Certification participants select one-of-four areas of specialization. Upon completion of one Student Success Specialist Certification, an employee may apply to participate in another area of specialization, until all four areas of specialization have been achieved.

Individuals considered *experts* in an area are not eligible to pursue that specific area of specialization. For example, a Northeast State academic advisor would not be eligible to pursue the Advising Specialist Certification, as s/he is already considered an expert in the field. S/he, however, would be eligible to pursue the Student Success Specialist Certification in Admissions & Records, Financial Aid, and/ or Student-Focused Skills. Conversely, an administrative assistant in the Advising Office *would* be eligible to pursue the Advising Specialist Certification, as his/her primary job duties would not include advisement.

Course Development to Include Piloting Course*. The content-area expert/s, with assistance from Dr. Stephanie Barham, will develop the courses. Dr. Barham, President's Office Project Manager, holds a Graduate Certificate in Instructional Design and Development. The Center for Teaching and Learning, which routinely assists faculty in course development, has also offered their services in the development of the courses, as has Michael Collins, Northeast State's Academic Computing Manager. The courses shall be housed within Brightspace (D2L), Mr. Collins' area of expertise. Dr. Cindy Tauscher, Director of Workforce Solutions, is assisting the content-area experts with connecting the non-credit courses with the continuing education process.

The basic process being used to develop the courses is outlined below. The process described is for the Student Success Generalist Course, as it is currently under development. The same process and timeline shall be used for the development of the Student Success Specialist courses when they are developed in fall 2021.

1. Conduct needs assessment. Student survey results feedback (Appendix B) helped to identify needs as perceived by students. Also, anecdotal information provided by content-area experts, which was gleaned from years of experience working in the field, aided in the identification of needs.

2. Identify Learning Objectives. Based on the information gained in the needs assessment, learning objectives are identified for the course (See the Student Success Generalist course syllabus, Appendix G). The course covers all four QEP

areas of emphasis, and there are learning objectives that pertain to all areas.

3. Design course. The focus area leads work with as a team (and with the Project Manager for the President's Office) to design the course, including the use of modules, as appropriate. Course content is designed to promote the achievement of the learning objectives. Once the courses are designed, the correct number of CEU credits will be determined.

4. Pilot course. Each Northeast State-specific non-credit course will be offered online and piloted in the spring before full implementation in the fall. For example, the Student Success Generalist course will be piloted in the spring of 2021. The feedback gained from the pilot will be used to refine the course before the first cohort takes the course during 2021-22. There are four Bear Den leads, who will serve as early implementers, and will pilot the non-credit courses.

5. Offer the course on an annual basis. Once the course has been piloted and revisions are implemented, the course will be offered online. Each non-credit course will start the first week of October, giving participants that are also enrolled in a credit course an opportunity to initiate that course before starting the non-credit course training.

6. Assess the efficacy of training, as described in the Assessment Section of this report.

Lead Instructors and Method of Delivery. The Student Success Generalist course shall be modularized, with the content-area experts teaching their sections. (Each content-area lead or leads shall teach and assess her course for the Student Success Specialist courses.) Each course will be delivered asynchronously. The lead/s will monitor course progress and provide feedback to the class and/or individuals within the class as the class progresses. The leads will also interact with the participants during cohort sessions answering questions, providing feedback (based upon participants' progress in the course), and providing supplemental information. Lead instructors are provided a stipend for developing/refining and instructing the course. Stipends are discussed in more detail in the Institutional Capability Section of this report.

Supplemental Training Offered via Cohort Meetings. The **purpose of the supplemental training** provided via cohort meetings **is to tie what cohort members are learning in the credit and non-credit courses with providing excellence in customer service**. The supplemental cohort training will also provide an opportunity to reinforce how to facilitate the success of higher-risk student subpopulations. This training shall result in participants that are better equipped to serve and support students, thus promoting matriculation as well as retention and graduation.

Supplemental cohort training topics will vary by cohort and expected learning objectives in the credit and non-credit courses. A standing agenda item regarding cohort training topics is included on the monthly Professional Development Subcommittee agenda. During each meeting, current training topics in the credit courses and non-credit courses (as applicable) and how those topics intersect with "*A Culture of Service Excellence*" will be discussed. Based on this discussion, the training topic and session leads shall be determined for each upcoming supplemental cohort session.

In the first year of the Certification Program, there will only be one cohort, the Basic Customer Service Certification Cohort. Inasmuch during 2020-21, the supplemental cohort sessions will support only this cohort. During Year Two, supplemental cohort sessions will be added to support the Student Success Generalist Cohort. Then, starting in Year Three, supplemental cohort sessions will be held to support all certifications. Table 14 depicts this schedule.

Table 14

Cohort Sessions Offered by Year

Semester	Basic Customer Service Certification	Student Success Generalist Certification	Student Success Specialist Certifications			
			Admissions & Records	Advising	Financial Aid	Student-Focused Skills
2020F	√					
2021S	√					
2021F	√	√				
2021S	√	√				
2022F	√	√	√	√	√	√
2023S	√	√	√	√	√	√
2023F	√	√	√	√	√	√
2024S	√	√	√	√	√	√
2024F	√	√	√	√	√	√
2025S	√	√	√	√	√	√

As one will note, the number of cohort sessions expands greatly in fall 2022, when the four distinct Specialist certifications are initiated. Two-of-the-five Specialist cohort sessions will be held as combined meetings for all specialty areas to ensure the number of cohort sessions is manageable. One of the combined specialist cohort meetings will be in the fall and the other in the spring.

During the joint sessions, the group will meet with the faculty member teaching the BUSN course for that specific semester (and a CSE Professional Development Subcommittee member). The combined cohort sessions will focus on how the BUSN courses in which the participants are enrolled intersect with "A Culture of Service Excellence." During the individual cohort sessions, the content-area lead and one-or-more higher-risk student population leads

shall host the sessions. These sessions will focus on the subject matter being taught in the class as well as applying the information learned to higher-risk student populations.

Ways in Which Participants Can Satisfy Cohort Session Requirements. Cohort session requirements must be satisfied through participation in the sessions. Each cohort member is expected to attend all five cohort sessions. One cohort session can be missed for emergencies without makeup. Should an individual miss more than one cohort session, the co-leads will determine appropriate supplemental activities to ensure the participant receives the relevant training. There are no other equivalent courses or life experiences that may be applied to the cohort training sessions.

Professional Development Service Requirements. Participants commit to working an average of two hours per week in a Bear Den (Online or On-ground Den) when applying to the Certification Program. Each participant's supervising chain-of-command also agrees to the requirement by approving the application (Appendix E). While assisting students is the participants' primary obligation while serving in a Den, he or she may also continue to perform their primary functions while serving in a Den if the Den is not busy. Moreover, every effort will be made to assign the participant to the Den of his/her choice, as available.

Should a pattern develop whereby a participant routinely cannot fulfill his or her commitment to working in a Bear Den, the CSE Professional Development Subcommittee chair shall first discuss the concern with the participant and then with his or her supervisor, if necessary, to determine the best course of action. Should it be determined that the best course of action is that the participant withdraws from the program, the individual may be eligible to rejoin the cohort the following year. The process used to assign participants to a Den is discussed in detail in the Bear Dens Section.

Earning and Maintaining Certification. Each cohort participant must complete the training outlined in Table 11 to earn a certification. The participant must also meet the Bear Den service expectations outlined above. The CSE Professional Development Subcommittee shall make its recommendation of certification awards to the CSE Implementation Committee once service requirements are completed in the summer. The Implementation Committee shall forward the names of the recipients to the CSE Executive Committee once all requirements are validated. The Executive Committee will announce the honors to the community-at-large.

Recertification Process. One concern that was expressed by students was that the information provided by staff holding certifications might not be accurate. This concern was expressed when Northeast State presented *A Culture of Service Excellence* to students in late spring 2020. There are several ways in which the College shall ensure that the information provided is accurate. This includes ongoing training and the certification process. Another way

is through a recertification process. Requiring individuals to recertify is in line with Leigh's (2014) recommendation that individuals periodically recertify to update their knowledge for any changes and progress.

The Basic Customer Service Certification does not expire as the program does not include Northeast State-specific information. The Student Success Generalist and Student Success Specialist Certifications expire two years after the certification is earned. Individuals only need to recertify for the highest level of certification they hold. For example, if an individual is recertifying for the Student Success Specialist Certification, his or her Student Success Generalist Certification would automatically be renewed, too.

The recertification process shall consist of a group meeting with the content-area expert leads as well as the higher-risk subpopulation content-area expert leads to discuss new information and refresh information previously learned. The first Student Success Generalist cohort will be certified in the summer of 2022. The first recertification for the Student Success Generalist cohort will occur during summer 2024. The first Student Success Specialist cohort will be certified in the summer of 2023. The first recertification for the Student Success Generalist cohort will occur during the summer of 2025.

The content-area experts shall make a recommendation regarding recertification to the CSE Professional Development Subcommittee. Should an individual's knowledge, skills, or abilities deem them not ready for recertification, the individual would need to re-enroll in the Northeast State-specific CEU courses to recertify. Individuals who elect not to recertify and then later wish to pursue the opportunity would need to re-enroll in the Northeast State-specific CEU courses. The CSE Executive Committee must approve any exceptions. Northeast State's internally developed Individual Objectives (IO) System will track cohort participants' Certification Program progress (Figure 7). The tracking system is designed so that individuals in the Certification Program and their supervisors can self-monitor their progress. It will also allow the Professional Development Subcommittee to track progress and make adjustments to its plans, as needed.

Certification Tracking Information as of 8/18/2022

Level	Cohort Year	Crse 1	Crse 2	CEU	Cohort Hours	Bear Den Service	Cert. Earned	Cert. Expires	Stipend
Level 1	2020-21	BUSN1310:S	BUSN1350:S	NA	7.5	S	Yes	N/A	P
Level 2	2021-22	BUSN2350:S	INFS1010:S	S	5.0	S	Yes	Spring 2024	P
Level 3	2022-23	BUSN1305:NS	BUSN2380:NS	NS	0	I	No		NP

Tracking Legend:
Crse1/Crse2/CEU: S = Satisfied, NS = Not Satisfied, I = In Progress, NA = Not Applicable
Stipend: P=Paid, N=Not Paid

Figure 7. The portion of the Individual Objectives System that depicts a *sample* tracking system for the Certification Program.

Connecting the Certification Program with Promoting Student Success. Students expressed excitement that, through *A Culture of Service Excellence,* they will not have to "runaround getting help" and will have a higher level of expert care, especially since trained staff will be located on various campuses and services will be offered virtually.

Individuals with the Basic Customer Service Certification will be better equipped to take care of students' needs by providing professional, helpful, high-quality service and assistance. Individuals holding the Student Success Generalist or Student Success Specialist Certifications will be better equipped to a) answer low- to mid-level student support services in select areas, b) address underlying issues impacting student success, and c) serve and support students with a high level of customer service, promoting matriculation as well as retention and graduation.

Employee Benefits of Training. The primary focus of the Certification Program is on the benefits to the students and supporting their successes. However, there are benefits to the employee as well. These are outlined below:

1. Participants earning a certification will be awarded a stipend to thank them for their service and to offset the cost of textbooks (if any). Stipends amounts are graduated: Basic Customer Service: $100; Student Success Generalist: $300; Student Success Specialist (the first area of specialty): $450, additional areas of specialty: $300. (Note: additional areas of specialty receive a lower stipend, as the participants would have already completed the credit course requirements – thus, the requirements are not as substantial for the additional areas of specialty.)
2. Copies of the certifications will be added to employees' personnel files.
3. Employees achieving each level of certification with be provided with an image they can add to their email signature. For example,

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Student Success
Advising Specialist
Certified Staff Member

4. Likewise, employees achieving each level of certification will be provided with a pin they can wear.

5. Upon completion of the Student Success Specialist Certification program, participants will have also earned the NeSCC Customer Service and Sales Certificate Degree.

6. Upon the completion of the Student Success Generalist CEU course, and, subsequently, the Student Success Specialist CEU course, the CEU credit shall be added to the participant's Northeast State transcript.

7. Since the professional development program will provide opportunities for participants to expand their knowledge base of select Northeast State offices and customer service best practices, participation in the program will leverage their marketability for other positions in the future. (Note: While participation in the program may make an individual more marketable, applicants are reminded that it does not guarantee a promotion (Appendix E).)

Strategy 3: Co-location of Offices.

Bear Dens are intended to answer up to mid-level questions. At times, however, students' questions may be so complex that they require the assistance of experts in the fields. In those instances, a student may need to be redirected to a specific office. The literature points out that institutions are becoming increasingly complex to navigate. This can be the case at the main campus, as redirecting a student can mean a student must walk from building-to-building or floor-to-floor.

Therefore, the third strategy of *A Culture of Service Excellence* is to co-locate the majority of its Student Success offices into one centralized location on the second floor of the General Studies Building. Office relocations will be phased in over time. Services that students commonly require when they apply or are registering shall be co-located nearest to the Bear Den. This includes Advising, Financial Aid, Admissions (in the Bear Den Private Offices), a Conference Room to be used for New Student Orientations, and the Dean of Enrollment Management and Assistant Vice President's Offices.

Other student success-related offices, etc., will be co-located on either side of these offices. The Testing Center, Accessibility Services, and Counseling shall be on one side (along with the vice president's office). Student Life, the Multicultural Lounge, Career Services, and

Student Support Services shall be on the other. The placement of the offices on the periphery was strategic. Individuals frequenting the Testing Center, Accessibility Services, and Counseling, on one side, and Student Success Services, on the other, often require quiet spaces that promote concentration and critical thinking.

The preliminary phase-in schedule is detailed in Table 15, below.

Table 15

Co-location of Offices Phase-in Plan for the Main Campus, General Studies Building
(Plan Subject to Change)

Area/Office	Phase-in Year	Current Location	Co-location
Bear Den	2020-21	N/A New Office	C2107
Advising Suite	2020-21	C2407-C2412 & C2108	C2106, C2109, C2111
General Studies Building Hallway	2020-21	Hallway	Hallway (Paint hallway and install new base trim)
Testing Center	2020-21	C2106	C2302-C2303
Accessibility Services	2021-22	C1101-C1104	C2309
Asst. Vice President, Student Success	2021-22	C2110	C2108 (No renovations necessary)
Bear Den, Private Office Space for Meeting with Potential and Returning Students	2021-22	N/A New Office	C2110 (No renovations necessary)
Counseling	2021-22	C2101	C2311
Dean, Enrollment Management	2021-22	C2107	C2110 (No renovations necessary)
Multicultural Lounge	2021-22	N/A New Lounge	C2415A (No renovations necessary)
Student Life	2021-22	A212 – A215	C2407-C2412 (No renovations necessary)
Institutional Excellence and Student Success Conference Room (to be used for Orientations)	2022-23	N/A New Space	C2114
Student Support Services (TRiO)	2022-23	C1107-15	C2426, C2428
Vice President, Institutional Excellence and Student Success	2023-24	F104	C2201
Admissions & Records	N/A	Pierce Building, which is adjacent to the General Studies Building	Remaining in the same location. Due to the vault, etc. it is not feasible to move this office. However, Admissions & Records may use C2101, the Bear Den private offices, to assist students in the co-located area

Career Services	N/A	C2418	Remaining in the same location in the General Studies Building.
Financial Aid	N/A	C2402, C2403, C2404, C2406, C24015	Remaining in the same location in the General Studies Building.

The hallways of the second floor of the General Studies Building will be painted so that they are more aesthetically pleasing as well as to promote way-finding as a part of the co-location plan. The hallway where the central offices will be located shall be painted one accent color. The hallway where the offices on the periphery are located shall be painted another accent color. The painting of the hallways is scheduled to be complete before the main campus Bear Den opening in January 2021.

Oversight of the co-location of offices is the responsibility of the Vice President for Institutional Excellence and Student Success and the office's Project Manager. The Implementation Committee shall be apprised at its monthly meetings of the progress of the co-locations. The funding for the renovations is being provided through a Title III Grant. Necessary furnishings shall be purchased from institutional funds.

QEP Student Success Outcomes and How They Support the College's Mission

Northeast State's mission statement is presented on pages 3-4. How *A Culture of Service Excellence's* student success outcomes correlate to and support select elements of Northeast State's mission are detailed in Table 16, below.

Table 16

QEP Student Success Outcomes and How They Support the College's Mission

Student Success Outcome	Elements of NeSCC's Mission that the SSO Supports
SSO 1: Potential students will identify and utilize appropriate educational resources that enable them to matriculate into the College	• Open-access, public, comprehensive community college • Advances lifelong learning and strengthens the economic and social/cultural aspects of the community • Provides innovative, high-quality, and relevant…programs and services • Programming and comprehensive support services are offered through varied delivery systems and at multiple campuses • Northeast State serves the public's interest
SSO 2: Current students will identify and utilize appropriate educational resources that enable them to persist to graduation	• Comprehensive community college • Advances lifelong learning and strengthens the economic and social/cultural aspects of the community • Provides innovative, high-quality, and relevant…programs and services • Programming and comprehensive support services are offered through varied delivery systems and at multiple campuses • Northeast State serves the public's interest

In addition to the above connections with Northeast State's mission, the College's intent to provide student-facing staff with ongoing, QEP-relevant professional development promotes the *advancement of lifelong learning*. The College's plan to include a virtual Bear Den as well as on-campus Bear Dens at key campuses helps to ensure that *relevant services are offered through varied delivery systems and at multiple campuses*. Finally, the co-location of student success offices at the main campus shall also help to ensure that the College is providing *innovative, high-quality, relevant services that are easily accessible*. The use of well-developed rubrics to assess students' attainment of the QEP's SSOs shall help support and uphold the College's high expectations.

Intended and Unintended Benefits
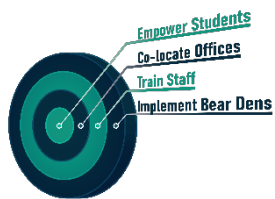
Northeast State Bear Strong: A Culture of Service Excellence is designed to elevate students' abilities to make appropriate academic decisions that lead to success. The plan centers on the implementation of Bear Dens to support students' success. The Dens will be staffed by well-trained employees that have participated in a professional development certification program. Additionally, select student success offices will be co-located at the main campus to facilitate student success in those instances in which students must be sent to a specific office for expert care.

An unintended benefit of the Northeast State's QEP is that, over time, many offices on multiple campuses will become de facto student success centers. For example, the institution will likely have student-facing staff from Institutional Excellence and Student Success, Information Technology, Academic Affairs, the Business Office, Administration, etc., that will participate in the Certification Program. These staff members will likely be domiciled at various campuses. **While these individuals will all serve in a Bear Den as a part of the certification requirements, the majority of their time will be spent in their regularly assigned offices. As students come to their offices with questions, they will be better informed to assist them onsite, without referring them to a Bear Den or other office, thereby turning their offices into de facto student success centers.** Moreover, since some of these employees will be domiciled at various off-campus sites, their participation in the Certification Program will help support the site while the Bear Dens are being phased in.

D. INSTITUTIONAL CAPABILITY

The institution provides evidence that it has committed sufficient resources to initiate, implement, and complete the QEP.

Northeast State implemented a highly successful *faculty* professional development plan as a part of its first QEP, *Strategies for Teaching Excellence Program* (STEP)*,* in 2009. The primary elements of STEP have been institutionalized and are a part of the fabric of the faculty's ongoing professional development. The target audience and content of the faculty professional development plan was completely different from *A Culture of Service Excellence.* However, the institution has used the lessons learned from STEP in the development of *A Culture of Service Excellence.*

For example, the frequency and tracking of the general sessions and workshops are patterned after the faculty professional development plan, as is the identification, implementation, and assessment of individual objectives. Additionally, the institution has developed several tracking databases to support *A Culture of Service Excellence.* Employees are quite comfortable using Northeast State's internal databases, as they are similarly designed regarding use and function. The College is also using an internal dashboard to track its progress towards the implementation of *A Culture of Service Excellence.* A similar dashboard was used to track its first QEP.

Moreover, as the institution refined its plan during spring and summer 2020, it took into consideration the potential need to move all aspects of *A Culture of Service Excellence* to an online format for some time in the future, given the recent pandemic. This forethought shall help ensure the successful implementation and continuation of *A Culture of Service Excellence*.

Northeast State was also intentional in the establishment of its QEP organizational structure with clear reporting responsibilities and structures to help ensure the successful implementation of the program. The institution carefully researched the human, fiscal, and physical resources necessary to implement A Culture of Service Excellence successfully. Then, the College researched existing resources that could assist. This was done for two reasons. First and foremost, utilizing pre-existing high functioning resources promotes student success; using these resources for the QEP will strengthen the process and reduce the start-up time. Second, utilizing pre-existing resources ensures good stewardship of Northeast State's finances.

Physical and Financial Resources

Physical Resources. An office suite in the General Studies Building is being renovated to support the Bear Den at the main campus. Additional offices are being co-located near the

Bear Den to facilitate student success. The renovation of these spaces is detailed in the Co-Location of Offices Section. Preliminary space at each of the off-campus instructional sites has been identified as well. The College shall revisit the preliminarily identified locations the spring before implementation to ensure it will continue to meet the institution's needs. No major renovations have been identified for the off-campus instructional site Bear Den locations.

All professional development courses (credit and non-credit) shall be hosted online. Inasmuch, no additional physical resources are needed to support the courses. Supplemental training cohort sessions will be hosted in conference rooms and via Web conferencing. Again, no additional physical resources are needed to support these sessions.

Financial Resources. As with the physical and human resources for *A Culture of Service Excellence,* the financial resource requirements shall be reviewed on an ongoing basis as a normal part of Northeast State's strategic planning and budgeting process. Additional resources shall be provided, as appropriate. The overall cost for implementing the program for the first five years is estimated to be $784,315. Fifty-eight percent of the funding shall come from restricted funding sources, such as Title III funds and CARES Act funding. Forty-two percent of the funding shall be allocated from unrestricted institutional funds. The average unrestricted institutional cost per year is expected to be $66,020, with the annual totals ranging from a low of $47,475 (Year Five) to a high of $78,275 (Year Four). The chair of the CSE Implementation Committee has the authority and responsibility for the management of these funds on a day-to-day basis. She is also responsible for reporting expenditure totals to the CSE Executive Committee semi-annually. Northeast State's commitment to providing the financial resources necessary to initiate, implement, and sustain *Northeast State Bear Strong: A Culture of Service Excellence* is evidenced below in Table 17.

Table 17

Commitment of Fiscal Resources in Support of a Culture of Service Excellence

	2020-21	2021-22	2022-23	2023-24	2024-25	Total
Professional Development						
General Session						
Training Materials and Speaker Fees	$5,000	$5,000	$5,000	$5,000	$5,000	$25,000
Workshop						
Training Materials	$1,000	$1,000	$1,000	$1,000	$1,000	$5,000
Workshop/s Development, Annual Revision, and Instruction Stipend (4*50)	$200	$200	$200	$200	$200	$1,000
Basic Customer Service Certification						
Participant Stipends (16*100) *Maximum	$1,600	$1,600	$1,600	$1,600	$1,600	$8,000

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Supplemental Training Cohort Lead Session Stipends (10*25 per session)	$250	$250	$250	$250	$250	$1,250
Student Success Generalist Certification						
Course Development, Annual Revision, and Instruction Stipend (One course)	$1,500	$875	$875	$875	$875	$5,000
Participant Stipends (Yr 1 pilot: 5*300, then 16*$300) *Maximum	$1,500	$4,800	$4,800	$4,800	$4,800	$20,700
Supplemental Training Cohort Lead Session Stipends (10*$25 per session)		$250	$250	$250	$250	$1,000
Student Success Specialist Certifications						
Course/s Development, Annual Revision, and Instruction Stipend (Four courses)		$6,000	$3,500	$3,500	$3,500	$16,500
Participant Stipends (Yr 2 pilot: 5*450, 16*$450) *Maximum		$2,250	$7,200	$7,200	$7,200	$23,850
Supplemental Training Cohort Lead Session Stipends (28*$25 per session)			$700	$700	$700	$2,100
Professional Development Lead Assistance						
Stipend	$5,250	$5,250	$5,250	$5,250	$5,250	$26,250
Bear Dens and Tracking						
Bear Dens						
Main Campus Bear Den Renovations and Furniture (RFS[1])	$23,000					$23,000
Artwork/Minor Renovations for Off-campus Instructional Site Dens		$1,500	$1,500	$1,500		$4,500
Tracking Software						
Freshworks (or similar software) (RFS)	$30,168	$15,168	$15,168	$15,168	$15,168	$90,840
Co-location of Offices at Main Campus						
Renovations (RFS)	$122,716	$98,831	$96,850	$21,978		$340,375
Furniture (as needed)	$28,400	$23,000	$21,000	$29,000		$101,400
Assessments						
Surveys and Administration	$8,850	$9,150	$8,850	$9,150	$8,850	$44,850
Marketing and General Oversight						
Marketing	$5,200	$1,500	$1,500	$1,500	$1,500	$11,200
Operational Costs	$1,500	$1,500	$1,500	$1,500	$1,500	$7,500
SACSCOC Conference for QEP Co-lead (Lead's Conference attendance already accounted for)	$1,500	$1,500	$1,500	$1,500	$1,500	$7,500
Best Practice Research and Related Travel	$3,500	$3,500	$3,500	$3,500	$3,500	$17,500
Total	$241,134	$183,124	$181,993	$115,421	$62,643	$784,315
Less Title III or Other Restricted Funding Source (RFS)	$175,884	$113,999	$112,018	$37,146	$15,168	$454,215
Institutional Funds	$65,250	$69,125	$69,975	$78,275	$47,475	$330,100

[1] Restricted Funding Source, such as Title III, Title III CARES ACT, etc.

Human Resources, Personnel Qualifications, and Administrative Processes

Northeast State has two primary organizational structures and three subcommittees to help ensure the successful implementation of the QEP. Each of these committees and subcommittees is detailed below.

CSE Executive Committee. The CSE Executive Committee is charged with the ultimate responsibility for the successful implementation of the QEP. It is responsible for monitoring the financial, human, and physical resource needs of the plan and making adjustments when necessary. It is also accountable for monitoring the progress of the plan and for approving modifications, if necessary. The Committee shall meet semi-annually, more frequently if necessary, to review progress reports (Appendix H) developed by the CSE Implementation Committee. One question on the progress report is, "Are any significant changes needed to *Northeast State Bear Strong: A Culture of Service Excellence* to promote success? This may include changes in fiscal, human, or physical resources.

Additionally, the changes may include revisions to the processes and procedures associated with the QEP." This question will allow the Executive Committee to monitor if changes are needed. It will also help the institution maintain progress. After reviewing the CSE Implementation Team's Semi-annual Progress Report, the Executive Committee will complete a Semi-annual Impact Report (Appendix H). Both of these reports are based on SACSCOC's *Process for the Review of the QEP Impact Report* (SACSCOC, 2013)*.* Completing these reports semi-annually, starting with the onset of the QEP, shall ensure that Northeast State meets the Commission's reporting expectations. More importantly, the reports shall aid the College in making timely improvements to the QEP, if necessary.

Also aiding in the implementation of timely updates is the fact that the CSE Executive Committee meets bi-weekly in its role as Cabinet. These bi-weekly meetings allow the Committee to address any QEP-related questions or concerns in between the scheduled CSE Executive Committee semi-annual meetings.

CSE Implementation Committee. The CSE Implementation Committee is charged with oversight of day-to-day activities, assessing Northeast State's progress against the requirements outlined in a) *Process for the Review of the QEP Impact Report* (SACSCOC, 2013) and b) *Reviewing the Quality Enhancement Plan an Evaluative Framework* (SACSCOC)*.* The chair of the Implementation Committee is Dr. Susan Graybeal. The institution selected Dr. Graybeal for this role as she serves as the Vice President for Institutional Excellence and Student Success, and the QEP topic dovetails with her job responsibilities. Jennifer Starling serves as the co-chair of the CSE Implementation Committee. She also serves as the College's Assistant Vice President for Student Success. Both Dr. Graybeal and Ms. Starling also serve on the CSE Executive Committee, meeting bi-weekly. This dual appointment shall help to

ensure that challenges and threats to the successful implementation and completion of the QEP are quickly reported to and addressed by the CSE Executive Committee.

Three primary subcommittees support the QEP:

CSE Professional Development Subcommittee. The purpose of the Professional Development Subcommittee is to oversee all aspects of the CSE Professional Development Program. To facilitate processes, several members of the CSE Professional Development Subcommittee also serve on Northeast State's institution-level Professional Development Committee. This dual appointment shall help to ensure the professional development needs of *A Culture of Service Excellence* are reviewed at the institutional level. Dr. Susan Graybeal currently chairs the Subcommittee. Dr. Graybeal offered to chair this Subcommittee for the first year and then mentor a Northeast State employee (who will receive a stipend) during Year Two, with the incumbent assuming full responsibility in Year Three. Institutional employees have already been made aware of this upcoming opportunity, so they may begin considering applying in late spring 2021.

Dr. Graybeal's leadership during the first year shall help ensure the CSE Professional Development Program's process and procedures are implemented before the subcommittee leadership is transitioned. Additionally, the internally developed database and tracking systems used in the QEP are developed by the Project Manager within Dr. Graybeal's office. Her leadership of the Subcommittee during Year One and mentorship during Year Two will help facilitate revisions to the databases if needed.

CSE Bear Dens and Tracking Subcommittee. Chaired by Ms. Jennifer Starling, Assistant Vice President for Student Success. The purpose of the CSE Bear Dens and Tracking System Subcommittee is to oversee the implementation and ensure the sustainability of the Bear Dens and associated tracking system.

CSE Assessment Subcommittee. Chaired by Dr. Joshua Whitlock, Assistant Vice President for Research, Analytics, and Planning. (Dr. Whitlock also serves as a member of the CSE Executive Committee.) Jane McGuire, a part-time employee and SACSCOC Specialist, serves as the vice-chair. The purpose of the CSE Assessment Subcommittee is to coordinate, conduct, and analyze the results of all student success and administrative outcomes assessments.

This organizational structure is visually represented in Figure 8, below.
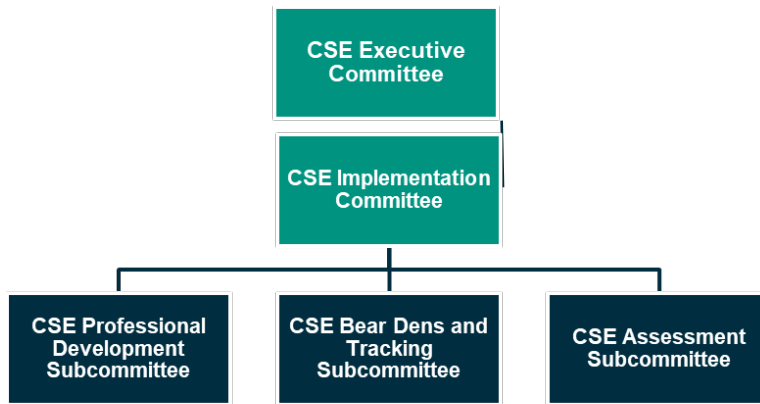
Figure 8. The organizational structure of *A Culture of Service Excellence.*

Timeline for Implementing and Completing the QEP

Table 18, below, provides a detailed timetable with the primary activities, including specific actions. (Note: Please refer to the electronic version of the QEP for an expanded copy of this report.)

Table 18 *Primary QEP Activities by Semester* (F=Fall, S=Spring, U=Summer)

Event	20U	20F	21S	21U	21F	22S	22U	22F	23S	23U	23F	24S	24U	24F	25S	25U	25F
Professional Development Program																	
Identify Student-facing staff	√			√			√			√			√			√	
Student-facing staff apply & selected for Certification Program/s	√			√			√			√			√			√	
Cohort/s Enroll in Credit Course		√	√		√	√		√	√		√	√		√	√		√
Develop/Pilot/Host Student Success Generalist Course	Devel	Devel	Pilot		√	√		√	√		√	√		√	√		√
Develop/Pilot/Host Student Success Specialist Courses				Devel	Devel	Pilot		√	√		√	√		√	√		√
Host General Session and workshops for all Student-facing Staff		√	√		√	√		√	√		√	√		√	√		√
Cohorts attend supplemental sessions		√	√		√	√		√	√		√	√		√	√		√
Student-facing staff identify/implement/assess PD-related individual objective		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Bear Dens																	
Bear Den Opens		Virtual	Main Campus		Johnson City			Kingsport			Eliza-bethton						
Cohorts serve in Bear Dens		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Students connect with Bear Dens, becoming able, competent, or powerful when making decisions regarding their academic future.		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

Co-location of Offices																
Main Campus Bear Den Developed	√															
Co-locate offices	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
Administrative																
CSE Implementation Committee Conducts Preliminary Analysis	√		√	√		√	√		√	√		√	√		√	√
CSE Executive Committee implements improvements, as appropriate; updates dashboard; develops 5th Yr Impact Report	√		√	√		√	√		√	√		√	√		√	√

E. ASSESSMENT

The institution has developed an appropriate plan to assess achievement.

Northeast State has a comprehensive assessment plan to measure student success outcomes and administrative outcomes (Table 19). These measures include quantitative and qualitative assessments, as well as formative and summative evaluations. These assessments rely on both direct and indirect measures. The assessment plan includes evaluations by students, staff, and faculty and utilizes institutional data. (Note: Please refer to the electronic version of the QEP for an expanded copy of this report.)

Table 19

Assessment Plan: Internal System for the Administration and Tracking of the QEP

	3 Year Graduation Rates	Accessibility Student Workshop Assessment	Bear Den Utilization	BUSN 1305 Learning Outcomes	BUSN 1310 Learning Outcomes	BUSN 1350 Learning Outcomes	BUSN 2350 Learning Outcomes	BUSN 2380 Learning Outcomes	Cohort Session Assessment	Community College Survey of Student Engagement	Fall Matriculation Rates	Fall to Fall Retention Rates	General Session Assessment	INFS 1010 Learning Outcomes	NeSCC Generalist Non-credit Course Student Learning	NeSCC Specialist Non-credit Course/s Student Learning	Pell-eligible Workshop Assessment	Professional Development Survey	Student Focus Groups	Student Satisfaction Survey	Students of Color Workshop Assessment	Survey of Entering Student Engagement	Veteran Student Workshop Assessment
QEP Student Success Outcome																							
SSO 1: Potential students: identify and utilize appropriate educational resources that enable them to matriculate into the College		√								√									√			√	
SSO 2: Current students: identify and utilize appropriate educational resources that enable them to persist to graduation	√	√								√		√							√	√		√	
QEP Administrative Outcome																							

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Student-facing staff will attend annual training	√										√				√			√			√
Select staff will enroll in the CSE Certification Program				√	√		√		√	√	√			√	√	√					
Staff in student-facing units will develop at least one individual objective related to CSE training	√			√	√		√		√	√	√		√	√	√	√	√	√			√
Bear Dens will be established to provide centralized student support			√	√	√		√		√	√	√			√	√	√		√	√		√
Student success offices will be centralized on the second floor of the General Studies Building	√		√						√		√				√			√	√	√	√

Student Success Outcomes and Assessment Measures

Northeast State's planning outcomes revealed two significant student success issues: *The College's students are matriculating and persisting to graduation at rates (especially credit-hour progressions) below expectations. Moreover, students and Northeast State content-area experts have indicated a need for increased student support as well as increased communication between and among offices (and with students).* These significant institutional issues were illuminated by credit-hour progression and institutional planning data as well as through constituent surveys and focus group results. These data include matriculation rates for new freshmen applicants (Table 2), Fall-to-Fall retention rates of Associate degree-seeking first-time freshmen (Table 3), and three-year graduation rates for Associate degree-seeking first-time freshmen (Table 4).

The data for Fall-to-Fall retention rates and three-year graduation rates stem from analysis done as part of the College's Achieving the Dream work. Headcounts are duplicated among the higher-risk subpopulations, meaning that individual students can be counted in more than one subpopulation. The overlap in subpopulations is shown in Table 20.

Table 20

Three-Year Graduation Rates for Associate Degree-Seeking First-Time Freshmen

First-time Freshmen (full-time and part-time) Fall 2018					
Sub Population	Cohort	Veteran Student	Accessibility Student	Student of Color	Pell Eligible Student
Veteran Student	19	-	2	1	14
		-	10.5%	5.3%	73.7%
Accessibility Student	103	2	-	10	72
		1.9%	-	9.7%	69.9%
Student of Color	166	1	10	-	141
		0.6%	6.0%	-	84.9%
Pell Eligible Student	1,004	14	72	141	-
		1.4%	7.2%	14.0%	-
Overall	1,417	19	103	166	1,004
		1.3%	7.3%	11.7%	70.9%

The analysis of duplication in Table 20 was done to understand the extent of overlap among subpopulations. This analysis was done to guide the establishment of goals for the subpopulations due to the small number of students in some of the subpopulations.

To address the need to improve matriculation and persistence to graduation, Northeast State has identified the one goal and associated student success outcomes, as presented on pages 15-16. To assess these student success outcomes, Northeast State will use multiple

measures. Assessments will include matriculation, retention, and graduation rates. The higher-risk student subpopulation results will be disaggregated. Accessibility students will be excluded from the assessment of matriculation rates because students must self-disclose any needs for accessibility services. Students typically request accessibility services after matriculation. Matriculation rates for accessibility students cannot be accurately determined and are thus excluded. Baselines and goals for retention and graduation rates will align with Achieving the Dream data and goals to strengthen the focus of the College's strategic planning efforts. Achieving the Dream baselines use first-time degree-seeking students, both full-time and part-time, for the retention and graduation cohorts. The overall goals for retention and graduation will be percentages to stay aligned with Achieving the Dream, while headcounts will be used for goal setting with the higher-risk subpopulations.

An analysis of subpopulation rates for matriculation, graduation, and retention rates revealed that most of the subpopulations are small in headcount. This is true for each of the subpopulations other than Pell-eligible students. It was also noted that within each subpopulation, a majority of the students were Pell-eligible. To monitor the progress of the subpopulations, the college will use headcount rather than percentages. Percentages for these subpopulations would result in less than a whole person and unrealistic percentages. For the monitoring of success to be effective, headcounts will be utilized for goal setting and monitoring purposes. The subpopulation targets were established by halving the five-year average of headcount for each subpopulation for each success measure. The methodology utilized provides adjustments due to changes at the state level that created spikes in the rates at the time the new policies were implemented. Tennessee Promise, which provides for two years of free tuition at community colleges to recent high school graduates; Tennessee Reconnect, which enables adult students to return to college free; and changes to the Quality Assurance Formula, which incentivizes colleges to alter advising to ensure retention and persistence to graduation, were all implemented during this five-year timeframe and upon initial implementation, there was rapid growth.

Other assessments for the student success outcomes include student satisfaction surveys, focus groups with students, select relevant portions of the Community College Survey of Student Engagement (CCSSE), and select relevant portions of the Survey of Entering Student Engagement (SENSE). SENSE and CCSSE are surveys from the Center for Community College Student Engagement. Northeast State administers these surveys as part of Tennessee's Quality Assurance Funding (QAF) program. SENSE is sent out to new entering students and gathers information about students' first impressions of the college, how they use services at the college, and their initial interactions with faculty, staff, and other students. CCSSE is sent out to all students and gathers information about students' experiences with the

college, including what services they use, their interactions with faculty, staff, and other students, and how well the college supports their learning.

Due to the similarities and overlapping survey populations and because it takes time to realize the impact of changes, the QAF program does not have colleges administering SENSE and CCSSE every year. Inasmuch, CCSSE will be administered in spring 2021, spring 2023, and spring 2025. SENSE will be administered in fall 2021 and fall 2023. The CSE Assessment Subcommittee reviewed both surveys and recommended select portions of each survey be used to assess student satisfaction indirectly. The CSE Implementation Committee approved select portions from each survey, which were most relevant to assessing student satisfaction with student support services. Raw data files were requested from the Center for Community College Student Engagement so that respondents in the higher-risk subpopulations could be cross-referenced via Northeast State's student information system. CCSSE was administered in 2016, 2017, and 2019. SENSE was administered in 2012, 2015, and 2017. Baselines were taken from the three-year averages of each survey question. The Research, Analytics, and Planning Office recommended targets based on trend data from the three available years from each question.

Administrative Outcomes and Assessment Measures

Administrative outcomes will also be assessed using multiple measures. The assessment of the professional development program will vary according to the different programs. Student satisfaction surveys will assess the Bear Dens and co-location of student success offices, focus groups with students, and Bear Den utilization data. The Bear Den utilization data will come from the student tracking system. The data will be disaggregated by higher-risk student subpopulations.

Assessing the Efficacy of the Overall Student-Facing Staff Annual Training. Brief surveys will assess the general session and higher-risk student subpopulation workshop sessions (after each session). Student facing staff will be assessed on individual objectives, which they will set annually. These individual objectives will connect what they have learned with their specific position and how they can better serve students. The CSE Assessment Subcommittee will analyze the findings of the individual objectives and share their analysis with the CSE Professional Subcommittee for their edification and further action. Northeast State currently has an annual professional development survey that will be modified to include questions about CSE. This survey will be distributed to faculty and staff annually. Students will receive a student satisfaction survey annually as well. This survey will assess student satisfaction with Bear Dens and student support services. The SENSE and CCSSE surveys and focus groups with students will also be used to assess student satisfaction with support service

Assessing the Efficacy of the Basic Customer Service Certification. All cohort members are expected to pass the credit courses. Cohort leads will meet with cohort participants five times per year to assess progress. The annual professional development survey will be modified to include questions about CSE, and the survey will be sent to faculty and staff. Faculty teaching the credit and non-credit courses will be surveyed as well to assess their satisfaction with the progress of cohort members and the material being taught. Cohort leads will be surveyed annually to assess their satisfaction with the progress of cohort participants. Cohort participants will be surveyed annually to assess their satisfaction with their progress and the training they are receiving. Supervisors of cohort participants will also be surveyed annually to assess their satisfaction with the progress of their employees in the cohort. The student satisfaction survey, SENSE, CCSSE, and focus groups with students will be used to assess student satisfaction with the Bear Dens' service.

Assessing the Efficacy of the Student Success Generalist Certification. All cohort members are expected to pass the credit and non-credit Northeast State-specific courses. Cohort leads will meet with cohort participants five times per year to assess progress. The annual professional development survey will be modified to include questions about CSE, and the survey will be sent to faculty and staff. Faculty teaching the credit and non-credit courses will be surveyed as well to assess their satisfaction with the progress of cohort members and the material being taught. Cohort leads will be surveyed annually to assess their satisfaction with the progress of cohort participants. Cohort participants will be surveyed annually to assess their satisfaction with their progress and the training they are receiving. Supervisors of cohort participants will also be surveyed annually to assess their satisfaction with the progress of their employees in the cohort. The student satisfaction survey, SENSE, CCSSE, and focus groups with students will be used to assess student satisfaction with the Bear Dens' service.

Assessing the Efficacy of the Student Success Specialist Certifications. All cohort members are expected to pass the credit and non-credit Northeast State-specific courses. Cohort leads will meet with cohort participants five times per year to assess progress. The annual professional development survey will be modified to include questions about CSE, and the survey will be sent to faculty and staff. Faculty teaching the credit and non-credit courses will be surveyed as well to assess their satisfaction with the progress of cohort members and the material being taught. Cohort leads will be surveyed annually to assess their satisfaction with the progress of cohort participants. Cohort participants will be surveyed annually to assess their satisfaction with their progress and the training they are receiving. Supervisors of cohort participants will also be surveyed annually to assess their satisfaction with the progress of their employees in the cohort. The student satisfaction survey, SENSE, CCSSE, and focus groups with students will be used to assess student satisfaction with the Bear Dens' service.

Assessment Matrix

Northeast State has developed an internal system for administering and tracking its comprehensive assessment plan over time. Figure 9 depicts a prototype of this dashboard.

Northeast State Bear Strong: A Culture of Service Excellence Multiple Measures Dashboard
(To be completed by the QEP Implementation Team each December & June)

	No continuous improvements are necessary.		Minor continuous improvements are necessary.		Major continuous improvements are necessary.		Not scheduled to be assessed.		

Assessment Measure	DEC 2020	JUN 2021	DEC 2021	JUN 2022	DEC 2022	JUN 2023	DEC 2023	JUN 2024	DEC 2024	JUN 2025
A.1) General Session Assessment	🖉 (green)	🖉 (red)	🖉 (gray)	🖉	🖉	🖉 (yellow)	🖉	🖉	🖉 (red)	🖉
A.2) Veteran Student Workshop Assessment	🖉	🖉 (yellow)	🖉 (green)	🖉	🖉	🖉	🖉	🖉	🖉	🖉
A.3) Students of Color Workshop Assessment	🖉	🖉	🖉 (red)	🖉	🖉	🖉	🖉	🖉	🖉	🖉
A.4) Pell-eligible Workshop Assessment	🖉	🖉	🖉	🖉 (gray)	🖉	🖉	🖉	🖉	🖉	🖉

Figure 9. CSE Multiple Measures Dashboard

The Implementation Committee will update the dashboard semi-annually. The Executive Committee may make revisions to the dashboard as they see fit. Table 21 provides an Assessment Matrix with an implementation timeline. (Note: Please refer to the electronic version of the QEP for an expanded copy of this report.)

The Assessment Subcommittee, chaired by the Assistant Vice President for Research, Analytics, and Planning (RAP), will monitor the implementation of the assessments. RAP will provide assessment support as needed and maintain a repository of assessment results. The last column of the table indicates when the results will be presented to the Implementation Committee. Appendix I provides a representative sample of various CSE assessment instruments.

Table 21

Assessment Matrix with Timeline

Activity / Assessment Instrument	Description	Baseline Data	Expected Outcome	Frequency / Implementation Timeline	Implementation Accountability	Use of Results	Presentation to Implementation Committee
Professional Development Assessments							
Student-facing Staff Training Assessments							
General Session / Workshop Assessment	Survey to assess staff's satisfaction with content and learning from the general session and target population workshops (Student Veterans, Students of Color, Pell-eligible, and Accessibility Students)	N/A	Participants shall display satisfaction with content of workshops and display increased awareness of customer service skills and target populations.	Semiannual; September/October & January /February	CSE Professional Development Subcommittee	Continuously improve professional development trainings	Semiannual; October & February
Basic Customer Service Certificate							
BUSN 1310 Success Rates	BUSN 1310 - Business Communication is a study of the principles, practices, and mechanics of various types of effective written and oral business communications	N/A	100% of cohort participants will earn a C or higher	August - December (Begins Fall 2020)	BUSN 1310 Instructor	Continuously improve teaching methods of course	December
BUSN 1350 Success Rate	BUSN 1350 - Sales and Service is an introduction to the fundamentals of customer service and selling.	N/A	100% of cohort participants will earn a C or higher	January - May (Begins Spring 2021)	BUSN 1350 Instructor	Continuously improve teaching methods of course	May
Generalist Certificate							
BUSN 2350 Success Rates	BUSN 2350 - Organizational Behavior examines the importance of understanding human relations in the workplace and developing the skills necessary to foster more effective communication and motivation.	N/A	100% of cohort participants will earn a C or higher	August - December (Begins Fall 2021)	BUSN 2350 Instructor	Continuously improve teaching methods of course	December
INFS 1010 Success Rates	INFS 1010 - Computer Applications will help staff gain a working knowledge of word-processing, spreadsheets, electronic communication, presentation graphics and online database searching.	N/A	100% of cohort participants will earn a C or higher	January - May (Begins Spring 2022)	INFS 1010 Instructor	Continuously improve teaching methods of course	May
Northeast State Generalist Non-credit Course Success Rates	Ensure participants have the knowledge to provide timely and accurate answers to general, lower-level questions that pertain to select offices/skills (Admissions & Records, Advising, and Financial Aid).	N/A	100% of cohort participants will earn CEU credit	October - March (Begins Fall 2021)	Course Instructors	Continuously improve teaching methods of course	May

Activity / Assessment Instrument	Description	Baseline Data	Expected Outcome	Frequency / Implementation Timeline	Implementation Accountability	Use of Results	Presentation to Implementation Committee
Specialist Certificate							
BUSN 1305 Success Rates	BUSN 1305 - Introduction to Business provides an introduction to the business environment with topics including management, marketing, business ethics, accounting, economics, and finance.	N/A	100% of cohort participants will earn a C or higher	August - December (Begins Fall 2022)	BUSN 1305 Instructor	Continuously improve teaching methods of course	December
BUSN 2380 Success Rates	BUSN 2380 - Principles of Marketing is a study of basic marketing principles and practices, including the selection of target markets and the development of the marketing mix (product, price, promotion, and place of distribution).	N/A	100% of cohort participants will earn a C or higher	January - May (Begins Spring 2023)	BUSN 2380 Instructor	Continuously improve teaching methods of course	May
Northeast State Specialist Non-credit Course Success Rates	Ensure that all participants have the skills and knowledge to provide timely and accurate answers to mid-level questions that pertain to a specific office/area and advance their customer service skills and abilities. There are four distinct Student Success Specialist certifications an individual can pursue, one for each QEP area of emphasis.	N/A	100% of cohort participants will earn CEU credit	October - March (Begins Fall 2022)	Course Instructors	Continuously improve teaching methods of course	May
Faculty Survey	Survey of faculty members teaching cohort courses	N/A	Participants shall describe satisfaction with cohort members preparedness to implement a culture of service excellence along with satisfaction of course outcomes to that effect.	December & March (Begins Fall 2020)	Research, Analytics, and Planning	Continuously improve QEP plan with emphasis on curriculum improvement.	December; May
Cohort Participant Survey	Survey of cohort participants'	N/A	Participants shall describe satisfaction with the cohort program and professional development training.	March (Begins Spring 2021)	Research, Analytics, and Planning	Continuously improve QEP plan with emphasis on cohort programming and professional development.	May
Cohort Participant Supervisor Survey	Survey of cohort participants' supervisors	N/A	Participants shall describe satisfaction with cohort participants progress.	March (Begins Spring 2021)	Research, Analytics, and Planning	Continuously improve QEP plan with emphasis on participants knowledge and skills to enhance student success.	May
Cohort Session Assessment	Report on cohort meeting to connect what is learned in the courses with creating a culture of service excellence at Northeast State.	N/A	Cohort members will reflect on what they have learned in the courses they have taken and how they are creating a culture of service excellence.	On-going; 5 times per year	CSE Professional Development Subcommittee	Monitor cohort progress and continuously improve professional development program	August - May
Professional Development Survey	Survey to assess staff members' satisfaction with QEP-related professional development activities	N/A	Participants shall describe being better prepared to implement a culture of service excellence.	Annually; March	CSE Professional Development Subcommittee	Continuously improve annual initiatives as well as CSE overall	April

Activity / Assessment Instrument	Description	Baseline Data	Expected Outcome	Frequency / Implementation Timeline	Implementation Accountability	Use of Results	Presentation to Implementation Committee
Student Success Assessments							
Fall Matriculation Rates Monitor the following at higher-risk student populations: Veterans Pell-Eligible Students of Color	Matriculation rates (application to enrollment) of first-time full-time freshmen, overall & disaggregated by at higher-risk student sub-populations	Overall: -55 (Five-year average, Fall 2015 - Fall 2019) Veterans: -1 Pell-Eligible: -42 Students of Color: -3	Increase matriculation headcount by the following within 5 years: Overall: Maintain / increase Veterans: Maintain / increase Pell-Eligible: Maintain / increase Students of Color: Maintain / increase Accessibility Students: Maintain / increase	Annually; June	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 1	Annually; June
Fall-to-Fall Retention Rates Monitor the following at higher-risk student populations: Veterans Pell-Eligible Students of Color Accessibility Students	Retention rates (fall to fall) of Associate degree-seeking first-time full-time freshmen, overall & disaggregated by at higher-risk student sub-populations	Overall: 56.8% (Fall 2018 Cohort) (Five-year average, Fall 2014 - Fall 2018) Veterans: 1 Pell-Eligible: 24 Students of Color: 5 Accessibility Students: 0	Overall: 5% increase within 5 years. Increase Fall-to-Fall retention headcount by the following within 5 years: Overall: 16 Veterans: Maintain / increase Pell-Eligible: 12 Students of Color: 2 Accessibility Students: Maintain / increase	Annually; June	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	Annually; June
3-Year Graduation Rates Monitor the following at higher-risk student populations: Veterans Pell-Eligible Students of Color Accessibility Students	3 year graduation rates for cohorts of Associate degree-seeking Fall first-time full-time freshmen, overall & disaggregated by at higher-risk student sub-populations	Overall: 30.4% (Fall 2016 Cohort) (Five-year average, Fall 2012 - Fall 2016 cohorts) Veterans: -2 Pell-Eligible: 14 Students of Color: 15 Accessibility Students: 9	Overall: 5% increase within 5 years. Increase 3-Year graduation headcount by the following within 5 years: Overall: 33 Veterans: Maintain / increase Pell-Eligible: 7 Students of Color: 7 Accessibility Students: 4	Annually; June	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	Annually; June
Student Satisfaction Assessments							
Student Satisfaction Survey	Survey to assess students' satisfaction with student support services in which they participated as well as satisfaction with Bear Dens	N/A	Students shall indicate improved satisfaction with non-instructional services leading to their increased success.	October/November 2021	Implementation Committee	Continuously improve the services of each Den in support of attainment of student success outcome 2	December
Student Focus Groups	Focus groups to assess students' perceptions of student support activities in which they participated	N/A	Participants shall indicate improved satisfaction with non-instructional services leading to their increased success.	Annually: March	Implementation Committee	Continuously improve student support activities in support of attainment of student success outcomes 1 & 2	April
Community College Survey of Student Engagement							
CCSSE question 9.b: How much does this college emphasize: Providing the support you need to help you succeed at this college?	Survey to assess the students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in CCSSE	Three year average: Overall: 79.9% Veterans: 75.7% Pell-Eligible: 78.0% Students of Color: 83.5% Accessibility Students: 63.6%	Maintain / Improve overall and in each subpopulation	March 2021, March 2023	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	September

Activity / Assessment Instrument	Description	Baseline Data	Expected Outcome	Frequency / Implementation Timeline	Implementation Accountability	Use of Results	Presentation to Implementation Committee
CCSSE question 9.c: How much does this college emphasize: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds?	Survey to assess the students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in CCSSE	Three year average: Overall: 52.1% Veterans: 44.9% Pell-Eligible: 50.8% Students of Color: 56.9% Accessibility Students: 33.9%	Maintain / Improve overall and in each subpopulation	March 2021, March 2023	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	September
CCSSE question 9.d: How much does this college emphasize: Helping you cope with your non-academic responsibilities (work, family, etc.)?	Survey to assess the students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in CCSSE	Three year average: Overall: 30.7% Veterans: 35.9% Pell-Eligible: 29.6% Students of Color: 36.0% Accessibility Students: 23.8%	Maintain / Improve overall and in each subpopulation	March 2021, March 2023	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	September
CCSSE question 12: Services satisfaction benchmark Academic advising / planning satisfaction	Survey to assess the students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in CCSSE	Two year average: Overall: 94.2% Veterans: 90.1% Pell-Eligible: 94.7% Students of Color: 92.6% Accessibility Students: 89.4%	Maintain / Improve overall and in each subpopulation	March 2021, March 2023	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	September
CCSSE question 12: Services satisfaction benchmark Career counseling satisfaction	Survey to assess the students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in CCSSE	Two year average: Overall: 82.9% Veterans: 70.0% Pell-Eligible: 85.0% Students of Color: 86.0% Accessibility Students: 85.0%	Maintain / Improve overall and in each subpopulation	March 2021, March 2023	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	September
CCSSE question 12: Services satisfaction benchmark Job placement services satisfaction	Survey to assess the students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in CCSSE	Two year average: Overall: 74.2% Veterans: 50.0% Pell-Eligible: 75.1% Students of Color: 69.3% Accessibility Students: 66.7%	Maintain / Improve overall and in each subpopulation	March 2021, March 2023	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	September
CCSSE question 12: Services satisfaction benchmark Peer or other tutoring satisfaction	Survey to assess the students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in CCSSE	Two year average: Overall: 87.8% Veterans: 90.0% Pell-Eligible: 86.9% Students of Color: 85.5% Accessibility Students: 88.5%	Maintain / Improve overall and in each subpopulation	March 2021, March 2023	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	September
CCSSE question 12: Services satisfactio	Survey to assess the students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in CCSSE	Two year average: Overall: 90.6% Veterans: 91.7% Pell-Eligible: 91.0% Students of Color: 91.3% Accessibility Students: 83.4%	Maintain / Improve overall and in each subpopulation	March 2021, March 2023	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	September

Activity / Assessment Instrument	Description	Baseline Data	Expected Outcome	Frequency / Implementation Timeline	Implementation Accountability	Use of Results	Presentation to Implementation Committee
CCSSE question 12: Services satisfaction benchmark Child care satisfaction	Survey to assess the students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in CCSSE	Two year average: Overall: 60.4% Veterans: 50.0% Pell-Eligible: 59.3% Students of Color: 71.5% Accessibility Students: 35.0%	Maintain / Improve overall and in each subpopulation	March 2021, March 2023	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	September
CCSSE question 12: Services satisfaction benchmark Financial aid advising satisfaction	Survey to assess the students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in CCSSE	Two year average: Overall: 86.2% Veterans: 90.9% Pell-Eligible: 88.7% Students of Color: 93.2% Accessibility Students: 92.3%	Maintain / Improve overall and in each subpopulation	March 2021, March 2023	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	September
CCSSE question 12: Services satisfaction benchmark Computer lab satisfaction	Survey to assess the students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in CCSSE	Two year average: Overall: 96.0% Veterans: 100.0% Pell-Eligible: 96.4% Students of Color: 96.6% Accessibility Students: 96.7%	Maintain / Improve overall and in each subpopulation	March 2021, March 2023	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	September
CCSSE question 12: Services satisfaction benchmark Student organizations satisfaction	Survey to assess the students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in CCSSE	Two year average: Overall: 83.2% Veterans: 83.4% Pell-Eligible: 82.1% Students of Color: 69.5% Accessibility Students: 90.9%	Maintain / Improve overall and in each subpopulation	March 2021, March 2023	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	September
CCSSE question 12: Services satisfaction benchmark Transfer advising / planning satisfaction	Survey to assess the students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in CCSSE	Two year average: Overall: 88.5% Veterans: 77.1% Pell-Eligible: 88.8% Students of Color: 89.4% Accessibility Students: 83.4%	Maintain / Improve overall and in each subpopulation	March 2021, March 2023	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	September
CCSSE question 12: Services satisfaction benchmark Library resources and services satisfaction	Survey to assess the students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in CCSSE	Two year average: Overall: 96.5% Veterans: 100.0% Pell-Eligible: 96.4% Students of Color: 94.9% Accessibility Students: 94.8%	Maintain / Improve overall and in each subpopulation	March 2021, March 2023	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	September
CCSSE question 12: Services satisfaction benchmark Services for students with disabilities satisfaction	Survey to assess the students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in CCSSE	Two year average: Overall: 76.8% Veterans: 100.0% Pell-Eligible: 70.7% Students of Color: 81.8% Accessibility Students: 93.5%	Maintain / Improve overall and in each subpopulation	March 2021, March 2023	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	September

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Activity / Assessment Instrument	Description	Baseline Data	Expected Outcome	Frequency / Implementation Timeline	Implementation Accountability	Use of Results	Presentation to Implementation Committee
CCSSE question 12: Services satisfaction benchmark Services for active military and veterans satisfaction	Survey to assess the students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in CCSSE	Two year average: Overall: 72.6% Veterans: 100.0% Pell-Eligible: 66.9% Students of Color: 48.2% Accessibility Students: 75.0%	Maintain / Improve overall and in each subpopulation	March 2021, March 2023	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	September
CCSSE question 20: Before the end of my first academic term at this college, an advisor helped me develop an academic plan.	Survey to assess the students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in CCSSE	Two year average: Overall: 68.4% Veterans: 75.2% Pell-Eligible: 67.6% Students of Color: 69.8% Accessibility Students: 63.0%	Maintain / Improve overall and in each subpopulation	March 2021, March 2023	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	September
Survey of Entering Student Engagement							
SENSE question 18.a: The very first time I came to this college I felt welcome	Survey to assess entering students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in SENSE	Three year average: Overall: 84.7% Veterans: 90.0% Pell-Eligible: 85.8% Students of Color: 86.7% Accessibility Students: 81.6%	Maintain / Improve overall and in each subpopulation	September 2021	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 1	March
SENSE question 18.f: An advisor helped me to select a course of study, program, or major	Survey to assess entering students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in SENSE	Three year average: Overall: 65.9% Veterans: 44.7% Pell-Eligible: 65.6% Students of Color: 73.0% Accessibility Students: 70.1%	Maintain / Improve overall and in each subpopulation	September 2021	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 1	March
SENSE question 18.g: An advisor helped me to identify the courses I needed to take during my first semester/quarter	Survey to assess entering students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in SENSE	Three year average: Overall: 84.2% Veterans: 84.6 Pell-Eligible: 85.3% Students of Color: 83.0% Accessibility Students: 80.1%	Maintain / Improve overall and in each subpopulation	September 2021	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 1	March
SENSE question 18.h: A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take	Survey to assess entering students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in SENSE	Three year average: Overall: 41.7% Veterans: 22.6% Pell-Eligible: 43.2% Students of Color: 40.4% Accessibility Students: 43.0%	Maintain / Improve overall and in each subpopulation	September 2021	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcomes 1 and 2	March
SENSE question 18.j: A college staff member helped me determine whether I qualified for financial assistance	Survey to assess entering students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in SENSE	Three year average: Overall: 46.5% Veterans: 35.1% Pell-Eligible: 51.6% Students of Color: 51.4% Accessibility Students: 52.8%	Maintain / Improve overall and in each subpopulation	September 2021	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 1	March

Activity / Assessment Instrument	Description	Baseline Data	Expected Outcome	Frequency / Implementation Timeline	Implementation Accountability	Use of Results	Presentation to Implementa-tion Committee
SENSE question 18.l: All instructors clearly explained academic and student support services available at this college	Survey to assess entering students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in SENSE	Three year average: Overall: 69.2% Veterans: 73.1% Pell-Eligible: 72.6% Students of Color: 72.8% Accessibility Students: 70.4%	Maintain / Improve overall and in each subpopulation	September 2021	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	March
SENSE question 18.p: At least one college staff member (other than an instructor) learned my name	Survey to assess entering students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in SENSE	Three year average: Overall: 51.9% Veterans: 52.7% Pell-Eligible: 51.5% Students of Color: 54.3% Accessibility Students: 60.0%	Maintain / Improve overall and in each subpopulation	September 2021	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcomes 1 and 2	March
SENSE question 18.t: I have the motivation to do what it takes to succeed in college	Survey to assess entering students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in SENSE	Three year average: Overall: 90.0% Veterans: 90.0% Pell-Eligible: 91.6% Students of Color: 95.9% Accessibility Students: 87.6%	Maintain / Improve overall and in each subpopulation	September 2021	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	March
SENSE question 20: Services satisfaction benchmark Academic advising/planning - How satisfied	Survey to assess entering students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in SENSE	Three year average: Overall: 92.2% Veterans: 86.7% Pell-Eligible: 91.5% Students of Color: 85.6% Accessibility Students: 90.8%	Maintain / Improve overall and in each subpopulation	September 2021	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	March
SENSE question 20: Services satisfaction benchmark Career counseling - How satisfied	Survey to assess entering students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in SENSE	Three year average: Overall: 83.1% Veterans: 55.6% Pell-Eligible: 85.4% Students of Color: 74.0% Accessibility Students: 81.1%	Maintain / Improve overall and in each subpopulation	September 2021	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	March
SENSE question 20: Services satisfaction benchmark Job placement assistance - How satisfied	Survey to assess entering students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in SENSE	Three year average: Overall: 70.4% Veterans: 33.3% Pell-Eligible: 72.7% Students of Color: 53.2% Accessibility Students: 82.7%	Maintain / Improve overall and in each subpopulation	September 2021	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	March
SENSE question 20: Services satisfaction benchmark Face-to-face tutoring - How satisfied	Survey to assess entering students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in SENSE	Three year average: Overall: 89.0% Veterans: 25.0% Pell-Eligible: 89.2% Students of Color: 74.6% Accessibility Students: 97.8%	Maintain / Improve overall and in each subpopulation	September 2021	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	March

Activity / Assessment Instrument	Description	Baseline Data	Expected Outcome	Frequency / Implementation Timeline	Implementation Accountability	Use of Results	Presentation to Implementation Committee
SENSE question 20: Services satisfaction benchmark Online tutoring - How satisfied	Survey to assess entering students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in SENSE	Three year average: Overall: 73.5% Veterans: 66.7% Pell-Eligible: 73.9% Students of Color: 59.7% Accessibility Students: 72.2%	Maintain / Improve overall and in each subpopulation	September 2021	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	March
SENSE question 20: Services satisfaction benchmark Writing, math, or other skill lab - How satisfied	Survey to assess entering students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in SENSE	Three year average: Overall: 93.0% Veterans: 76.7% Pell-Eligible: 92.3% Students of Color: 82.8% Accessibility Students: 95.9%	Maintain / Improve overall and in each subpopulation	September 2021	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	March
SENSE question 20: Services satisfaction benchmark Financial assistance advising - How satisfied	Survey to assess entering students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in SENSE	Three year average: Overall: 88.7% Veterans: 85.0% Pell-Eligible: 89.6% Students of Color: 87.9% Accessibility Students: 93.2%	Maintain / Improve overall and in each subpopulation	September 2021	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	March
SENSE question 20: Services satisfaction benchmark Computer lab - How satisfied	Survey to assess entering students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in SENSE	Three year average: Overall: 96.7% Veterans: 93.3% Pell-Eligible: 97.5% Students of Color: 92.7% Accessibility Students: 94.1%	Maintain / Improve overall and in each subpopulation	September 2021	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	March
SENSE question 20: Services satisfaction benchmark Student organizations - How satisfied	Survey to assess entering students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in SENSE	Three year average: Overall: 87.9% Veterans: 88.9% Pell-Eligible: 89.3% Students of Color: 80.8% Accessibility Students: 90.5%	Maintain / Improve overall and in each subpopulation	September 2021	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	March
SENSE question 20: Services satisfaction benchmark Transfer credit assistance - How satisfied	Survey to assess entering students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in SENSE	Three year average: Overall: 83.0% Veterans: 88.9% Pell-Eligible: 84.9% Students of Color: 65.2% Accessibility Students: 91.7%	Maintain / Improve overall and in each subpopulation	September 2021	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	March
SENSE question 20: Services satisfaction benchmark Services to students with disabilities	Survey to assess entering students' perceptions of their student support activities. Courses / sections that participated in the initiative will participate in SENSE	Three year average: Overall: 89.9% Veterans (2015 Only): 50% Pell-Eligible: 90.6% Students of Color: 86.9% Accessibility Students: 97.5%	Maintain / Improve overall and in each subpopulation	September 2021	Research, Analytics, and Planning	Continuously improve QEP plan in support of attainment of student success outcome 2	March

Activity / Assessment Instrument	Description	Baseline Data	Expected Outcome	Frequency / Implementation Timeline	Implementation Accountability	Use of Results	Presentation to Implementa-tion Committee
Other Assessments							
Den Utilization	Den usage as collected by student tracking system; overall and disaggregated by at higher-risk student sub-populations	N/A	An annual increase in student usage.	On-going	CSE Bear Den and Tracking Subcommittee	Monitor and continuously improve student services of each Den	June
QEP Progress Report	Assess the outcomes of all aforementioned activities and assessment instruments. The preliminary assessment of these initiatives will be reviewed by the QEP Implementation Committee, as noted in the last column of this table. This Team shall forward a report of the results to the Executive Committee each December and June for a joint review and recommended plans for improvement.	N/A	Patterns of evidence that affirm the institution's progression toward the attainment of Bear Strong's overarching topic/goal and its two success outcomes.	On-going	CSE Implementation Committee	Continuously improve annual initiatives as well as Bear Strong overall. During this process, the assessment team shall also look for gaps and/or overlaps in assessment and recommend improvements to the assessment plan, as appropriate.	December & June

QEP Tie to Strategic Plan and Assessment by the Strategic Planning Committee

As part of its continuous strategic planning process, each unit at Northeast State develops annual unit outcomes, which are linked to the College's Strategic Plan, and various units have developed unit outcomes related to the QEP. Throughout the year, each unit monitors its progress in implementing its objectives as part of the continuous improvement process. Semi-annually, the full Strategic Planning Committee reviews the progress towards the outcomes of the College's major initiatives as they relate to Northeast State's goals and strategic objectives. The QEP will be monitored through this process, as well.

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Appendix A: QEP Committees and Subcommittees

CSE Executive Committee

President, Chair, Dr. Bethany Bullock
Vice President for Academic Affairs, Connie Marshall
Vice President for Administration and Grant Development, Linda Calvert
Vice President for Economic and Workforce Development, Dr. Sam Rowell
Vice President for Finance and Information Technology, Chad Bailey
Vice President for Institutional Excellence and Student Success, Dr. Susan Graybeal
Assistant Vice President for Information Technology and Chief Information Officer, Margaret Lester
Assistant Vice President for Multi-Campus Programs, Dr. Pashia Hogan
Assistant Vice President for Research, Analytics, and Planning, Dr. Josh Whitlock
Assistant Vice President for Student Success, Jennifer Starling
Assistant Vice President for Teaching Excellence and Academic Services, Dr. Jane Honeycutt
Director of Advancement Operations, Megan Almaroad
Director of Human Resources, Megan Jones
Director of Workforce Solutions, Cindy Tauscher
Executive Director of Economic and Workforce Development, Heath McMillan
Faculty Senate President, Dr. Nathan Weber
Special Assistant to the President for Safety, Security, and Maintenance, Larry Hatfield

QEP Topic Identification Committee

Co-chairs: Faculty (Dr. Nathan Weber) and Vice President for Institutional Excellence and Student Success (Dr. Susan Graybeal)
Faculty (9, including co-chair): Dr. Francis Canedo, Dr. Caitlin Chapman-Rambo, Tricia Crawford, David Haga, Sherri Jones, Connie Marshall, Dr. Rick Merritt, Chris Slone
Staff (5, including co-chair): Chris Demas, Jennifer Puckett, Angela Shrum, Jennifer Starling,
Student (1): Jessica Claudio

CSE Implementation Committee

Vice President for Institutional Excellence and Student Success, Dr. Susan Graybeal, Chair
Assistant Vice President for Research, Analytics, and Planning, Dr. Josh Whitlock
Assistant Vice President for Student Success, Jennifer Starling
Assistant Vice President for Teaching Excellence and Academic Services, Dr. Jane Honeycutt
Business Technology Program Coordinator, Dr. Carol Cole
Director of Marketing, Amanda Adams
Executive Secretary, Institutional Excellence & Student Success, Jessica Fields
Project Manager, Institutional Excellence & Student Success, Josh Crowder
QEP Areas of Emphasis Lead Representative: (1). Membership rotates annually. Denise Walker, 2020-21 representative
QEP Higher-Risk Subpopulation Lead Representative: (1). Membership rotates annually. Kelly Mitchell, 2020-21 representative
SACSCOC Specialist, Jane McGuire
Student, Karen Gardner

CSE Assessment Subcommittee

Assistant Vice President for Research, Analytics, and Planning, Dr. Josh Whitlock, Chair
SACSCOC Specialist, Jane McGuire, Vice Chair
Executive Secretary, Research, Analytics, and Planning, Karen Johnson
Project Manager, Institutional Excellence & Student Success, Josh Crowder
QEP Areas of Emphasis Lead Representative: (1). Membership rotates annually. Deidra Close, 2020-21 representative
QEP Higher-Risk Subpopulation Lead Representative: (1). Membership rotates annually. Jessica Kelso, 2020-21 representative
Student, Abby Saulsbury

CSE Bear Dens and Tracking Subcommittee

Assistant Vice President for Student Success, Jennifer Starling, Chair
Academic Computing Manager, Mike Collins
Bear Den Leads: Main Campus, Rayma Gibbs and Ashley Strickland; Elizabethton, TBD; Johnson City, Jim Henrichs; Kingsport, Dawn Carter
Coordinator, Student Leadership
Dean of Advising and Director of Retention, Kathy Coleman
Dean of Enrollment Management and Executive Director of Recruiting
Executive Assistant, Student Success, Heather Jones
QEP Areas of Emphasis Lead Representative: (1). Membership rotates annually. Kathy Coleman, 2020-21 representative
QEP Higher-Risk Subpopulation Lead Representative: (1). Membership rotates annually. Mark Beaty, 2020-21 representative
Webmaster, Will Riddle
Student, Samantha Maney

CSE Professional Development Subcommittee

Vice President for Institutional Excellence and Student Success, Dr. Susan Graybeal, Chair
Assistant Director of Human Resources and Organizational Effectiveness, Tonya Lisenby
Business Technology Program Coordinator, Dr. Carol Cole
BUSN1310, Business Communications Lead Faculty Member, Dr. Garry Grau
Dean of Technologies Division, David Blair
Director of Workforce Solutions, Dr. Cindy Tauscher
Executive Secretary, Institutional Excellence & Student Success, Jessica Fields
Project Manager, President's Office, Dr. Stephanie Barham
QEP Areas of Emphasis Leads: Admissions & Records, Deidra Close and Michelle Stanley; Advising, Kathy Coleman; Financial Aid, Mary Chambliss; Student-focused Skills, Denise Walker
QEP Higher-Risk Subpopulation Leads: Pell-eligible, Mary Chambliss; Students of Color, Mark Beaty, Students Registered with the Accessibility Office, Kelly Mitchell; Student Veterans, Jessica Kelso
Student, Brittney Rowell

Appendix B: Select Survey Results

2018 Constituent's Survey Results regarding Recommended Topics

List of QEP Selected Topics in Descending Order of Responses	
Please select one topic that you think NeSCC could focus on that would make the most difference to improve student learning or student success:	Number of Responses
Soft Skills	18
Critical Thinking	16
Other (Multiple Topics)	15
Advising	14
Work Ethic	13
First-Year Seminars and Experiences	8
Internships	8
Prior Learning Non-credit for Credit	6
Technology Enhanced Learning	6
Information Fluency	5
Capstone Courses and Projects	3
Collaborative Learning	3
Diversity/Global Learning	3
Experiential Learning	3
Strengthening General Education	3
Writing-intensive Courses	3
Written Communication	3
Competency-based Learning	2
Service Learning	2
Undergraduate Research	2
Learning Communities	1
Common Intellectual Experiences	0
ePortfolios	0
Honors Education	0
Study Abroad	0

Summer 2020 Faculty and Staff Survey Results: Staff Interest in Participating in Professional Development

(Support/Administrative Staff Only) Would you personally be interested in participating in the professional development program, as described in the QEP?

			What is your employee classification?		Total
			Support Staff	Administrative Staff	
(Support/Administrative Staff Only) Would you personally be interested in participating in the professional development program, as described in the QEP?	Yes	Count	15	17	32
		%	62.5%	56.7%	59.3%
	No	Count	9	13	22
		%	37.5%	43.3%	40.7%
Total		Count	24	30	54
		%	100.0%	100.0%	100.0%

Student Survey Results, Perceived Needs (Summer 2020)

Executive Summary

The QEP Student Survey was completed by 84 students. Students were asked 4 quantitative questions regarding their level of agreement with a positive statement about 1) the use of in-person student success centers, 2) the use of online student success centers, 3) the helpfulness of professional development for the staff, and 4) the co-location of student success offices.

The results were very positive on all four quantitative items:

- Use of in person assistance: Mean 3.95, Median 4.00, Mode 4
- Use of online assistance: Mean 3.94, Median 4.00, Mode 4
- Helpfulness of professional development: Mean 4.34, Median 5.00, Mode 5
- Co-location of offices: Mean 4.24, Median 4.00, Mode 5

Student were also asked to comment on exciting or concerning aspects of the success centers and professional development. There were more responses of excitement than concern (38 vs 26 and 25 vs 17). The most frequent theme (10 occurrences) was "Excited to not have to runaround getting help." This was followed by "Excited to have expert help." This is balanced against themes of concern that "Information may not be accurate (5)", "Students may not know about the centers are what to ask (3), and concern that there will not be adequate staffing (3).

In addition, students were also asked a series of ten open-ended questions about barriers encountered in the following areas: Admissions and Records, Advising, Financial Aid, Life Issues (child care, time, etc.), and Other Issues. Each issue was queried about barriers at entry to the institution and on-going barriers at the present time. Most responses are unique and present unique circumstances of individuals.

Appendix C: CSE Executive Committee Approval of Topic

NORTHEAST STATE

We're here to get you there

President's Cabinet Agenda
April 30, 2019

Topic	Person Presenting
~~Strategic Planning (PAC) and Committee~~	~~Dr. Graybeal~~
QEP Presentation Follow Up (Agenda & Topic Development Team)	Dr. Graybeal
~~Preparation Status Updates~~	~~Dr. Graybeal~~

Recorder of Minutes: Jessica Barnett

Participants: Dr. Bethany Flora, Connie Marshall, Dr. Susan Graybeal, Dr. Sam Rowell, Fred Lewis, Chad Bailey, Linda Calvert, Jane Honeycutt, Greg Walters, Dr. Pashia Hogan
Guests: QEP Implementation Team

The meeting was called to order at: 2:30pm

Topic and Discussion Notes

QEP Presentation

- The QEP Implementation Team presented recommendations: Centralization of Services and Learning Communities for First-Year Courses. The Topic Identification's recommendation was Centralization of Services and Cabinet, which serves as the QEP Executive Committee, agreed.
- We can provide virtual services for online students. We also need to provide cross-training for employees.

SACSCOC Reaffirmation of Accreditation Preparation Status Updates

Appendix D: Student Success Data Summit Sample Documentation: January 2019

Northeast State Community College

tbr THE COLLEGE SYSTEM *of* TENNESSEE

STUDENT SUCCESS SUMMIT

Student groups that will be part of the Summit conversation:

Student Group	First-Time Freshmen Cohort Size Fall 2017	Percent of First-Time Freshmen Fall 2017 (1539 students)
Pell-Eligible Student	997	65%
Underprepared Student	897	58%
First-Generation Student	627	41%
Student of Color	146	10%
Adult Student	106	7%
First-Purge Student	72	5%
Single Parent Student	63	4%
Veteran Student	16	1%

Note: Students are often in more than one group.

Northeast State Community College

tbr THE COLLEGE SYSTEM *of* TENNESSEE

STUDENT SUCCESS SUMMIT

Let's Discuss…

- **What factors may have contributed to or influenced/caused the challenge/gap to occur?**

- **What can Northeast State do to help students overcome the challenge/gap?**
  (Identify strategies, resources or other interventions that are needed internally or externally.)

- **What additional data is needed or what other questions need to be answered before moving forward?**

Appendix E: Basic Customer Service Certification Application 2020-21

NORTHEAST STATE
BEAR STRONG
A Culture of Service Excellence
Professional Development Program

Application for Basic Certification (Level 1)

Full-time staff (support and administrative/professional) are invited to apply for the 2020-2021 Basic Certification cohort in support of *Northeast State Bear Strong: A Culture of Service Excellence* (CSE program). Individuals must obtain the support of their supervising chain-of-command through the vice president level to be considered. The selection process is competitive, with 16 applicants being selected annually.

Selection criteria will include, but may not be limited to,
1. Demonstrated commitment to offering excellence in customer service,
2. Well-articulated desire to participate in *Northeast State Bear Strong: A Culture of Service Excellence Professional Development Program,*
3. Level of interaction with students or potential students, and
4. Quality of letters of recommendation.

To ensure broad-based participation, the Selection Committee shall seek a rich diversity of staff.

To be considered for CSE, each applicant must complete and **submit the following items to Jessica Fields by July 10, 2020**:

1. **Completed and Approved Application:** Each applicant and his or her supervising chain-of-command (through the vice president level) must read and sign the completed application.

2. **Current Vita/Resume**

3. **Letters of Recommendation:** Request two Northeast State personnel submit letters of recommendation via email to Jessica Fields at jmfields@NortheastState.edu. The letters (not to exceed one page each), should affirm and detail the applicant's demonstrated commitment to offering excellence in customer service.

EXPECTATIONS

Participation in CSE will require a commitment of time and effort. If selected, participants will be expected to fulfill the following obligations during 2020-2021:

1. Successfully pass
   a. BUSN1310, Business Communications, and
   b. BUSN1350, Sales and Service.
      Refer to the *Admissions* section of the *Catalog* for information regarding transfer credit or

prior learning assessment in lieu of enrolling in the course/s.

2. Participate in in-person focus group meetings/discussions regarding applying customer service best practices at Northeast State. Cohort participants will be expected to attend and participate in all cohort-related sessions. Five sessions are planned during the academic year. Each session will last approximately 1 ½ hours.

Individuals who fail to complete all of the expectations listed above will fail to earn a Basic Certification (Level 1). He or she may re-apply in subsequent years should the individual wish to pursue the certification. The individual must also commit to working an average of two hours per week in a student success hub (online or on-campus hub).

OVERVIEW

CSE aims to enhance employee preparation to better serve the needs of students and help empower students to make appropriate academic decisions. The professional development program will also provide opportunities for participants to expand their knowledge base of select Northeast State offices and customer service best practices, leveraging their marketability for other positions in the future. (Note: While participation in the program may make an individual more marketable, it does not guarantee a promotion.)

CSE Level One cohort sessions will provide an opportunity for participants to connect what they are learning (or have learned) in their credit-bearing course(s) with how to provide *excellence in customer service* at Northeast State. Special emphasis will be placed on how excellence in customer service may vary (or be realized) for our four target sub-populations. These sub-populations are 1) students of color, 2) students registered with the Accessibility Services Office, 3) Veterans, and 4) Pell-eligible Students. .

The 2020-2021 CSE Level One Cohort meeting dates are as follows[1]. (Meetings will average 1 ½ hours in length.)

Fall 2020:
- September 18th
- October 16th

Spring 2021:
- February 19th
- March 19th
- April 16st

---

[1] Subject to change

APPLICANT INFORMATION

Full Name:

Northeast State ID Number:

Northeast State Email Address:

Work Experience

Current Position:

Primary Campus Location: Main Campus

Length of Employment at Northeast State: 1-2 Years

Other Positions Held at Northeast State:

Please state in one 100 words or less why you would like to participate in the *Northeast State Bear Strong: A Culture of Service Excellence Professional Development Program*:

Signatures/Approvals

Applicant: _____   Date: _____

Supervising Chain-of-command:

Direct Supervisor: _____   Date: _____

Intermediate Supervisor/s: _____   Date: _____

Intermediate Supervisor/s: _____   Date: _____

Intermediate Supervisor/s: _____   Date: _____

Intermediate Supervisor/s: _____   Date: _____

Vice President (or equivalent): _____   Date: _____

For More Information

For additional information, please contact Dr. Susan Graybeal at segraybeal@NortheastState.edu.

Appendix F: Customer Service and Sales Certificate Program

Northeast State Community College **2020-2021 Catalog and Student Handbook**

Customer Service and Sales

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The Customer Service and Sales certificate will provide individuals the knowledge and skills associated with customer service, inside and outside sales and marketing, communication and promotion, and the use of computer technology for customer relationship management.

General Education Requirements

Note: All courses must be from the Approved Courses for General Education courses for each category listed in the General Education section of this catalog.

Learning Support

Students must complete all learning support English and reading deficiencies or have appropriate entrance scores.

If applicable to the student, additional courses may be required to overcome deficiencies in mathematics if planning to complete the Associate of Applied Science in Business with a concentration in Management.

Requirements

- BUSN 1305 - Introduction to Business Credits: 3
- BUSN 1310 - Business Communications Credits: 3
- BUSN 1350 - Sales and Service Credits: 3
- BUSN 2350 - Organizational Behavior Credits: 3
- BUSN 2380 - Principles of Marketing Credits: 3
- INFS 1010 - Computer Applications Credits: 3

Total Credit Hours: 18

Gainful Employment Disclosure

As required by the U.S. Department of Education
http://apps.northeaststate.edu/GainfulEmployment/

For Further Information

Dr. Carol Cole
Department Head/Professor, Business
Telephone: 423.354.2424
cscole@NortheastState.edu

or

Dr. Garry Grau
Professor, Business
Telephone: 423.354.2489
glgrau@NortheastState.edu

Appendix G: Student Success Generalist Syllabus <u>DRAFT</u>

NORTHEAST STATE COMMUNITY COLLEGE

COURSE SYLLABUS

Course Name: Student Success: Generalist Certification (Level II)

Contact Information

Denise Walker	Student-Focused Skills	dpwalker@northeaststate.edu	423-354-2405
Deidra Close Michelle Stanley	Admissions & Registration	dlclose@northeaststate.edu cmstanley@northeaststate.edu	423-323-0211 423-354-2436
Mary Chambliss	Financial Aid	mjchambliss@northeaststate.edu	423-323-0233
Kathy Coleman	Advising	kwcoleman@northeaststate.edu	423-354-2414

Each module in this certificate course was developed by a subject matter expert on the respective topic. If you should have questions about a module, please contact the developer associated with it.

Instructor Availability

The most efficient way to reach your instructor is through email. All emails will be answered within 24 hours on weekdays and 48 hours on the weekends. Appointments can be made upon request to discuss questions or express concerns. You may also call the instructor's office phone number should you need immediate assistance during the weekdays.

Online Course Information

This is a 100% online course where no face-to-face meetings are required. As such, all course materials, assignments, directions, and supplemental resources are available to you in the D2L course site. This course is divided into modules structured to make it easy for you to navigate the learning environment. You are expected to view all course materials provided to and participate in all assessments.

Course Goals

Ensure participants have the knowledge to provide timely and accurate answers to general, lower-level questions that pertain to select offices/skills (Admissions & Records, Advising, and Financial Aid). Student-Focused training is providing the skills for participants to be able to help students effectively. The program will also advance participants' customer service skills and abilities.

Course Objectives

Upon completion of this course, participants will be able to:

- Support student's self-advocacy and self-efficacy skills to increase student success.
- Demonstrate knowledge and skills in utilizing two basic motivational skills.
- Demonstrate the knowledge and skills involved when assisting a distressed student and referring appropriately.
- Assist students in understanding the admissions process.
- Guide students through the registration process.
- Direct students in obtaining and understanding their academic records.
- Support students in applying for and understanding the graduation process.
- Locate the Free Application for Federal Student Aid (FAFSA) page to complete and identify what information a student will need to complete the FAFSA.
- Explain the consequences of dropping and withdrawing to students who are receiving federal aid and state grants.
- Advise students through the verification process.
- Explain the appeal process for SAP to students.
- Identify certificate & degree program requirements at Northeast State & know how to access information for each one.
- Recall advising resources available at Northeast State and how to access them.
- Utilize the Degree Works audit system and the My Northeast registration portal for advising students and registering students.
- Recognize how to access information regarding academic policies and procedures.

Prerequisites

The Basic Customer Service Certification (Level I) is a prerequisite to this certificate course.

Required Text

There is not a required textbook for this certificate course. All instructor videos, supplemental materials, and assessments will be available to participants through the D2L course site.

Instructional Methods

The instructors determine instructional methods. Methods may include instructor videos, collaborative learning activities, audio-visuals, and multi-media activities, including internet resources and student presentations.

Evaluation Methods

Participants in this course will be evaluated on their understanding of the concepts presented in each module. There will be 10 multiple choice assessments, consisting of 10 questions each. To move on to the next module, participants must receive a score of 100%. However, multiple attempts are permitted so that the participant can identify which questions they answered

incorrectly and clear up any misconceptions before moving on. Participants must complete all modules and pass each assessment before being issued a certificate for completion of this course.

Attendance Policy

Attendance in an online course is handled differently than in a traditional course. Attendance in this course is measured by your completion of all modules and assessments. Participants are encouraged to interact with the course content at least three times per week to stay on track and manage time appropriately. Failure to do so could result in incompletion of the course. In this instance, no certificate would be issued.

Institutional Policies

Plagiarism Policy: Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Please refer to Academic and Classroom Misconduct for more information.

Accommodations for Students with Disabilities Statement:

For the College to make reasonable accommodations for students with documented or temporary disabilities, the student must contact Accessibility Services. Students who have been approved to receive reasonable accommodations will present a Faculty Accommodation Form to each instructor during the first week of classes. Accommodations include, but are not limited to, the following: extended time on tests, alternative test location, interpreter services, and adaptive software. **S**tudents must request accommodations for each semester. Testing accommodations must be arranged with each instructor and Accessibility Services before the scheduled test date. *No accommodations will be provided without approval from Accessibility Services*

iNortheast Mobile Technology Initiative: Students are recommended to have access to a personal device meeting the following minimum capabilities:

Device Requirements

Academic Departments will determine utilization in the classroom and may require additional capabilities. Any additional program- and/or division-specific requirements will be outlined on course syllabi as well as available through the division office.

The device must have 'wifi' capabilities.

The device must be able to access the NeSCC network, including all websites and the Student Service Portal for registration, library services, etc.

The device must be able to access the current LMS (D2L-BrightSpace) in which students may access their course work, upload and download from the LMS, and send and receive emails within the LMS.

The device must be able to access and operate the Chrome browser to access 'web-based' eTextbooks, videos, apps, and other digital content.

The device must be able to operate a word processing program.

The device must have a camera.

The device must have audio and earphone features and capabilities.

The Device must be able to perform such functions as displaying eTextbooks, sending and receiving emails outside of the LMS, composing/writing papers, etc.

Appendix H: Semi-annual Reports of the Executive and Implementation Committees

NORTHEAST STATE
BEAR STRONG
A Culture of Service Excellence

Northeast State Bear Strong: A Culture of Service Excellence

CSE Implementation Committee's Semi-Annual Progress Report of the Quality Enhancement Plan

(*Submitted to the CSE Executive Committee Semi-annually*)

Report Date: INSET HERE

Initial goals and intended outcomes of the Quality Enhancement Plan

    Overarching Goal: Empower students to make appropriate academic decisions that lead to student success

    Intended Outcomes:

        ➢ **Student Success Outcome 1**: Potential students will identify and utilize appropriate educational resources that enable them to matriculate into the College.

        ➢ **Student Success Outcome 2**: Current students will identify and utilize appropriate educational resources that enable them to persist to graduation

Recommended changes to the QEP and the reasons for making those changes

    Are any significant changes needed to Northeast State Bear Strong: A Culture of Service Excellence to promote success? This may include changes in fiscal, human, or physical resources. Additionally, the changes may include revisions to the processes and procedures associated with the QEP. Please ensure the Implementation Committee's analysis includes a review of the Multiple Measures Dashboard.

    INSERT HERE

Description of the CSE's impact on student success to date

    INSERT HERE

    Unanticipated outcomes of CSE to date

    INSERT HERE

Lessons learned as a result of the QEP experience to date

    INSERT HERE

NORTHEAST STATE
BEAR STRONG
A Culture of Service Excellence

Northeast State Bear Strong: A Culture of Service Excellence

CSE Executive Committee's Semi-Annual Impact Report of the Quality Enhancement Plan

Report Date: INSET HERE

Initial goals and intended outcomes of the Quality Enhancement Plan

    Overarching Goal: Empower students to make appropriate academic decisions that lead to student success

    Intended Outcomes:

        ➢ **Student Success Outcome 1**: Potential students will identify and utilize appropriate educational resources that enable them to matriculate into the College.

        ➢ **Student Success Outcome 2**: Current students will identify and utilize appropriate educational resources that enable them to persist to graduation

Changes made to the QEP and the reasons for making those changes

    INSERT HERE

Description of the CSE's impact on student success to date

    INSERT HERE

    Unanticipated outcomes of CSE to date

    INSERT HERE

Lessons learned as a result of the QEP experience

    INSERT HERE

Appendix I: Sample Assessment Surveys

General Session / Workshop Survey

Please select the workshop sessions you attended.
- o General Session Workshop
- o Pell-Eligible Workshop
- o Students of Color Workshop
- o Student Veteran Workshop
- o Accessibility Workshop

Please indicate the extent to which you agree or disagree with the following statements:

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
The facilitator(s) were well organized.	( )	( )	( )	( )	( )
The facilitator(s) made good use of the time allotted.	( )	( )	( )	( )	( )
The facilitator(s)' presentation style was effective in helping me learn.	( )	( )	( )	( )	( )
The workshop improved my understanding of the topic.	( )	( )	( )	( )	( )
The workshop improved my ability to utilize skills related to the topic.	( )	( )	( )	( )	( )
The knowledge and skills I learned will be useful to me in my job.	( )	( )	( )	( )	( )

Please indicate your overall satisfaction with the [above selected workshop session].
- o Very Dissatisfied
- o Dissatisfied
- o Neither Dissatisfied nor Satisfied
- o Satisfied
- o Very Satisfied

[Questions if General Session is selected]
What additional information about each of the following areas would help you better serve students?

      Admissions and Records
      _____

      Advising
      _____

      Business Office
      _____

Financial Aid

_____

[Question if one of the workshops is selected]
What additional information about Life Issues (Personal issues/concerns that may inhibit a student's academic success) would help you better serve students?

What three things would you recommend be implemented to improve the [above selected workshop session]?

Please share any additional comments and/or suggestions you have regarding the [above selected workshop session].

Faculty Teaching CSE-Related Credit Courses Survey

Select the cohorts you teach. [A list of current cohorts will be provided to choose from]

Select the classes you teach. [A list of CSE classes will be provided to choose from]

Course material was specific to the cohort with specific NeSCC materials included (vs. traditional course content).

☐   **Yes**

☐   **No**

What do students struggle with the most in the course?

In your professional judgment, should the curriculum be modified to incorporate these areas into the course?

☐   **Yes**

☐   **No**

What do students need to know but are not currently offered?

What areas do students excel in?

Do you have all the resources you need to teach in the cohort program?

☐   **Yes**

☐   **No**

       Please explain what resources you need.

Supplemental Cohort Session Assessment

Cohort Name _____

Date of Session _____

Cohort Lead _____

Members (Attendance List) _____

Key findings of This Session

> **What worked well?**
>
> **What did not work well?**
>
> **List 3 to 5 strengths of the cohort members.**
>
> **List 3 to 5 weaknesses of the cohort members.**
>
> **Were there areas that were identified during the session that should be added in future sessions?**
>
> ☐   **No**
>
> ☐   **Yes**
>
> > **If yes, please explain what impact there has been.**
>
> **Were there areas that did not need to be covered?**
>
> ☐   **No**
>
> ☐   **Yes**
>
> > **If yes, please indicate the area(s) and explain**
>
> **Other key findings:**

Recommendations / Suggestions for Improvement

> **Based on your key findings, what planned improvements do you have for future cohort sessions?**

Cohort Participant Supervisor Survey

List your staff members who are in a cohort:

List the name of your department/office

How well does your employee manage their time with respect to working in the Bear Den?

☐ **Very well**

☐ **Well**

☐ **Neutral**

☐ **Poorly**

☐ **Very poorly**

Please state your agreement with the following: The work in the Bear Den has made my employee more effective

☐ **Strongly Disagree**

☐ **Disagree**

☐ **Neutral**

☐ **Agree**

☐ **Strongly Agree**

Has there been an impact on other staff members in your unit/area when the cohort participant is working in the Bear Den?

☐ **No**

☐ **Yes**

[When Yes is selected] Please explain what impact there has been.

Give examples of how your employee has applied their CSE knowledge.