QUALITY ENHANCEMENT PLAN 2013

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The original is on file.

FLORIDA STATE COLLEGE at Jacksonville™

QUALITY ENHANCEMENT PLAN 2013

SACSCOC ON-SITE VISIT
October 15-17, 2013

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1. *MAKE A PLAN FOR SUCCESS*: EXECUTIVE SUMMARY

The Focus:

In response to a lengthy and broad-based discussion informed by a purposeful institutional research process, Florida State College at Jacksonville has designed a Quality Enhancement Plan (QEP) that will have a far-reaching and long-lasting positive impact on the student learning environment. Recent institutional data, including compelling Survey of Entering Student Engagement results, and the input of College constituents both indicate that FSCJ's college-ready students would enjoy greater academic success with a more structured and informed academic plan along with a more effective system of interventions to support their success in early coursework. The immediate cohort consists of college-ready, First Time in College (FTIC) associate degree-seeking students.

The Student Learning Outcomes:

Make A Plan for Success (MAP) has been designed to improve the student learning environment by positively impacting student advising and academic planning. Additionally, MAP will promote students being proactive and taking more responsibility for their learning and academic progress. Three student learning outcomes have been identified: 1) Cohort students will demonstrate effective knowledge of academic planning; 2) Cohort students will create an accurate academic degree plan that reflects designated academic and career goals; and 3) Cohort students will demonstrate accurate knowledge and effectively utilize resources that support collegiate success. The QEP Implementation Committee will use a robust set of direct and indirect measures to assess these student learning outcomes.

The Initiatives:

The intent of the College's QEP, *Make A Plan for Success*, is to promote the success of FTIC students by improving their knowledge of academic planning, facilitating successful completion of essential courses early in their academic careers, and creating a learning environment to support student success. The three main initiatives of the plan have been articulated as follows: **(A)** the College will promote and support course sequencing emphasizing cohort students' early completion of first college-credit English and mathematics courses; (**B**) cohort students will receive information about academic planning and develop an Academic Degree Plan; and **(C)** the College will provide course interventions, improve academic tutoring support, and improve the use of the College's Early Alert System in first year courses. The College has allocated over 3 million dollars including in-kind resources to support MAP over a five year period. The institution's commitment to MAP is demonstrated by the creation of 6 new full-time positions at the College: the Coordinator of Academic Planning, five additional full-time student success staff who will provide improved advising services and academic planning support for students; and the Director of the QEP who has joined the office of Institutional Effectiveness and Accreditation and directs the implementation and assessment of all MAP initiatives. In addition, the College is dedicating stipend funds to support a new role for faculty, the First Year Advocate, through which faculty will participate in delivering MAP-related services and information to students.

The Benefits:

The benefits to the College will extend far beyond the selected study cohort and study period, as collegewide advisement pathways are refined, as course intervention systems are enhanced, and as the community of students, faculty, and staff become more informed about academic planning. Across the College, faculty from various programs of study will develop clear academic pathways or "road maps" to help students plan and register for classes in the appropriate sequence and time frame. A standing Collaborative Advisory Board will facilitate communication among advisors and faculty to improve resources and information for students. Support for the creation of effective Academic Degree Plans will improve the culture of advising and planning for all students. Improvements to the

functionality and use of the Early Alert System will facilitate communication about students' academic progress early in the semester and improve success rates in their important early coursework. Over the next few years, Florida State College at Jacksonville will become a more effective learning community through the development and refinement of a core set of practices that support advisement, academic planning, and early student success.

2. *MAKE A PLAN FOR SUCCESS* - PROCESS USED TO DEVELOP THE QEP

QEP Topic Development

Florida State College at Jacksonville's first Quality Enhancement Plan was implemented from 2004 through 2009 and focused on students who were not prepared for college-level work. This plan resulted in new Academic Success Centers for the delivery of development education instruction and improved support services for developmental students across the College. FSCJ's first QEP provided the College with an opportunity to experience how the process of the QEP can positively impact student learning and the student learning environment.

In the fall of 2011, FSCJ began the process of developing a **second** QEP based on key issues emerging from institutional assessment and closely related to the College's overall college mission and goals. Idea development and topic selection involved a year-long, broad-based process engaging all institutional constituencies, (faculty, administrators, career staff, students, alumnae, full- and part-time employees, employers/ advisory committees). The Executive Vice President Don Green appointed Dr. Lynne Crosby, the College's SACSCOC Accreditation Liaison, to chair a Topic Selection Committee comprised of faculty members, career staff, and administrators from all areas and campuses of the College. Appropriate committee members were identified by campus presidents and also included the faculty senate president. The committee is listed in the table below.

The Topic Selection Committee developed a plan to complete their charge between August of 2011 and February of 2012; the topic selection process comprised collecting data, examining other QEPs, and facilitating ongoing, broad-based participation among members of the College community. The plan is outlined in the table on the following two pages.

Topic Selection Committee

Chair:

Lynne Crosby, Director of Institutional Effectiveness and Accreditation

Members, in alphabetical order:

Christal Albrecht, Downtown Campus and Advanced Technology Center President

Jametoria Burton, Deerwood Center Librarian and Chair, Center for the Advancement of Teaching & Learning

Maggie Cabral-Maly, Kent Campus and Cecil Center President; Interim Provost, Baccalaureate Programs

Kathleen Ciez-Volz, Director of Academic and Instructional Programs

Naita Guine-Simmons, Student Success Advisor, Kent Campus

Greg Michalski, Director of Student Analytics and Research

Tracy Pierce, Vice President of Economic Development and Student Success

Rachelle Wadsworth, Professor, Kent Campus; Faculty Senate President

Nancy Yurko, Associate Vice President, Liberal Arts and Sciences

Advisor:

Don Green, Executive Vice President, Instruction and Student Success

QEP Topic Selection Plan

July 2011

Finalize the Topic Selection Criteria, Process, and Timeline

August and September 2011

Launch the Topic Selection Process

Step 1: Collegewide Presentations at Institutional Effectiveness (IE) Days and other Existing Meetings

Announce this phase of the process:

- Add information to the Office of Institutional Effectiveness and Accreditation's QEP Website
- "All Employees" email
- Include in invitation letter and agenda to faculty and deans for the Academic IE Day on August 24
- Include in invitation letter and agenda to student success staff for Student Success Institutional Effectiveness Day in October

Purpose:
Invite individuals to learn about the QEP Topic Selection process and a variety of data and key issues emerging from institutional effectiveness and assessment:

When:

- Academic Institutional Effectiveness Day (August 24);
- Center for the Advancement of Teaching and Learning meeting (October 3, 2pm);
- Academic Leadership Council meeting (September 26, 8:30am);
- Career Employees Council Exchange of Views (September 12, 2pm);
- Administrative and Professional Collaborative Luncheon (September 20, 12 noon);
- Faculty Senate Exchange of Views (September 22, 3pm);
- Student Government Association Executive Board (October 7, 1pm);
- Student Success division Institutional Effectiveness Day (October 20)

Mid-October to Early November 2011

Step 2: Solicitation of Ideas: Announce via email and QEP website

I. Web Survey of Institutional Constituents (students, alumni, full time and part time employees, employers/ advisory committees, etc.)
II. Request that deans and program managers present information to Program Advisory Committee meetings
--include materials for the deans at the September Academic Leadership Council Meeting
III. Campus-based Focus Groups of faculty, staff and administrators –October 24 to November 4

- Open Campus – Monday, October 24, 1 – 2:30pm
- Military, Public Safety and Security Division – Thursday, October 27, 1-2:30pm
- Downtown Campus and Advanced Technology Center – Thursday, October 27, 3-4:30pm

- North Campus and Nassau Center – Monday, October 31, 1:00 – 2:30pm
- Cecil Center North and Aviation Center of Excellence – Monday, October 31, 3:30-5pm
- Administrative Offices – Wednesday, Nov. 2, 1:30-3pm
- Administrative Offices – Wednesday, Nov. 2, 3:30-5pm
- Kent Campus– Thursday, Nov. 3, 1 – 2:30 pm
- South Campus and Deerwood Center –Thursday, Nov. 3, 3:30-5pm

Mid-November to Early December 2011

Step 3: Confirmation of Recurring Themes: Announce via email and QEP website

I. Return to the following groups to confirm themes collected from surveys and focus groups –
   - Academic Leadership Council meeting (November 14, 8:30am);
   - Career Employees Council Exchange of Views (November 14, 2pm);
   - Administrative and Professional Collaborative Exchange of Views (November 28, 3pm);
   - Faculty Senate Exchange of Views (Tuesday, November 8, 3pm);
   - Student Government Association Executive Board (November 18, 1pm);
   - Center for the Advancement of Teaching and Learning meeting (Monday, November 21, 2pm)

Mid-December 2011

Step 4: Solicit brief proposals

I. Announce the themes to the College community
II. Request brief proposals

January 2012

Step 5: Selection of Topic: Announce via email and the QEP website

I. Select top proposals for further consideration (If needed, request 'white papers' for the top proposals, with stipend, if appropriate)
II. Evaluate top ideas with College's selection criteria
III. Dr. Wallace updates District Board of Trustees on QEP Topic Selection Process and Reaffirmation during Major Priorities Update at Strategic Conversation
IV. Dr. Wallace updates the Foundation Board on QEP Topic Selection Process and Reaffirmation
V. Request environmental scan of funding sources – Resource Development office
VI. Present top ideas to Reaffirmation Leadership Team and Cabinet
VII. Cabinet/Executive Vice President/Campus Presidents/Division Heads and Reaffirmation Leadership Team select the topic, based on established criteria
VIII. Announce the selected topic to the College community

February 2012

Step 6: Launch the QEP Development process

I. Identify and charge the QEP Development Team

The first step was to thoroughly inform the College community about the QEP, including its purpose, timeline, and opportunities for participation. A schedule of presentations and opportunities for involvement was publicized to the College community: at the beginning of the 2011-2012 academic year, Committee members made collegewide presentations at the College's Institutional Effectiveness Days and at governance meetings on all campuses. These presentations reached constituents across the areas of student government, student success, the faculty, the career employee's council, and administration.

The Committee next recruited instructional deans and program managers to present basic information about the upcoming QEP and accreditation process to community members and employers at all of the College's Program Advisory Committee Meetings. (For example. at the College's Radiography, Nursing, Physical Therapy, and Occupational Therapy Advisory Committee Meetings, members were asked to share their input and ask any questions they had about the QEP and our accreditation process). The members of these advisory committees were also made aware of an upcoming survey that would be sent via email to gather their specific suggestions and concerns. The details of this survey are included below in step two.

Step two for the Topic Selection Committee was to solicit ideas from the College's stakeholders. To ensure all members of the College community an opportunity to participate, several methods of gaining information were employed. The Committee first developed a brief and anonymous online survey addressed to all faculty, staff, students, and program advisory committees and distributed it via email during the week of October 10, 2011 (Appendix B). The two main survey questions inquired about (1) *barriers* or obstacles to student achievement and (2) *improvements* to student learning and/or the student learning environment. A Text Analysis Package (TAP) was used to sort the comments from each of the 2,134 survey responses into seven categories in which student learning or the learning environment could be improved. Of the 2,134 survey respondents, over 1,000 text comments noting barriers to achievement were analyzed. Three of the seven labeled categories constituted a total of 72.89% of the comments received regarding perceived areas for improvement. The results of the TAP analysis are in the following table.

The Committee organized and held nine campus-based focus groups comprised of faculty, staff, and administrators and five focus groups for students. To encourage broad participation, focus groups were advertised on the college's QEP website, an invitation flyer with the complete meeting schedule was distributed throughout the College community, and emails were sent to various employee groups (Appendix A). The Student Life and Leadership Department and the Student Government Association advertised the focus groups for students. As a result of this outreach effort, a total of 161 people attended and participated in focus groups from October 24th through November 3rd of 2011. During these sessions, participants were asked to discuss their perceptions of areas the College can improve student learning and/or the learning environment.

A 15-node model was constructed that categorized 2,049 of 2,536 comments (81%). Stated in order of comment frequency (high to low), the model categories included (1) General Opportunity Areas, (2) Teaching/Learning, (3) Technology, (4) Faculty/Instruction, (5) Student/Customer Service, (6) Financial, (7) Communication, (8) Success/ Retention, (9) Counseling/Advising, (10) Campuses,

TAP Analysis of Barriers to Student Achievement	
Counseling / Advising	36.3%
Student Support / Services	23.4 %
Learning Support	13.12%

Participation in Topic Selection	
Web Survey	2,134 responses
QEP Activity at Student Success IE Day	216 responses
Faculty, Staff, Student Focus Groups	161 participants

QEP Topic Results
Reading and Writing Skills
Critical Thinking Skills
Quantitative Reasoning / Mathematics Skills
Placement Testing and Student Course Success / Performance
Technology Skills Needed for Success in College and the Workplace
Order of Course Taking
Academic Planning

(11) Library/LLC, (12) Math, (13) Critical Thinking, (14) English, and (15) Civility. The top categories identified consistently in all analyses performed thus far involved interrelationships between teaching/learning, technology, faculty/instruction, student/customer service, as well as a large set of general improvement opportunity areas across a broad range of topics.

After gathering information through the web survey, program advisory meetings, and focus groups, the Committee worked to analyze the results and recurring themes. The information was coded into the seven topics shown above.

This analysis of the data collected from the QEP Topic Selection web survey and focus groups, along with data from outcomes assessment and student analytics and research, was used by the QEP Topic Selection Committee to narrow the results to four potential student learning topics that were areas of concern. These four student learning topics were reading and writing skills, technology skills needed for success in college (and the workplace), critical thinking skills, and quantitative reasoning / mathematics skills.

Having narrowed the possible topics to four areas of student learning, the Topic Selection Committee provided an additional opportunity for members of the College community to be involved in the final selection process by asking them to write brief proposals or white papers about the final topic. The four themes were announced at the Institutional Effectiveness Day held for faculty, deans, and program managers on January 5, 2012. Guidelines were distributed, and participants were given until the beginning of February to submit papers. A total of seven white papers were submitted: three papers proposed reading / writing as the final topic, while one paper each was submitted recommending a focus on technology skills, applied mathematics, critical thinking, and dual enrollment.

In addition to the ideas gathered from members of the College community, the department of Student Analytics and Research reported two compelling trends. First, the percentage of First Time in College (FTIC), college-ready, degree seeking students enrolled in college credit courses is declining. FSCJ researchers found that of a cohort consisting of FTIC, college-ready full-time and part-time students (Fall, 2009; 1,669 students), only 37.69% were retained until the fall semester of 2011.

FTIC, College-Ready, Degree-Seeking Students Enrolled in College Credit Classes

(updated 1/5/2012)

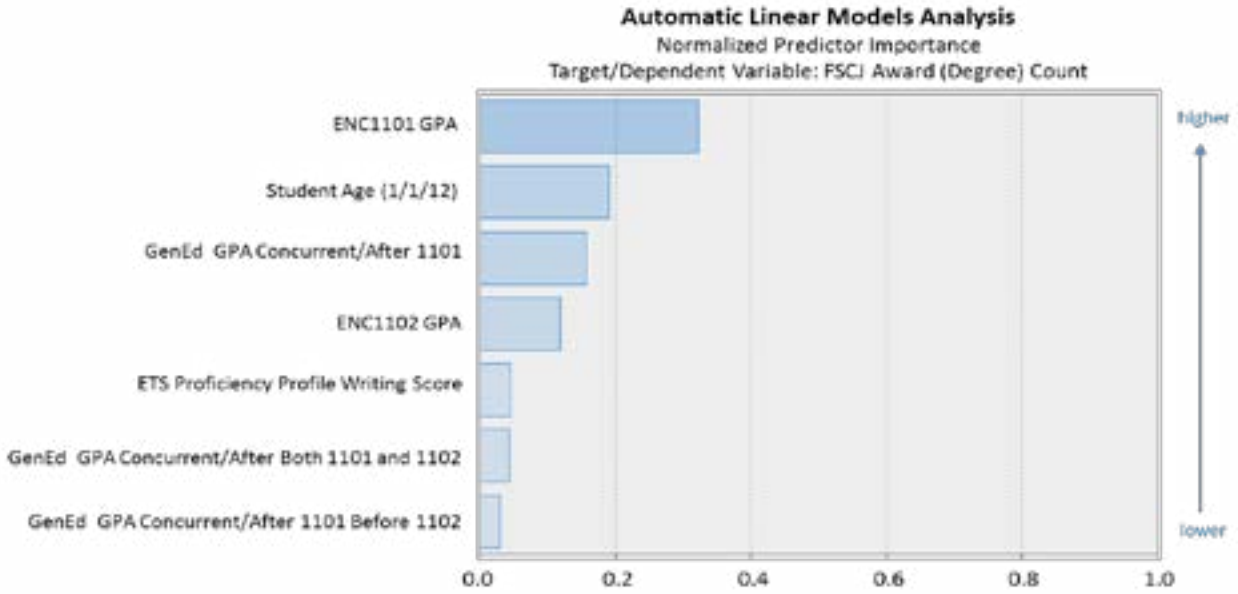
Enrollment Status	Fall 2009	Spring 2010		Award Count (through Summer)	Fall 2010		Award Count	Spring 2011		Award Count (through Summer)	Fall 2011		Award Count
	# Students	# Students	% returning		# Students	% returning		# Students	% returning		# Students	% returning	
Full Time	970	829	85.46%	4	617	63.61%	10	583	60.10%	139	427	44.02%	99
Part Time	699	449	64.23%	7	290	41.49%	4	263	37.63%	81	202	28.90%	21
Total	1669	1278	76.57%	11	907	54.34%	14	846	50.69%	220	629	37.69%	120
												award total	365

Next, as part of our institution's research regarding students' success, a question was posed as to whether or not there was an important correlation between early completion of ENC 1101 (the first college-credit English composition course) and academic success in subsequent coursework. The College's study of 4,097 students revealed the following:

- Success in written communication (as measured by the earliest attempt of ENC 1101 and/or ENC 1102) is significantly related to degree completion (Associate in Arts (AA), Associate in Science (AS)).
- Success in ENC 1101 and/or ENC 1102 is a significant predictor of degree completion.
- Success in ENC 1101 and/or ENC 1102 is significantly related to, and predictive of, concurrent and subsequent success in (the earliest attempt of) a key subset of general education core courses in math, psychology, humanities, biology, history, economics, sociology, and earth and space science. (Relevant course numbers include MAC 1105, PSY 1012, HUM 2210, BSC 1005, DEP 2004, AMH 2010, BSC 2085C, ECO 2013, SYG 2000, and ESC 1000.)
- There is a statistically significant connection between the ENC 1101 mean GPA of students who did not complete their degrees (2.08) and those who completed at least one award (certificate or degree) (3.26).

Additionally, student GPA in ENC 1101 is positively and significantly correlated with degree attainment. Of the factors listed in the chart below, ENC 1101 GPA was the most significant predictor of students' academic persistence.

The importance of students' success in the first year, including course success rates and course taking patterns in relationship to retention and completion, became evident. Further, initial predictive analytics indicated clearly that lack of success in ENC 1101 early in the associate degree was related to lower retention and associate degree completion rates. This information gathered by the Topic Selection Committee was presented to the college president and his cabinet in Spring 2012.



Selection of the principal QEP subject area came about after the president and cabinet reviewed the information and the committee's recommendations, and the QEP topic was released to the entire College community through an email announcement at the end of March 2012.

The college president and cabinet desired the College's second QEP to build on the successes of the first QEP. FSCJ's first QEP focused on developmental students, and that plan resulted in the development of Academic Success Centers, a central location for all developmental classes, developmental faculty offices, and developmental class student tutors. The Academic Success Centers had a positive impact on student learning and the student learning environment. Our second QEP would focus on improving student learning and the student learning environment for "college-ready" students.

Thus, President Wallace's QEP topic announcement included the following question: Why do many "college-ready" students at Florida State College at Jacksonville leave the College before completing their intended degree, and what can be done to significantly improve completion rates? The goals, study population, research method and timeframe, anticipated areas of focus, and rationale for topic selection were provided to the College community as follows:

Topic Announcement

Overall Goal

- Improve the persistence and degree completion rates of college-ready, first-time-in-college students.

Interim Goals

- Significantly improve first-year retention rates.
- Strengthen the verbal and written communication skills of college-ready, first-time-in-college (FTIC) degree-seeking students across the curriculum.
- Increase course persistence and success rates in general education courses by college-ready, FTIC degree-seeking students.
- Improve the percentage of FTIC college-ready, degree-seeking students who successfully complete all mathematics graduation requirements early in their college experience.

Anticipated Areas of Focus (based on faculty/staff input and preliminary data analysis)

- Communication: What activities and strategies can be designed to strengthen reading and writing skills of FTIC, college-ready students across the curriculum?
- Mathematics: What activities and strategies can be designed to improve the percentage of FTIC, college-ready students who successfully meet mathematics requirements for graduation early in their college experience?
- Student Engagement and Commitment: What "first year experience" activities, strategies and/or support interventions, both inside and outside the classroom, can be designed to improve the success rate of FTIC college-ready students?

Rationale for Selecting the QEP Topic

- Results of web surveys, focus groups and white papers from the College community included the need to enhance students' communication and mathematics skills.
- National standardized assessments, college-developed local assessments, and employer feedback reveal that FTIC, college-ready students are not demonstrating the desired level of communication skills for optimal college and career success.
- Research findings reveal a strong relationship between the level of communication skills and level of success in college credit general education courses.
- Research findings reveal a strong relationship between success in math gatekeeper courses, time to degree, the accumulation of excess hours and degree completion.
- The Community College Survey of Student Engagement and Survey of Entering Student Engagement highlight the importance of student engagement and commitment to

QEP Development Team	
Co-Chairs	*Lynne Crosby*, Associate Vice President of Institutional Effectiveness and Accreditation *Angela Browning*, Professor, Communications, North Campus *Judy Bilsky*, Vice President and Provost of Florida State College Division
Members	Advising: *Patti McConnell* (Open); *Vanessa Reid* (South); *Mary Ann Bodine Al-Sharif* (District)
	Vice President: *Tracy Pierce (Student Success)*
	Career Education / Workforce Faculty: *Carolyn Keister* (Nursing)
	Student Analytics and Research: *Theresa Lott*; *Greg Michalski (District)*
	Communications Faculty: *Laura Jeffries* (South); *Rachel Davis* (Kent)
	Dean of Liberal Arts and Sciences: *Meg Clark* (South); *Jose Fierro* (Open)
	Developmental Education: *Kathleen Ciez-Volz* (District)
	General Education Faculty: *JR Woodward* (Kent)
	Library / Learning Commons: *Michael Turnquist* (Kent)
	Mathematics Faculty: *Amanda Nunley-Sartor* (South); *Matthew Mitchell* (Downtown); *Tracey Coughenour* (Kent / Cecil)
	SLS and Dean of Liberal Arts and Sciences: *John Wall* (Downtown)
	Student Success: *Luther Buie* (North); *Kim Hardy* (District); *Amy Perkins* (Downtown)

college success and completion.

- The degree completion rate of FTIC, college-ready students needs improvement and can be improved.

Following the President's announcement, in the spring of 2012, a QEP Development Team was organized to create a plan that would respond to the work of the QEP Topic Selection Committee and the President's announcement. In an effort to ensure broad- based involvement, 21 of the 24 team members were newly involved and represented the College's five different campuses as well as faculty, staff, and administrators. Eight of the Development Team members were faculty, while three members of the Topic Selection Committee were retained to provide continuity between phases of the QEP.

The newly formed QEP Development Team met for the first time in April 2012 and began reviewing the released topic and defined cohort. While FSCJ followed an institutional process, directly related to institutional planning efforts, that generated information and specific ideas from College faculty, staff and students, the team found the topic to be very broad and in need of refinement. Thus, in an effort to address the assigned topic and all of its parameters, the team decided to first pursue the research question.

3. *MAKE A PLAN FOR SUCCESS* - IDENTIFICATION OF THE TOPIC

QEP Development Team's Selection of Academic Planning, Course Sequencing, and Early Completion of Credit-Bearing English and Math

In response to the college president's research question about the drop in term-to-term retention and graduation rates of FSCJ's college-ready, first-time-in-college students and the far-reaching interim goals related to that question, effectively refining the focus of our QEP became a necessary and important part of the Development Team's work. During the College's spring Institutional Effectiveness Day in May 2012, the Team held a two-session workshop, open to all faculty, to discuss the general QEP announcement and collect faculty ideas and concerns regarding the topic. During these meetings, several themes emerged – the desire to create a core curriculum or a prescribed order of basic courses like ENC 1101, MAC 1105, and other general education courses important to students' success in subsequent coursework; the need to improve students' critical thinking; and the possibility of working to improve students' writing and reading skills. Essentially, the faculty again identified the issues of course-taking, academic planning, improved writing and reading skills, and improved critical thinking as important to student success. These issues were previously identified during the topic selection phase of the QEP.

The QEP Development Team met and, during its first retreat, discussed the necessity of reading and writing as foundations to student success; the idea of looking at core competencies and how they support learning in all disciplines was discussed at length. The QEP Development Team also asked college researchers to study the assessment data relating to students who successfully take college-credit English (ENC 1101) in their first 12 hours of classes, the relationship of students' placement scores to their academic success, and the impact of taking math classes successively. Many post-retreat meetings ensued during which Team members worked to define the cohort used for these initial research questions. This work involved the registrar's office, members of the QEP Development Team, the Associate Vice President of Institutional Effectiveness and Accreditation, the college vice president and provost, and the college's data / student analytics team.

The QEP Development Team, considering the student success issues discussed in the initial QEP topic announcement, noted that critical thinking and reasoning skills, and the ability to communicate through writing, listening, speaking, and reading are all important components of students' education at FSCJ and promote success both in the classroom and in their personal and professional endeavors. The Team was divided into work groups to study best practices and current literature on issues including course sequencing, academic planning, student engagement in educationally purposeful activities during the first year, and writing across the curriculum. Ultimately, after exploring the possibility of a Writing Across the Curriculum/Writing in the Disciplines initiative alongside a broad-based advisement and academic planning initiative—and after beginning to develop what could essentially have been two separate QEPs—the Team decided to pursue only one of the developing branches. Advice from outside experts and the continued direction from SACSCOC emphasizing the importance of having a focused and sustainable plan led the QEP Development Team back to the existing college data to narrow the College's plan into a manageable, data-based topic that would improve the learning environment. In reviewing that data, two clear but related issues emerged.

Key Issue #1: Students need guidance in selecting their academic goals and planning a clear path to complete their program of study.

Data resulting from the Community College Survey of Student Engagement (CCCSE) and the Survey of Entering Student Engagement (SENSE), responses of FSCJ graduates, and further investigation into issues related to student success and persistence were used as topic-refinement guidelines. CCCSE / SENSE data along with the response of the FSCJ graduates revealed a student

concern for defining a clear path of course taking and a desire for more useful engagement with the College's advising services. According to the most recent results of the SENSE survey (2011), the College's "aspects of lowest student engagement" include the following:

1. "An advisor helped me to select a course of study, program, or major."
2. "An advisor helped me to set academic goals and to create a plan for achieving them."
3. "A college staff member talked with me about my commitments outside of school to help me figure out how many courses to take."

In addition to this evidence that students do not feel adequately engaged by the College's advising and academic planning services, the most recent survey of FSCJ's graduates (encompassing 3,211 graduates and near-graduates in the spring of 2011) revealed that 746 respondents (23%) identified "customer service" as the area the College can most improve upon. The second most frequent comment, received from 257 respondents, was that the College can improve upon its Counseling/Advising services. The 2011 SENSE survey also shows that our students rated FSCJ lower than students at cohort institutions on the following questions: #16, "My advisor helps me apply my program of study to my career goals; #35, "I receive ongoing feedback about progress toward my academic goals"; and #37, "I seldom get the 'run-around' when seeking information on campus." Interestingly, the QEP Development Team discovered that college-ready students were significantly less likely than developmental students to have talked about career plans with an instructor or advisor, validating the Development Team's focus on advisement pathways and academic planning for the cohort of college-ready students. FSCJ also ranked just below cohort colleges and below top-performing colleges in the area of Support for Learners. This consistent survey data led the Development Team in the direction of a QEP focusing on enhanced advisement services to support students in creating and maintaining an effective academic degree plan with clear and purposeful course-taking sequences along with the development of collaborative interventions among staff and faculty to help students succeed in their coursework.

Key Issue #2: Students who successfully complete their first credit-bearing English and Math courses early in their college career are more successful in their subsequent courses and are more likely to persist to graduation.

As part of the general focus on degree completion, an area of particular interest to the Team was students' sequencing of and success in their required college writing and math courses. Data analysis provided significant results regarding both course types. The College's department of student analytics and research and the collegewide data reporting department discovered several significant trends related to student success in ENC 1101 and ENC 1102, the first two college credit writing courses:

1. Success in written communication (as measured by ENC 1101 and/or ENC 1102) is significantly related to degree completion for the AA, AS, Associate of Applied Science (AAS), Bachelor of Science (BS), and Bachelor of Applied Science (BAS) awards.
2. Success in ENC 1101 and/or ENC 1102 is a significant predictor of degree completion.
3. Success in written communication (as measured by ENC 1101 and/or ENC 1102) is positively and significantly correlated with concurrent and subsequent success in a key subset of general education core courses in math, psychology, humanities, biology, history, economics, sociology, and earth and space science. (Relevant course numbers include MAC 1105, PSY 1012, HUM 2210, BSC 1005, DEP 2004, AMH 2010, BSC 2085C, ECO 2013, SYG 2000, and ESC 1000.)

Additionally, the answers to these data questions revealed that students within the selected cohort who completed ENC 1101 in their first 12 hours of course taking were significantly more successful in completing their degrees at FSCJ than those who did not take the course successfully or who delayed taking the course. A similar distinction exists when studying completion rates for the first required college credit math courses (MAC 1105, MGF 1106,

or MGF 1107): the graduation rate of students who successfully completed a required college credit math course within their first 12 hours was 26.67%, compared to a graduation rate of 16.17% for those who did not attempt or did not successfully complete such a course. Additionally, ENC 1101 and MAC 1105 are the two highest enrollment courses for the QEP cohort. Thus, the Team believes that early completion of college writing and math courses promises to positively impact FTIC, college-ready students' degree completion rates by ensuring the timely achievement of the essential student learning outcomes associated with these core courses.

In addition, the Office of Student Analytics and Research conducted an analysis of the early alerts sent during the period of December 14, 2009 and July 8, 2010. Only 97 individuals sent alerts, therefore the usage by faculty and staff is not robust. Of the 53,609 alerts sent during that time frame, less than 7% were categorized as student performance and course issues. 66% of the 53,609 alerts were categorized as College Alerts. College Alerts include more general topics. For example, during that time period, Alert Type ID 1 of the College Alerts category consisted of a message regarding a transportation survey *(n=35,249).* To demonstrate that these are variable and time dependent, Student Analytics and Research staff ran a query for a different timeframe (Fall 2011, Spring 2012, and Summer 2012). The unduplicated list of Type ID 1 (college alerts) for that time frame included six distinct messages such as publisher software technical issues, Veterans Affairs education benefits, and announcements about the College's Annual Security Report and Annual Crime Statistics.

The implementation of advisement pathways, academic degree plans, and collaborative interventions among faculty and staff will assist college-ready students in completing the necessary writing and math courses early in their college careers, preparing them for success in other coursework. It will also address the following challenges:

- Increase completion rates of first college-credit English and math courses within first 12 hours or 2 semesters of course-taking
- Increase support services / intervention strategies to help students successfully complete their first credit-bearing English and math classes
- Require students to create an academic degree plan designed to complete their program of study
- Create clear academic pathways helping students plan and register for classes in the appropriate sequence / time frame

The Team believes that it can best address the identified QEP topic by focusing on these two goals –

Goals:

1. Enhance students' knowledge of academic planning and resources necessary for collegiate success.
2. Increase percentage of FTIC, college ready students who successfully complete credit-bearing math and English courses in the first two terms (or 12 hours) of enrollment.

Addressing these two key issues and focusing on the two goals above will result in an improved student learning environment and will address students' concerns about their level of engagement with advisement and counseling services (based on our survey results) while establishing a course sequencing model (based on degree completion data) that may help prepare students for subsequent courses.

Ultimately, the QEP Team developed the following purpose statement and presented it at the College's Institutional Effectiveness Day in January, 2013:

> The purpose of the QEP is to promote student success by improving students' knowledge of academic planning and facilitating cohort enrollment in and successful completion of first college credit bearing math and English courses early in their academic career.

After a review of the purpose statement and an explanation of the Team's work and the data collected thus far, faculty members participated in a question and answer session with members of the

Development Team along with break-out meetings to generate suggestions for course sequencing, advising, and collaborative interventions specific to each discipline.

To address these two key issues, the Team developed the three following initiatives:

A. Students' Course Taking and Sequencing

- Improve information to students about course requirements / needed skills
- Provide opportunities for faculty and advisors to work collaboratively discussing and planning course sequencing
- Create program "road maps" indicating appropriate sequencing of courses

B. Academic Planning

- Help students set academic and career goals
- Help students identify a clear path designed to complete their academic degree plan and prepare for their post-college career

C. Improve support for students' completion of their first college-credit courses, emphasizing early completion of credit-bearing Math and English courses

- Make students aware of English, Math, and other general education course tutoring/ support services
- Develop intervention strategies by improving the College's Early Alert system creating a structure and system that faculty can use to help students succeed in college-credit math and English courses

With a narrowed QEP focus, a clear purpose statement, and three main initiatives in place, it became possible to envision specific roles, in the implementation stage, for the various constituent groups who form FSCJ's large community. The following table illustrates the Development Team's vision for actively involving a significant array of College stakeholders in the QEP over the next few years, both in terms of implementation responsibilities and professional development or training.

This broad-based involvement including College staff, faculty, and students will create tangible, sustainable improvements to student learning and to the learning environment. Student learning outcomes will include improved knowledge about academic planning and degree requirements; improved knowledge about college support services; improved knowledge about their strengths and weaknesses as students; and improved knowledge about course requirements and the importance of course sequencing. The collegewide learning environment will be systematically enhanced by improved advising services for students and improved support services designed to help students successfully complete the early English and math courses that are essential to their continued success in college: ENC 1101, Introduction to Composition I; ENC 1102, Writing About Non-Fiction; LIT 2000, Introduction to Literature; MAC 1105, College Algebra; MGF 1106, Topic in Mathematics; and MGF 1107, Explorations in Mathematics.

QEP Participation		
Constituent Group	**Anticipated Roles**	**Training/Development**
Advisors	…help students develop and maintain a written academic degree plan …help students assess their collegiate strengths and weaknesses	Phase 1: advisors receive professional development to help students develop academic degree plans and perform self-assessments Phase 2: advisors receive professional development to help students develop an electronic degree plan
Faculty	…provide recommendations about course sequencing … provide recommendations about how to alert students who are in academic jeopardy …recommend services to help students succeed in key courses …serve as First Year Advocates (FYA) in a variety of capacities, including helping students draft academic degree plans and serving on a Collaborative Advisory Board of faculty and advising staff	…widespread professional development to improve faculty use of early alert system in coordination with the goals of the QEP …varying levels of professional development available to faculty who volunteer to become First Year Advocates in order to enhance student learning about the QEP goals
Students	…provide assessment data through pre- and post-advising surveys and questionnaires …draft an initial academic degree plan before their advising meeting at the 25% degree completion stage …receive improved advising services …participate in the QEP Implementation Committee	…students will receive significant information and guidance about effective academic planning, including plan drafting workshops and the opportunity to meet with FYA faculty …students will receive additional and timely information about their academic progress
Library/Learning Commons (LLC) Staff	…coordinate intervention efforts with faculty members …track student use of tutoring/ support services	…LLC staff will receive professional development in order to deliver workshops and tutoring content designed by faculty as part of an intervention plan

4. MAKE A PLAN FOR SUCCESS – DESIRED STUDENT LEARNING OUTCOMES

In the spring of 2012, the QEP Development Team was charged with designing a plan that would help improve first time in college (FTIC), college-ready, associate degree seeking students' engagement, retention and academic persistence, and completion of their college-credit math and English coursework. The QEP Development Team, endeavoring to affect these variables while developing a clear and focused QEP, reviewed the results of the institution's on-going assessments and surveys. Results of the Community College Survey of Student Engagement (CCSSE), Survey of Entering Student Engagement (SENSE), and survey of FSCJ graduates revealed that students needed more help with academic planning and advising. Additionally, review of relevant literature and best practices gave evidence that improving advising and engaging students in academic planning activities can improve student commitment and collegiate success. The work of the QEP Development Team resulted in two clear goals for ***Make A Plan for Success***.

1. Enhance students' knowledge and use of academic planning and resources necessary for collegiate success.
2. Increase percentage of FTIC, college-ready students who successfully complete credit-bearing math and English courses in the first 12 hours of enrollment.

To achieve these goals, the QEP Development Team developed student learning outcomes (or SLOs) that will first help students gain information about academic planning and then support students as they use that information to draft an academic plan designed to guide their completion of their program of study.

SLO 1: Cohort students will demonstrate effective knowledge of academic planning.

SLO 2: Cohort students will create an accurate academic degree plan that reflects designated academic and career goals.

These two SLOs support the academic planning portion of the QEP. The next portion of the QEP is a desired change to the student learning environment that endeavors to support students' successful course-taking.

Make A Plan for Success will benefit students by connecting them with college advisors and academic support services, communicating with them about their academic progress, and promoting their proactive behavior to use the academic support services that can help them successfully complete their college coursework. The QEP Development Team has developed one SLO to support this portion of the QEP.

SLO 3: Students will demonstrate accurate knowledge and effectively utilize resources that support collegiate success.

The QEP Development Team has structured a plan that will change FSCJ's student learning environment. Previously, students were not required to engage in regular advising sessions. After their first meeting with an advisor, students could continue registering for classes without seeing an advisor. However, QEP cohort students (FTIC, college-ready, associate degree seeking students) will be required to attend an orientation session that delivers information about academic planning, and course taking, academic support services, and other knowledge important to collegiate success. At regular checkpoints during their program of study, cohort students will meet with advisors to discuss their academic goals and progress and plan their class schedules or order of course taking. These students, after receiving information about academic planning, will be required to draft an academic degree plan and bring that plan to the advising session held at or before they complete 25% of their program of study (typically 15 credit hours). The advisor, with the student and using his or her draft, will then review the program of study and discuss with the student his or her plan for taking courses and completing the primary program of study. The advising of cohort students and the review of their planning efforts, along with their awareness of and use of academic support services will continue as they work to complete their program of study.

The QEP Development Team believes that this

significant change to student advising and academic planning will create a learning environment that encourages students to become more proactive and responsible learners. Students will also benefit from the clearer and more readily available information about course taking guidelines and AS program "road maps" that will outline ideal semester-by-semester registration plans, and incorporate associate degree "meta-majors" for Associate in Arts and Associate in Science degree programs incorporated in Florida Statute in the most recent legislative session.

While the QEP is designed to study the effect that this change in the learning environment has on cohort students, all students at the institution will benefit from the clearer, more readily available information about academic planning. Essentially, the first "tier" of ***Make a Plan for Success*** is to improve the learning environment in a way that enhances students' knowledge and application of academic planning and the resources necessary for collegiate success. MAP's clear and detailed student learning outcomes are also directly tied to the institutional needs that emerged during the College's QEP topic selection and identification process.

Student Learning Environment/Administrative Outcomes

In addition to the student learning outcomes and measures listed above, a set of student learning environment/administrative outcomes and measures will also be used to assess the progress and effectiveness of ***Make A Plan for Success***.

The College will assess the student learning environment by measuring outcomes related to the following:

- *Professional Development of faculty and staff*: measured by the level of employee participation, employee rating of the quality of the professional development, employee use or application of the information gained in the professional development, and employee learning outcomes
- *Student Resources:* measured by the number of Academic Planning workshops offered to students, the publication of program roadmaps with recommended course sequencing, and the correlation between student workshop participation and course completion/success rates and retention rates
- *Student Perceptions of the Learning Environment*: measured by use of the advising/academic planning items on the Survey of Entering Student Engagement (SENSE), frequency and importance of use of advising and other services on the Community College Survey of Student Engagement (CCSSE), and advising services items on the Noel-Levitz Student Satisfaction Inventory
- *Intervention Services*: measured by percentage of students using campus-based and online tutoring services and an increased faculty and staff use of the enhanced Early Alert System
- *Course Enrollment and Registration:* measured by sufficiency of course sections offered, and percentage of students enrolling in recommended courses
- *Student Success:* measured by percentage of students successfully completing recommended courses, retention rates, and degree completion rates

Tracking student success of the QEP cohort will assist the College in determining if cohort students have demonstrated responsible course completion behaviors by successfully completing credit-bearing math and English courses within the first 12 hours of enrollment.

Examples of some of these key student learning environment / administrative outcomes include the following:

The College will support students' responsible course completion behaviors by promoting successful completion of credit-bearing math courses within the first 12 hours of enrollment.

The College will support students' responsible course completion behaviors by promoting successful completion of credit-bearing English courses within the first 12 hours of enrollment.

Detailed tables of the student learning environment/administrative outcome measures, baseline data, and achievement targets, are provided in the Assessment section.

5. MAKE A PLAN FOR SUCCESS – LITERATURE REVIEW AND BEST PRACTICES

The QEP Development Team's topic refinement process identified two key issues to address: students' engagement with advising and knowledge of academic planning as well as students' early completion of their math and English courses. As a result, the QEP Development Team set a goal to improve the student learning environment and address students' concerns about their level of engagement with advisement and counseling services (based on our survey results) while establishing a course sequencing model (based on degree completion data) that may help prepare students for subsequent courses. The next step for the Development Team was to review current literature, note how other institutions have addressed similar problems, and identify models that can be used as a basis for future actions.

Advising

There is a growing perception of academic advising as being an integral "extension of student learning" in which advisees serve as learners and advisors as teachers (Kelley, 2008). Light (2001), in his case study of successful college students, noted that "Good advising may be the single most underestimated characteristic of a successful college experience" (p.81). Chickering (1994) writes, "The fundamental purpose of academic advising is to help students become effective agents for their own lifelong learning and personal development." Viewed in this way, academic advising is an important part of students' development as learners responsible for and engaged in their academic progress.

Building on this view of academic advising as an essential part of students' proactive engagement in their intellectual growth, the appreciative advising method has been developed from Appreciative Inquiry, a theory of organizational development. Appreciative advising has emerged as an integrative approach to academic advising focusing on organizational strengths rather than problems. Bloom, Hutson and He (2008) define Appreciative Advising as "the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials." Using this approach, advisors build on students' strengths in the co-creation of academic goals and action plans for academic success that lead to overall life success. The Appreciative Advising Model is about more than just a single outreach that aids a student in achieving one piece of his or her academic success, but models an approach to decision making and planning that serves the student for a life-time. Appreciative Advising helps students to build their own frameworks for support and success that can translate into the ability to re-create their own real-life support systems well past their educational endeavors.

For many students, the Appreciative Advising Model provides an optimal opportunity to learn not only about standard updates and requirements, but also about critical strategies for collegiate success. Rini (2011) likewise documents the importance of academic advisement to student success while acknowledging that many extenuating factors, such as motivation, fear, employment, family responsibilities, and college preparedness, can influence a student's likelihood of success. Additionally, Brock (2010) reports a positive impact on student success among community colleges that implemented "regular, intensive, and personalized" counseling and advising programs, and he contends "more must be done to bring proven practices to scale." When this advising becomes a fundamental activity in which all students are required to engage during their first year of college, it can be even more effective (Tinto 1993, p. 172).

Excellent instruction is imperative to students' academic success, but so also is effective educational support services, including a strategic academic advising program. Miller (2011) explores the positive impact of intrusive advising on academic self-efficacy among first-year students who learned to transition from high school to college more effectively as a result of this support service. Intrusive advising is a method of advising that, while labor intensive, can be effective in reaching students who

are at-risk. Factors that have been identified as making a student at greater risk of not successfully completing their academic degree include many non-academic factors. These factors include working more than 15 hours, delaying entry to college, being the sole individual responsible for payment of college expenses, having dependents, being a single parent, and being a first-generation college student (Choy, 2002). Many of the students who attend open-enrollment institutions like FSCJ have one or more of these risk factors when they begin their college career and can benefit from regularly scheduled, required advising check points. FSCJ's QEP plans to capitalize on the institution's adoption of an appreciative advising model, working within that model to create intentional, structured, intrusive outreaches to support students' academic planning, knowledge of student support services, and early completion of first college-credit math and English courses.

Course Sequencing and Planning

Scheutz's research (2008) on community college students notes that only about 47% complete a degree or certificate within six years and, importantly, that "[o]f the students who drop out less than 25 percent do so because of academic difficulties, but more so due to lack of fit between skills along with educational institutions' formal structures, resources and patterns of association" (p. 2). Students who enroll in a private, liberal arts college have comparatively few options when it comes to choosing a program of study. At Florida State College at Jacksonville, however, a student is faced with choosing among different degree programs, certificate programs, vocational certificates, or training programs. Incoming students are not only faced with a myriad of program options, they are also faced with decisions about how many courses to take and when to take them. Scott-Clayton (2011) notes that community college students may be poorly prepared to engage in this complex decision making term after term because they are often first generation college attendees and less likely to receive guidance from friends and family members.

Course planning is critical to the successful attainment of a credential. Jenkins (2011) reported that students who had chosen a program of study before the end of their first year of course taking were significantly more likely to complete their program of study. Unfortunately, due to advisors' large case loads, community colleges are often not equipped to provide a high level of assistance to students who encounter difficulty with their choice of classes, difficulty receiving financial aid, or trouble completing the course requirements (Scott-Clayton, 2011). Zeidenberg (2012) completed three case studies of students who earn excess credit hours in pursuit of their academic degree. He noted several possible causes of this problem. First, community college students very often do not have a career goal or major in mind when they begin taking classes. Additionally, limited advising at community colleges means that students are not given good information about the courses they need to take to complete a degree.

Drake's observations (2011) about the "power of advising, communicating, and mentoring in student success and persistence to graduation" underscore the significance of academic advising for degree completion. Advising comprises the "vital link" in the "retention equation," which also encompasses exemplary instruction, learner support services (e.g., tutoring), and first-year programs (Drake, 2011). By assisting students with the development and implementation of an academic degree plan to complete their programs of study, the College can enhance the advising services available for students and make the routes to their academic goals clear. Completion by Design (2012), an initiative researching how to improve community college students' completion rates, is studying issues of effective educational structures promoting student completion, and has noted that there are several steps that colleges can take to impact positively students' retention and completion. First, they can mandate intake processes that give students information about career planning and goal setting, programs related to their interests, and possible educational programs of study and goals.

Additionally, they suggest schools clearly define instructional programs so that students can complete a program as quickly as possible. Finally, they note that the College should work to connect a student to a program of study early in his or her collegiate career.

Clearly, successful academic planning is essential for a student's success, and the resulting improved student persistence supports the investment of time and effort on the part of students and staff. Portland Community College utilizes a web-based tool that enables students and their advisors to complete a GRAD Plan. Students use the tool to track progress toward degree completion requirements and can apply completed coursework to different degrees and certificates through "What if" scenarios. The interactive tool includes a "Look ahead" function allowing students to plan future coursework and review how that coursework may meet their degree requirements (Grad Plan, 2012).

Thus, the College sees the need to improve the learning environment and students' abilities to navigate that environment successfully—starting with aspects of the College that directly touch student decision-making and planning—as the first avenue of approach to this far-reaching problem. Scott-Clayton's research suggests that student decision-making can be improved through intensive advising for high-risk student populations combined with improvements and simplifications to the technological tools students encounter as they navigate the interrelated processes of registration, prerequisites, advising, and early warnings (Scott-Clayton, 2011, p. 2). Proposed solutions include less intrusive "informational interventions" and "moderately intensive interventions restructuring aspects of curricula and student services" (Scott-Clayton, 2011, p. 2).

"Achieving the Dream" data published in May / June 2011 noted that institutions would be well-served to study the sequence of courses and when a student takes a gateway course to determine if these variables have an impact on student completion of those courses (Clery, p.5). If a positive relationship is found to exist between the sequencing and timing of course taking, institutions should give information to students through advising and curriculum pathways to steer them in a direction that can lead to academic attainment.

Early Alert Systems

Jill Simmons (2011) reports that 68% of the colleges responding to a large national survey on Early Alerts have had a program in place for five years or less. Thus, the practice is still relatively new in higher education, and the research on outcomes remains relatively scant. Commonly reported aspects of early alert systems nationwide include: a centralized model for communication; a reactive system for referrals; email being used as the primary method for contacting students; and a generalized sense of being "labor intensive but poorly funded" (Simmons, 2011).

Tinto (2012) noted that technology can now ease the faculty or staff work load that older early alert systems required making them both more manageable for college employees and more effective for students (n.p. "Enhancing Student Success"). His review of the "Signals" project at Purdue University noted the positive influence of their system which emailed students who were in academic jeopardy in a specific course and recommended their availing themselves of faculty office hours, study materials and student support services.

There is evidence to suggest that performance alert systems can be effective in encouraging student success when implemented early enough in the semester. In 1992, Irvine Valley College in California found that both full and part-time 2-year college students who received Early Alert "letters of concern" and/or requests to meet with an "early advantage" advisor were more likely to be retained at the end of the academic year (Rudmann, 1992). Tinto's most recent review of early alert systems also noted that they are most effective in the first two years of students' course-taking ("Enhancing Student Success"). In a 2001 study of 536 freshmen at a large southern university, a specially-designed Survey of Academic Orientations was used to gather indicators of student risk factors, academic and

social, at the beginning of the first semester (Beck and Davidson, 2001). The authors note that, "[w]ith the exceptions of scholarship athletes and specially admitted students, university officials are unlikely to notice struggling or underachieving undergraduates. Interventions, if they occur at all, are attempted only after a series of failures has greatly reduced the likelihood of academic survival. The value of an early warning system is that high-risk students are detected before low grades or social adjustment problems jeopardize their college careers. Then, if problems arise, support can be offered when the prognosis is most favorable" (Beck and Davidson, 2001). The two orientational factors of "academic efficacy" and "academic apathy" were most predictive of student GPAs at the end of the term. Beck and Davidson note that these scores can help advisors with high caseloads make very early contacts of identified at-risk students. Edison State College reiterates that, "Time is of the essence in regards to the Early Alert process. The sooner a student is identified through the Early Alert process, the more time the student will have to improve his or her academic performance and successfully complete the semester." Further research is needed to determine if this type of early identification of students with risk factors and subsequent intervention efforts significantly increase student success.

Colleges across Florida have begun to implement Early Alert systems in recent years. At Edison State College, instructors submit online Early Alerts that are addressed by a collaborative and specially trained team of staff from various college areas. Interactions with students are tracked and reported to the referring instructor: "After the initial contact, students have greater knowledge about the resources available . . . and can then take steps to improve their performance in the class." Recognizing that most students who leave the college do so within the first four weeks of the term, St. Petersburg College is implementing a new Early Alert System (EAS) as part of a larger student retention program: "In collaboration with Faculty, who will identify students that present significant signs of being at risk, advisors will work closely with each student and help develop a 'success plan.' The Success Plan will guide students to utilize college resources such as out of class support and student leadership initiatives." Tallahassee Community College provides Early Alert Progress Reports for all new students who have not yet completed 18 college credit hours. For each of these students, instructors submit a status report in week five of the term, indicating "whether [students] are performing satisfactorily or if they need improvement in a course. If a student needs improvement, the instructor will let them know if it is because of poor attendance, poor test scores, or missed assignments. Instructors can also submit additional comments or feedback." Finally, Palm Beach State College has developed a detailed training and procedural manual to accompany its renamed SCORE (Student Contact request) program. Through the SCORE button in the online course roster, faculty are able to select students for referral to academic advising and track the completion of the prescribed advising intervention. Santa Fe State College is also ramping up its efforts to notify students of their academic progress early in their college career. Their new "early alert initiative," part of their Quality Enhancement Plan, will use early warning software to notify a student, an advisor, or both between weeks 4 and 8 of the semester, that the student is at risk or off track. A student will then be expected to contact his or her advisor and or faculty member to meet and discuss the issue. Because this initiative is new, no data or results are yet available, but Santa Fe State does exemplify how institutions are working to update outdated early alert systems to improve their effectiveness.

It is important to note that the early implementation of alerts alone has not been universally successful in shifting the balance of student success. Studies remind us of the need for interconnected communication and tracking systems that will best ensure students respond to alerts in an effective manner. Students must be steered towards the *appropriate resources* and the *most effective* courses of action after receiving an alert. An interesting study from the University of Missouri highlights this point (Eimers, 2000). About 200

students from 19 freshman-level courses responded to a survey a few weeks after the students and their advisors received notice of a C- or below average at the 5-week point in the course. The online survey tracked student responses to the alert and compared these students' performance in the course to students who did not receive an alert. The vast majority of students took some sort of action in response to the alert, but comparisons with the control group ultimately led the authors to conclude that the alerts and related responses "had little influence on improving academic performance." The survey showed that, by far, most students who took action chose strategies such as studying more, getting organized, and discussing the issue with parents and peers. About 8% did not report any action in response to the alert, and about 6% withdrew. The charts included in the Missouri study indicate that only small percentages of targeted students (4.1% and less) used college resources such as the learning center, writing tutoring, academic advising, counseling, and study skills courses.

Similarly, in a study of the Early Alert system in use for more than a decade at Columbia College, a two-year college in California, Elizabeth Pfleging (2002) reported that students receiving Early Alerts based on academic risk factors were not statistically more likely to use available support resources than those students who were not targeted by the alerts. Thus, there is often some distinction between the level of support services colleges *provide* for at-risk students and students' actual *use* of those services. As part of our QEP, Florida State College at Jacksonville will provide mechanisms for encouraging students to use the *most appropriate resources* for their particular needs as well as coordinated measures designed to track student responses.

As Tinto (2012) reminds us,

> At no time is support, in particular academic support, more important than during the critical first year of college or university where student success is still so much in question and still malleable to institutional intervention. A key feature of such support is its being aligned or contextualized to the demands of the classroom and thereby enables students to more easily translate the support they receive into success in the classroom.

The QEP Development Team believes that instituting a new, more functional Early Alert System to intervene and provide support services to students in academic jeopardy will help connect students to the institution and its supportive features. Additionally, the Early Alert System will benefit the College by providing new opportunities for advisors and faculty members to exchange information about students and their progress. Another positive effect is that it will give students information about their academic progress, and it will do so at a critical point in the semester – after first assignments have likely been graded and returned and before midterm. This time frame is one suggested by Tinto (1993) and utilized by other effective early alert systems like the one created by Tidewater Community College. Another intention of FSCJ's Early Alert System is to create an opportunity for the College to begin gathering data about why students are not successfully completing their first 12 hours of course work. Doing so will allow the College to create and/or enhance academic support services like tutoring and workshops that align with the demands of the classroom.

The QEP Development Team's research of current literature and best practices of other institutions led to greater understanding of ways to address the key issues identified during the topic refinement process. The team next began to craft initiatives that would positively affect students' engagement with advising, knowledge about academic planning, and likelihood of completing successfully and early on their first college credit English and math courses.

6. *MAKE A PLAN FOR SUCCESS* – ACTIONS TO BE IMPLEMENTED

By carrying out the QEP plan and gathering information from the College's stakeholders, including students, faculty, staff, and community members, and by using data resulting from institutional research, the QEP Development Team identified factors affecting the student learning environment and student learning. To investigate ways to improve student advising services, students' knowledge of and use of academic planning and the resources necessary for collegiate success, and students' early and successful completion of their first college credit bearing English and math courses, the QEP Development Team members researched relevant literature and best practices. Student learning outcomes were identified, and a plan to improve advising services, students' academic planning, course sequencing, and students' early completion of their first college credit English and math courses was devised. This chapter outlines the actions to be taken to enact MAP initiatives, strategies, communication, and professional development.

Cohort

The cohort consists of college-ready, first-time-in-college (FTIC) associate degree-seeking students who enter and enroll in at least one course. MAP will have two cohorts, the first will consist of students who enter College in the Fall Term of 2014, and the second cohort will consist of students who enter College in the Fall Term of 2015. They can have prior dual enrollment experience, but must have completed high school prior to entering FSCJ.

Students meeting the cohort guidelines outlined by the College and determined to be first-time-in-college (FTIC) and college ready will receive written and electronic correspondence from the College. The communication will notify cohort students about MAP's goals, initiatives, and benefits and invite them to come to campus, or for distance learners, contact our virtual District Welcome Center, to learn about advising and academic planning services. In Fall 2014 and Fall 2015, the College plans to identify QEP cohort students prior to the first day of class.

Initiatives and Strategies

Make a Plan for Success has three initiatives, each with a set of strategies to implement and promote attainment of the two overall goals of MAP. The three initiatives include:

Initiative A: Students' Course Taking and Sequencing: The College will promote and support course sequencing, emphasizing cohort students' early completion of first college-credit English and Mathematics courses.

Initiative B: Academic Planning by Students: Cohort students will create a clear Academic Degree Plan to degree completion.

Initiative C: Early Completion of First College Credit English and Math courses: The College will provide course interventions, improve academic tutoring support, and improve the use of the College's alert system in first year courses.

Each initiative and its accompanying strategies are described below:

Initiative A: Students' Course Taking and Sequencing

The College will promote and support course sequencing, emphasizing cohort students' early completion of first college-credit English and Mathematics courses.

Strategy 1: Collaborative Advisory Group on Course Sequencing and Academic Planning

The QEP Implementation Committee will launch a Collaborative Advisory Group on Course Sequencing and Academic Planning. The members of the committee consist of a group of faculty members, advisors and administrators representing the disciplines and each campus. Membership of this board will include two co-chairs (two Coordinators of Academic Planning (CAP)), five Faculty First Year Advocates (FYA's), two Student Success deans, director of advising/first year experience, two arts and sciences deans, director of workforce programs, executive dean of liberal arts and sciences and a representative from the registrar's office.

The responsibilities of this group include:

- Review the course sequencing documents provided by the programs and disciplines.
- Review course sequencing documents and road maps for the first year of college.
- Finalize the process for dissemination and implementation of course sequencing documents and road maps, and develop a process for the periodic review and revision of the course sequencing road maps.
- Oversee professional development curriculum for faculty, student success staff and administrators, regarding use of course sequencing documents and road maps and academic degree planning.
- Oversee the development of workshops and other mechanisms for students to learn about and use academic degree plans
- Support the e-development of interactive academic degree planning and tracking form and process

Strategy 2: Course Sequencing Recommendations

Faculty and Advising will work collaboratively to develop recommended course sequencing documents and road maps based on the courses offered in each discipline.

After development, this information will be disseminated to faculty, students, and advisors so students can make informed decisions about which courses to take. Handouts will be provided to advisors and faculty. This information can be published through the online college catalog. This information will be disseminated to students during phase 2 of New Student Orientation (referred to as First Year Experience, stage 2 or FYE 2), in academic planning workshops, and in advising sessions.

Strategy 3: Sufficient Number of Sections

The College will provide a sufficient number of sections in a variety of delivery methods for all cohort students to enroll in ENC 1101 and their first college-level mathematics course in their first 12 hours of course taking.

Strategy 4: Course Sequencing Documents and Roadmaps

The College will provide long term/multiple year course scheduling options for students in collaboration with deans and program managers. This will provide students with a concrete, feasible roadmaps exemplifying the recommended sequence of courses, on a term-by-term basis, for their declared primary program of study. As of June 24, 2013, 14 of 44 AS programs have submitted Roadmaps outlining the courses students should take and in which sequence. The Collaborative Advisory Board on Course Sequencing and Academic Planning will collect the remaining Roadmaps before the end of Fall 2013.

Strategy 5: Dissemination of Course Sequencing Documents

The College will improve the explanation and communication of college-level course options for students. The information provided to students online will include a clear display of the degree audit and an instructive video about reading and using the degree audit. Additionally, course sequencing documents and Roadmaps for each degree program will be available on the advising website and as printed materials.

Initiative B: Academic Planning by Students

Cohort students will create a clear Academic Degree Plan to degree completion.

An Academic Degree Plan (Appendix C) is a fluid document that provides a prospective path for students to follow as they pursue their declared primary Program of Study (POS).

An Academic Degree Plan can be used as a tool for mapping out an entire declared primary Program of Study, but still allow the flexibility for change based on course offerings, students' academic and career goals and real life situations.

Strategy 1: Academic Degree Plan Template

The College has created a digital template for an academic degree plan, with print options available, and Academic Reflections document for students to document their motivations, strengths, challenges,

support, life goals and educational goals.

The academic degree plan will be housed within Connections, students' on-line portal, and submitted by advisors electronically through the student portal, to be retrieved and modified on an ongoing basis. Students will use a version of this plan (online for distance learners) and submit it to their advisor before the 25% advising session.

Strategy 2: Professional Development for Advising Staff

The College will provide professional development for advisors in order for advising staff to assist cohort students in developing an Academic Degree Plan. The advisors will receive training about the Appreciative Advising Model, the Academic Degree Plan, the goals and initiatives of the QEP, program of study Roadmaps, and the newly outlined course sequencing guides for students. The newly developed workshop will be available to advisors and student success staff using the College's existing Academy for Professional Development (AFPD). Training has been designed to fit the "three tier" system of professional development established for the QEP. This system is outlined at the end of this chapter. The training for the advising staff will consist of 3 hours of training that can be taken as one three-hour session or two 90 minutes sessions. The learning outcomes for this professional development are listed below.

Participants will be able to:

- articulate the QEP goals and initiatives related to academic planning and course sequencing.
- apply the principles of appreciate advising in a student advising session that includes the development of an academic degree plan with appropriate course sequencing.
- develop an Academic Degree Plan that utilizes effective course sequencing and is informed by the Degree Audit.
- demonstrate an understanding of how to assist students with career exploration utilizing the tenets of appreciative advising.
- utilize the Florida Virtual Campus as an effective resource for assisting students with their academic and career planning.

Strategy 3: Academic Planning Services

The College will enhance its efforts to inform students about academic planning and services available to them. This information can be disseminated through Orientation, student life skills courses, and other mechanisms.

Strategy 4: Student Workshops on Academic Planning

The plan is first introduced during Phase II of New Student Orientation**.** The College will offer student workshops to develop an academic degree plan related to specific career goals and majors.

Strategy 5: Second Advising Session

Require students to participate in a second mandatory advising session at or prior to the 25% completion benchmark of the student's declared primary program of study.

This session will be the student's second required advising meeting. The advisor will use elements of the appreciative advising model to learn of the students' hopes, dreams, and goals. The advisor will work with a student's draft of his Academic Degree Plan to establish a plan for course taking to be housed in a student's online records, and assist a student with selecting courses for the second semester of enrollment.

The following strategies will be used to ensure that cohort students draft an academic degree plan prior to their second required advising session (within the first 15 hours of their course taking):

A. Use e-mail alerts to notify students of the "academic degree plan" requirement.
B. Build the alert / notification into Connections as a "hold" and have it viewable by students.
C. Create signs and post them on campuses – "Have you worked on your academic degree plan (MAP)?"
D. Hire and train five Coordinators of Academic Planning, one housed at each FSCJ campus, to handle additional workload and coordinate and carry out MAP advising initiatives

Strategy 6: Submission and Review of Student Draft of Academic Degree Plan

The College will require cohort students to write and submit an academic degree plan within the first 15 hours of their course taking. Students will be expected to arrive to their second required advising session (when they have completed no more than 25% of their degree) with a completed draft of their Academic Degree Plan.

The Academic Degree Plan should be completed by the end of September (for the first cohort) thereby allowing for spring registration to be completed in October.

At fifteen hours of enrolled college level courses, a hard hold will be placed on students preventing them from registering for classes until they meet with a Student Success Advisor and create an Academic Degree Plan. The hold is released once both the Student Success Advisor and the student have signed off on the completed document.

Strategy 7: Revisit Official Academic Degree Plan (not draft)

The College will ask cohort students to revisit the Academic degree plan during the advising checkpoints (50%, 75% and 90% of degree completion with an advisor.)

Strategy 8: Develop the First Year Advocate Role for Faculty

The College has developed a new role for faculty in support of MAP goals and initiatives. The First Year Advocate (FYA) role is intended to engage a voluntary, rotating group of full-time faculty who are willing to respond to the college's increased need for personalized advising and want to be integrally involved in the QEP.

Initiative C: Early Completion of First College Credit English and Math Courses

The College will provide course interventions, improve academic tutoring support, and improve the use of the College's early alert system in first year courses.

Strategy 1: Standard Data Collection System for Tutoring

To improve the tutoring resources available to our students, the QEP Development Team recommends that the College approve and adopt a standard data collection system. After this data system is adopted, the College can better study and understand both students' use of tutoring and students' need for tutoring (availability and subjects / topics needed).

Strategy 2: Faculty Awareness of Academic Resources

This strategy focuses on making faculty members aware of other academic resources available to students. The QEP Development Team suggests that the College provide all faculty a list of the academic resources available at the campus of their employment to ensure that all students are aware of the resources available to them and where those resources are located.

- Include this resource in referral forms/ early alert drop down list.
- Create additional advertising of the virtual skill labs available to all students via Blackboard.

Strategy 3: Enhance the Early Alert System Definition

The definition of an early alert system, according to Edison State College, is "an intervention system designed to identify, reach out, and provide support to students who are experiencing challenges or having difficulty with their coursework. The Early Alert program is a collaborative effort among faculty, staff, and administrators with the goal of increased student retention and success."

Improvements to the Early Alert System

While the College currently has an Early Alert system in place, the following changes will be made in Fall 2013 so that the system will be more robust. After the changes are made to the system, professional development outlining best practices and guidelines for use will be delivered to faculty through the already established Academy for Professional Development (AFPD).

1. **Messages:** Currently there is a dropdown menu in the system that lists various messages that faculty can choose from when sending an alert. Information Technology (IT) staff will add a second dropdown menu to create subtypes for different types of alerts.
   - The different types of alerts include a) absences; b) academic concerns; c) course withdrawal; d) create your own alert (a blank text box allowing faculty members to customize the content). Each type of alert contains a specific subset of alerts, for example, "incomplete work," "tutoring," or "contact professor."
   - An additional update will allow a faculty member to change the wording of a message. Once a user selects a message type and clicks "continue," he/she can then fully edit the message. A message will be added to the system that makes this function clear to users.
2. **Faculty Follow Up:** IT will develop a field in the Early Alert system asking faculty to answer two questions regarding student responses to each alert. This prompt connects to our MAP student learning outcomes assessment. One of the questions will relate to whether the student responded to the faculty member within 48 hours of the alert being sent. The other question will relate to whether the student followed up on the action requested by the faculty member. A reminder email will be automatically sent to a faculty member one week after an early alert has been issued reminding him or her to answer these two questions.
3. **Personalize Mass Alerts:** Currently there is an option in the system where faculty can choose to send a message to more than one student. This option adds the students' names to individualize the message. Currently the message parses the name in Last Name, First Name format. IT will change this field so that only the first name is inserted to make the message more personalized. If students prefer not to use their first name, the faculty member can choose to create a separate message for that student so as to personalize the message using the student's nickname.
4. **Provide Contact Information:** Allow faculty members to create a text only signature block. If a user creates a signature block with contact information, it will be automatically inserted at the end of each message rather than having to type this information each time they create a message.
5. **Guide For Use of Early Alert System:** Currently there are instructions on how to use the system. After the changes are implemented to the system by end of Fall 2013, the College's Academy for Professional Development (AFPD) will update the instructions.
6. **Guide For Best Practices:** The QEP Development Team has developed guidelines for best practice and effective use of the Early Alert System based upon its research into such systems, and these guidelines will be made available through professional development and on the Early Alert webpage. Based on the research completed and outlined in section four of this report, the following changes and guidelines have been developed for FSCJ's Early Alert system:
   - Guidelines for use of the Early Alert system will be published and delivered to faculty through professional development. Faculty should not use the system for syllabus distribution or other mass messages better sent through emails. It will be emphasized to faculty during the professional development process that the early alert system should be used as an intervention to reach out to students who are struggling academically. This change is designed to result in clearer communication with students – an early alert is a communication about class performance.

- When a problem is identified research has shown that it is best to intervene early. Faculty will be encouraged to contact students who may be in academic jeopardy within the first six weeks of the semester (Tinto, 1999, 2012). The importance of this early communication will be emphasized to faculty during professional development.
- If a faculty member selects a message referring students to another College resource like an advisor or tutor, the instructor needs to be specific about why this message type was chosen. Within the wording of the message there is a prompt that asks the faculty member to insert the reason for the referral to academic advising (Tallahassee Community College). This specificity should improve communication between faculty members and college support staff.
- Professional development for advisors will train them to check for early alerts in a student's online connections account, especially if the student indicates they received an alert to come see them. This will allow the advisor to see the reason given by the faculty member for the referral to advising. This will aid the advisor in addressing the concerns of the faculty member (Beck and Davidson, 2001).

Strategy 4: Promote Faculty Use of Enhanced Early Alert System

The College will encourage faculty to use the early alert system to reach out to students who are having problems that interfere with the learning process. The faculty will be offered training in the use of the Early Alert system, which is currently an underutilized resource at the College. As mentioned previously, the Office of Student Analytics and Research conducted an analysis of the early alerts send during the period of December 14, 2009 and July 8, 2010. Of the 53,609 alerts sent during that time frame, less than 7% were categorized as student performance and course issues.

In order to promote faculty use of an enhanced early alert system, specific actions include:

A. Increase use of and training in the Early Alert System by providing training for faculty as well as advisors.
B. The MAP Implementation Committee will mine the data from Early Alert System follow-up action by student and connect this action or inaction to the students' course success / completion.

Communication Plan for MAP

For MAP to be successful, its purpose, goals, and initiatives must be communicated to FSCJ employees and students. To that end, a communication plan and marketing campaign has begun. Promotional items and a schedule of delivery of those items and corresponding information follows:

1. Signage: Beginning in fall of 2013, all campuses and centers will receive signs, banners, and posters that will be displayed throughout the school year.
2. Promotional items and brochures: Various promotional items, to include pens, bags, and mugs with the MAP logo, will be available at campus events involving students, including Orientation, Welcome Day, and Club Day. Other MAP pens, note pads, and mugs will be available for employees at yearly events, including both the collegewide and campus convocations. A MAP Implementation Committee representative will present information about MAP to attendees.
3. Announcements: Faculty members and other College staff members will give students information about MAP initiatives and goals by making announcements in class and posting them on Blackboard and Facebook.
4. Emails: Both students and employees will receive emails with MAP updates throughout the year via their college email.
5. Campus computers and TVs: On each campus the MAP logo and slogan will be

displayed via screen savers on College computers and on campus TVs.

6. Newspaper, press release, College website: The College's newspaper, *The Campus Voice*, will be asked to publish an interview about the QEP. The MAP Implementation Committee will regularly provide relevant QEP information and updates on the College's website and through press releases.
7. Video: Short videos highlighting MAP's purpose, goals, and initiatives will be produced. One video will be produced for a student audience and loaded in Blackboard course shells. Another video, produced for College employees, will be shown at convocation and other employee events and meetings.
8. Shirts: Employees who play a key part in planning and implementing MAP will receive a golf shirt bearing the MAP logo.
9. Evaluation: The MAP Implementation Committee will evaluate the communication plan and promotional items during the middle of Spring 2014 term to determine if a similar approach will be sufficient and effective for full implementation in Fall 2014.

Pilot Activities

Florida State College at Jacksonville has begun to pilot some of the strategies within each of the three QEP Initiatives. The following tables provide a summary of the status of each pilot activity. It is important to note that the pilot activities may have been conducted with a small group of available students, not necessarily students that would be considered cohort 'eligible.'

Initiative A: Students' Course Taking and Sequencing

MAP Initiative A Pilot Activities		
Strategy	**Summary of Piloting Status as of August 6, 2013**	**Related Assessment Data, if applicable**
S2: Course Sequencing Recommendations	At the January 2013 Institutional Effectiveness Day, Academic Programs and disciplines developed course sequencing recommendations.	
S4: Course Sequencing Documents and Roadmaps	At the May 2013 Institutional Effectiveness Day, Associate of Science programs were asked to develop program roadmaps. Need to clarify course sequencing and prerequisites. Add missing information and contact program directors / chairs regarding missing roadmaps	14 program roadmaps have been collected (Appendix D). Progress assessed and recorded using Excel spreadsheet (Appendix E).

Initiative B: Academic Planning by Students

MAP Initiative B Pilot Activities		
Strategy	**Summary of Piloting Status as of August 6, 2013**	**Related Assessment Data, if applicable**
S1: Academic Degree Plan Template	Advising Council developed the Academic Degree Plan template	
S2: Professional Development for Advising Staff and Faculty, including First Year Advocates	5 training sessions were conducted for advising staff in May 2013. The training sessions included 2 hours of Appreciative Advising and 2 hours of Academic Degree Plans. In addition, Advising staff was provided training on financial aid, including the importance of students being in the correct program of study. A pilot training session for Advising Staff on the enhanced First Term Advising expectations was conducted with 22 advisors on July 11, 2013. First Year Advocate opportunity will be announced to faculty at the August 22, 2013 Institutional Effectiveness event. On that same day, an orientation session for interested faculty will be offered to help faculty determine if they would like to nominate themselves to serve as a First Year Advocate.	
S3: Academic Planning Services	A pilot group of 26 students received information about academic planning and services during a First Year Experience Stage 2 Orientation session on July 25, 2013. This session is 4 hours in length: 3 hours as a workshop on July 25, 2013 and the 4th hour in individual First Term Advising sessions with members of the Advising Staff.	On July 30, 2013, an analysis of the students' session evaluation forms was conducted: 26 students completed this evaluation, which consisted of a combination of Likert-scale and open-ended questions. Student reaction was mostly positive, though there were a few who selected an "Average" rating for some of the questions (see table below). A pre/post questionnaire or quiz was also administered to students who participated in the pilot on July 25, 2013. Most students (68 percent) felt very prepared to be successful at FSCJ as a result of the orientation, while 32 percent of students felt somewhat prepared, thus indicating that the session could be improved.
S4: Students' Academic Planning	A group of 461 students in SAP (Standards of Academic Progress) participated in meetings with student success advisors to draft an academic plan.	Between April 15, 2013-May 21, 2013, 128 students completed an evaluation of the Academic Degree Planning experience. Of the 113 students who responded to the question: I understand my Academic Degree Plan that I developed with an Advisor, 74.3% respondents indicated that they strongly agreed or agreed. Of the 113 students who responded to the question: I understand why it is important to take my classes in the order listed in the Academic Degree Plan, 85.5% indicated that they strongly agreed or agreed. Of the 112 students responding to the question: "my academic degree plan represents a realistic balance between academic requirements and life responsibilities/obligations," 85.7% indicated that they strongly agreed or agreed.

Initiative C: Increase Support for Students' Completion of English and Math Courses (Course Interventions and Early Warnings)

MAP Initiative C Pilot Activities	
Strategy	**Summary of Piloting Status as of August 6, 2013**
S3: Enhance the Early Alert System	The Early Alert System enhancement strategy is underway and expected to be completed by the IT department in Fall 2013.
S4: Promote Faculty Use of Enhanced Early Alert System	QEP Plan Development Team has developed the seminar outline for faculty professional development on the benefits, purpose and protocol for use of the enhanced Early Alert System (see Appendix G).

S3 Academic Planning Services: Evaluation Responses from FYE, Step 2 (n = 26)

Please rate the following areas of your orientation and advising experience today (1 = Poor, 3 = Average, 5 = Excellent):	% of students who selected 4 or 5
a. Check-in Process/Overall organization	80.7%
b. Quality and usefulness of the information and activities	84.6%
c. Small Group Activities	80.8%
d. Knowledge of the presenters regarding the subject matter	88.5%
e. Orientation Materials/Guidebooks	92.0%
f. Advising Session	92.3%
g. Your overall orientation and advising experience	92.3%

Piloting portions of each initiative will allow the MAP Implementation Committee to review the effectiveness of these activities and assessment, review the viability of many portions of the plan, and make necessary adjustments, prior to full implementation. Excerpts of pilot data are shown above.

For example, the results of the pre-post assessment for the Orientation session, noted in a previous table as part of S3 Academic Planning Services, could be improved. The orientation was designed to assist students with having the resources they need to be prepared for College. It may be helpful to have a Comments box for this question to ask those who only felt somewhat prepared what else would assist them as they embark on their educational journey.

The data from the pre-questionnaire was completed by 29 students. However, the post-questionnaire was either not completed or partially completed by 5 students. Therefore, only data from students who completed both assessments (24 students) was included in the analysis. There were 10, multiple-choice questions included on the assessment, which focused on student knowledge and understanding of College resources and academic planning.

The assessment results provided excellent insight into the effectiveness of the students' orientation experience with regard to certain areas, such as program of study knowledge, course sequencing, general education requirements, tutoring resources, career development, and advising and counseling resources. While it was clear that some information was not conveyed or retained as hoped, there were other areas where it seemed that perhaps the way the question was worded may have caused confusion. For example, the first question on the assessment asked students to select the appropriate Program of Study while at FSCJ if they were planning to transfer to a university. The correct answer was, "Associate of Arts (A.A.)" degree, selected by 34.6% of students. However, many students also selected "Bachelors (B.A.S./B.S.)," likely thinking that if they were planning to transfer to a university, they would receive a Bachelor's Degree. The wording of this question should be modified to clarify the intent of the question.

While there were several questions where the wording needed to be revised, there were

other questions where it was clear that more emphasis should be placed in the curriculum on certain resources, such as the Library and Learning Commons (question 6) and the Student Assistance Program (question 10). Additionally, while students may understand what "tutoring" is, for example, they may not remember that this is located in what is referred to as the "Learning Commons" at the College. The question that arises is whether these types of questions should be revised to reflect the students' knowledge of the availability of the resource in general, or whether it is critical for the student (at the time of orientation) to know the exact name and location of the place where resources are available.

Given the results of these assessments, the FYE Stage 2 team plans to review the curriculum for *Stage 2: Prepare* and adjust the material accordingly to address the recommendations from students. Additionally, this team, along with representatives from the QEP Assessment Team, will review the pre- and post-assessment to review the wording and content of the questions in order to ensure that students have an accurate understanding of the question and the content.

Professional Development Plan – First Year Advocate (FYA)

While much has been written about the difficulties involved in engaging faculty members in the process and culture of academic advising (Chen, 1997), there is also much to say about the value of faculty advising relationships for undergraduate students, including those in the first year and with undeclared majors. Vincent Tinto argues that taking student retention seriously involves establishing educational conditions promoting the retention of all students, and that those conditions must include the involvement of faculty (1999). The necessary student engagement factors identified by Tinto parallel Chickering and Gamson's statements (1987) that good practice in undergraduate education must encourage student-faculty contact beyond the classroom.

Make a Plan for Success includes as one of its pivotal strategies the creation of a dynamic role through which interested and motivated faculty members will be involved not only in the QEP but also in the lives of more students and in a wider context than the classroom relationship may allow. The First Year Advocate (FYA) role is intended to engage a voluntary, rotating group of full-time faculty who are willing to respond to the college's increased need for personalized advising and want to be integrally involved in the QEP. FYAs will be versed in all major elements of the QEP and will be visible faculty ambassadors for the QEP's emphasis on enhanced advising, effective course sequencing, and course interventions.

Faculty members who participate in the FYA professional development opportunity are expected to support MAP's goals in a flexible capacity throughout the academic year. FYA expectations will include opportunities for involvement in each of the MAP initiatives, working directly with advising staff and students, both in groups and individually. These deliverables may include:

- serve as a faculty representative on one of the MAP committees or teams
- participate in professional development for First Year Advocates
- co-facilitate Academic Plan workshops for student groups at key points in the year
- assist individual students in developing their Academic Plans and responding to their Early Alerts
- participate in professional development regarding the improved Early Alert system

FYA faculty may be asked to display MAP logo-bearing signs and an explanation of the services available to students. The Advising services website will maintain a list of FYA faculty on each campus with contact information for students.

A vigorous pilot of the program involving up to 42 full-time faculty members from across the campuses and disciplines will begin in the 2013-2014 academic year. For our pilot, the target distribution of FYA faculty across our service area will include eight faculty members at each of the five main campuses, with one additional at the Nassau

Center and the Cecil Center. Planned distribution across the disciplines will include two math faculty, two communications or humanities faculty, as well as science and social/behavioral sciences faculty at each of the campuses and centers. In addition, faculty teaching professional courses in the A.S. programs will be encouraged to participate in the FYA program.

In the summer of 2013, the QEP Development Team prepared materials to manage the faculty selections and outline a professional development seminar. The selection process will include a combination of faculty volunteerism and supervisor support (Appendix F) to ensure that all involved are well informed about both the expectations of the role and the principles and initiatives involved in the QEP. The process to volunteer as an FYA will be published collegewide, and requests will be processed in the order received, with the goal of filling the discipline distribution per campus.

All FYA's will participate in professional development and are expected to use the information gained in these activities to meet the stipend deliverables. The total stipend funds amount to approximately $85,000 for the pilot year. The professional development, credited on the faculty members professional development transcript, will be required in order to qualify for the pilot and stipend and ensure that involved faculty are fully versed in all elements of MAP and understand their critical role in its success.

Having trained and involved faculty will heighten the collegewide understanding of the QEP and provide a vested facutly interest in the plan's goals and initiatives. D. Swanson (2006) concludes a recent study of faculty advising with the following challenge to the exisiting culture at many colleges:

> When one looks across the landscape of higher education and sees all the systematic disincentives to faculty engagement with academic advising, it's easy to resign oneself to accepting the status quo. It takes a lot of effort in a lot of different directions to make small improvements in academic advising for undergraduates. However . . . improvements for more effective faculty engagement can be made, in small steps – if students, faculty, staff, and administration all buy in to the concepts involved and agree to work together.

With the combination of advisement strategies and opportunities for faculty involvement represented by this QEP, FSCJ is poised to make an important change to its college culture by integrating some of the roles of our faculty and advisors, the two main points of contact for students throughout their degree programs.

Organization of Professional Development

Make A Plan for Success will have three levels of professional development/training. Each initiative will have its own subject-specific training, and that training will be offered at three levels. They are as follows:

Level 1:

The first level of training is that of awareness. This training will be developed for faculty, advisors, and college student success staff. This training includes a simple introduction to the efforts being made for course sequencing and academic planning (Initiatives A and B) with an emphasis on early completion of English and Mathematics courses Initiative C). This more informal level of training and awareness could be as simple as an announcement within departments along with continued updates throughout the semester(s).

As part of this process, an informal sharing of information will be initiated through the assignment of departmental liaisons between both the advising staff and faculty. In other words, in order to create open lines of communication and promote the sharing of information for best practices, specific advisors will be assigned to attend faculty departmental meetings and specific faculty

will be assigned to attend advising staff meetings, within reason, at each campus/ center. This more informal sharing of information will promote informal collaboration between entities and continued updates on the process.

Level 2:

The second level of training deals directly with the specific formal training of faculty and staff. This second level includes a multi-tiered training session. This training session will involve the following components within a half-day training session:

Tier 1:

During tier 1 training, faculty and staff will meet collectively. Following the welcome and introduction of agenda, the two groups will be separated into two areas. During this time, staff will be introduced to course sequencing and engage in a discussion about how this sequencing aligns with the functionality of the Academic Degree Plan. The functionality of the online Academic Degree Plan will be reviewed along with the process for creating an Academic Degree Plan that aligns with both course sequencing and the use of Degree Audit. Methods of the Appreciative Advising Model, aspects of career exploration, and use of the Florida Virtual Campus as a resource will be incorporated into the training for purposes of use during a one-on-one advising session with students.

Faculty will be introduced to course sequencing, the functionality of the Academic Degree Plan in the process of course sequencing, the Appreciative Advising Model, and ways in which they can assist students with career exploration and utilization of the Florida Virtual Campus.

As each group in Tier 1 is being introduced to a concept, the facilitators will share briefly how this correlates with what the other group is covering on the same topic. For example: As faculty discuss the Academic Degree Plan in terms of course sequencing, it will be shared with them that staff in the other room are looking more closely at how to create an Academic Degree Plan. While this is not something that faculty will be doing, it will give them an awareness of how the Academic Degree Plan evolves and help them better understand how their work complements that of the advisors.

Tier 2:

During Tier 2, the two groups will be brought back together and strategically placed at tables representing both faculty and staff. An ice-breaker will be used to allow for introductions of both entities and set the stage for their follow-up exercises.

During Tier 2, faculty and staff will work together with scenarios to create an Academic Degree Plan utilizing course sequencing protocol. They will be provided brief scenarios of the students' academic aspirations and career goals, a degree audit, an unofficial transcript, and a paper copy of an Academic Degree Plan. This will allow faculty and staff to collaborate with one another in terms of course sequencing, while more clearly understanding each other's role in the process.

Level 3:

Level 3 of the training will consist of two separate training courses that mimic Tier 1 of Level 2. These will both be open to faculty and staff and offered at least twice during the semester. The purpose of this level of training is to provide faculty the opportunity to attend

the training that staff receives and for staff to be allowed to attend the training that faculty receives. Likewise, it offers an opportunity for both faculty and staff to complete a refresher course in the training process. For outlines of these training sessions, see Appendix G.

Impact of Recent Legislation on Cohort Identification

As mentioned previously, in March 2012, the College President released the QEP topic identifying the QEP cohort as first-time-in-college (FTIC), college-ready, associate degree seeking students. As the College was finalizing its QEP plan, the Florida legislature passed a bill that impacts the definition of "college-ready" students. Signed into law in May 2013, Florida Senate Bill 1720 states that students who entered a Florida public high school in 2003-04 or later and all active duty military will be exempt from placement testing. These exempt students may choose to be assessed and to enroll in developmental education or not. Documented student achievements that may be considered for placement purposes in addition to test scores include GPA, work history, military experience, career interests, degree major, and juried competitions. Non-exempt students, those who have not graduated from a Florida public high school or have not attended a Florida public high school for all four years of their education, can be required to take placement tests and can be placed in our cohort as originally planned. By October 31, 2013, the State Board of Education shall revise the applicable state rule to include a provision for common placement testing scores and measures.

Upon passage of this legislation, members of the QEP Development Team met with the Executive Dean of Academic Foundations to discuss the impact of the legislation on the QEP cohort description. The QEP Development Team determined that for the purposes of the QEP, "college-ready" will be defined as meeting some combination of the criteria below:

- acceleration mechanism credit
    - completion of FSCJ dual enrollment courses in English and Mathematics with a C grade or better in high school
    - earning an Advanced Placement (AP) exam score that is awarded college credit for English or Math at FSCJ, thus exceeding college-readiness indicator for that subject. For example, a student with an AP English exam score of 3 will be awarded credit for ENC 1101
    - earning International Baccalaureate (IB) exam score that is awarded college credit for English or Math at FSCJ, thus exceeding college-readiness indicator for that subject. For example, a student with an IB English A1 exam score of 4 will be awarded credit for ENC 1101
- PERT (Florida's Postsecondary Education Readiness Test) scores on file in the public high schools, (Reading Cut Score = 104; Writing Cut Score = 99; Math Cut Score = 113 (for placement into MAT 1033, and 123 for placement into MAC 1105/MGF 1106/MGF 1107)
- ACT scores, (Reading Cut Score = 18; Writing Cut Score = 17 on English test; Math Cut Score = 19)
- SAT scores, (Cut Score for both Reading and Writing Placement = 440 on Verbal portion of the test; Math Cut Score = 440)
- FCAT (Florida's Comprehensive Assessment Test) (Cut Score for both Reading and Writing Placement = 355 on the Reading Test; Math Cut Score = 375 for placement into MAT 1033)) and FCAT 2.0 scores (Cut Score for both Reading and Writing Placement = 262 on the Reading portion of the test)

An ad hoc committee, comprised of the Executive Dean of Academic Foundations, Executive Director of Collegewide Data Reporting, Director of Student Analytics and Research, Executive Dean of Collegiate Life, Director of Advising/First Year Experience, Associate Director of Financial Aid, and QEP Development Team co-chairs, is meeting

regularly and will continue to monitor state-level interpretation of the legislation and ideas from other Florida College System institutions.

Bill 1720 requires additional advising be given to students and periodic reporting of student success data to the state. These commonalities with FSCJ's QEP should ultimately strengthen the College's commitment. The QEP Implementation Committee will continue to monitor the legislation as it evolves and is put into place.

7. *MAKE A PLAN FOR SUCCESS* – TIMELINE

According to the timeline below, the responsibility for implementation of the QEP rests with the Director of the Quality Enhancement Plan and the five Coordinators of Academic Planning, in conjunction with the MAP Implementation Committee. Chapter 8, Organizational Structure, explains the specific responsibilities of the MAP staff and the charges of the MAP Implementation Committee, its initiative teams, and its advisory board.

Academic Year 2013-2014 (Year 1)

Fall 2013	Personnel	Recruit Faculty as First Year Advocates Hire Coordinators of Academic Planning Orient and Train Coordinators of Academic Planning
	Cohort Management	Work with Exec Dean of Academic Foundations to determine cohort identification methods based on legislation
	Plan Implementation	Convene MAP Implementation Steering Comm. Convene initiative teams
	Initiative A	Convene Collaborative Advisory Board on Course Sequencing and Academic Planning Collect roadmaps Analyze roadmaps for accuracy and request modifications
	Initiative B	Convene Collaborative Advisory Board on Course Sequencing and Academic Planning Continue to pilot Academic Degree Plans with students Submit IT Work Request to develop interactive digital version of the Academic Degree Plan
	Initiative C	Publish guidelines for faculty/staff use of enhanced Early Alert System
	Assessment	Collect and analyze pilot assessment data
	Professional Development	Conduct professional development for Advising staff and First Year Advocates Conduct Early Alert System professional development for all faculty
Spring 2014	Cohort Management	Confirm cohort identification protocol due to legislation Program cohort identifiers in ORION information system Train faculty/staff on cohort identifiers Begin to identify Fall 2014 cohort students
	Initiative A	Publish course sequencing and roadmaps Deans use roadmaps to plan Fall 2014 course offerings
	Initiative B	Modify Academic Degree Plan, Academic Reflection Program ORION advising checkpoints
	Initiative C	Modify the Early Alert System guidelines and instructions based upon faculty feedback
	Assessment	Collect and analyze pilot assessment data
	Professional Development	Conduct professional development for each initiative

Summer 2014	Personnel	Recruit Faculty as First Year Advocates
	Cohort Management	Identify Fall 2014 entering cohort
	Initiative A	Deans use roadmaps to plan Spring 2015 course offerings Collect roadmaps for new approved programs for Fall
	Initiative B	Determine if modifications are needed for enhanced Early Alert System, based on pilot assessment data
	Initiative C	Determine if modifications are needed for enhanced Early Alert System, based on pilot assessment data
	Assessment	Modify initiatives based on assessments
	Professional Development	Conduct professional development for any new advising staff and new First Year Advocates
	Reporting	Publish Annual QEP Report

Academic Year 2014-2015 (Year 2)

Fall 2014	Personnel	Recruit Faculty as First Year Advocates
	Initiative A	Publish roadmaps for new approved programs
	Initiative B	Conduct Academic Degree Planning workshops for students Assist students in preparing an Academic Degree Plans Submit IT Work Request to develop interactive digital version of the Academic Degree Plan
	Initiative C	Identify math and English students in academic jeopardy Faculty and staff implement course interventions Implement modifications or adjustments to enhanced Early Alert System Faculty track students' response to Early Alerts
	Assessment	Collect and analyze pilot assessment data
	Professional Development	Conduct professional development for Advising staff and First Year Advocates Conduct Early Alert System training for all faculty
Spring 2015	Cohort Management	Confirm cohort identification protocol due to legislation Program cohort identifiers in ORION information system Train faculty/staff on cohort identifiers Begin to identify Fall 2015 cohort students
	Initiative A	Publish course sequencing and roadmaps Deans use roadmaps to plan Fall 2015 course offerings
	Initiative B	Modify Academic Degree Plan, Academic Reflection Program ORION advising checkpoints
	Initiative C	Identify math and English students in academic jeopardy Faculty and staff implement course interventions Faculty track students' response to Early Alerts
	Assessment	Track course success and retention of Fall 2014 cohort students Analyze Academic Degree Plans and other annual assessment data
	Professional Development	Conduct professional development for each initiative

Summer 2015	Overall Review of Timeline and Resources	Conduct a periodic review of the sufficiency of the MAP Resources (fiscal, human, and physical) Conduct a periodic review of the scheduled timeline of MAP activities
	Personnel	Recruit Faculty as First Year Advocates
	Cohort Management	Identify Fall 2015 entering cohort
	Initiative A	Deans use roadmaps to plan Spring 2016 course offerings Collect roadmaps for new approved programs for Fall
	Initiative C	Identify math and English students in academic jeopardy Faculty and staff implement course interventions Faculty track students' response to Early Alerts
	Assessment	Modify initiatives based on annual assessment data
	Professional Development	Conduct professional development for any new advising staff and new First Year Advocates
	Reporting	Publish Annual QEP Report

Academic Year 2015-2016 (Year 3)

Fall 2015	Personnel	Recruit Faculty as First Year Advocates
	Initiative A	Convene Collaborative Advisory Board on Course Sequencing and Academic Planning Publish roadmaps for new approved programs
	Initiative B	Conduct Academic Degree Planning workshops for students Assist students in preparing an Academic Degree Plans
	Initiative C	Identify math and English students in academic jeopardy Faculty and staff implement course interventions Faculty track students' response to Early Alerts
	Assessment	Track fall-to fall retention of Fall 2014 cohort students
	Professional Development	Conduct professional development for new Advising staff and First Year Advocates Conduct Early Alert System training for new faculty
Spring 2016	Cohort Management	Confirm cohort identification protocol due to legislation Program cohort identifiers in ORION information system Train faculty/staff on cohort identifiers
	Initiative A	Publish course sequencing and roadmaps Deans use roadmaps to plan Fall 2016 course offerings
	Initiative B	Continue assisting students with Academic Degree Plans
	Initiative C	Continue working on course interventions
	Assessment	Track course success and fall to spring retention of Fall 2015 cohort students Analyze Academic Degree Plans and other annual assessment data
	Professional Development	Conduct professional development for each initiative

Summer 2016	Overall Review of Timeline and Resources	Conduct a periodic review of the sufficiency of the MAP Resources (fiscal, human, and physical) Conduct a periodic review of the scheduled timeline of MAP activities
	Initiative A	Deans use roadmaps to plan Spring 2016 course offerings Collect roadmaps for new approved programs for Fall
	Initiative B	Continue assisting students with Academic Degree Plans
	Initiative C	Continue working on course interventions
	Assessment	Modify initiatives based on annual assessment data
	Professional Development	Conduct professional development for any new advising staff and new First Year Advocates
	Reporting	Publish Annual QEP Report

Academic Year 2016-2017 (Year 4)

Fall 2016	Initiative A	Publish roadmaps for new approved programs
	Initiative B	Assist students in preparing an Academic Degree Plans
	Initiative C	Identify math and English students in academic jeopardy Faculty and staff implement course interventions Faculty track students' response to Early Alerts
	Assessment	Collect assessment data
	Professional Development	Conduct professional development for new Advising staff and First Year Advocates Conduct Early Alert System training for new faculty
Spring 2017	Initiative A	Publish course sequencing and roadmaps Deans use roadmaps to plan Fall 2018 course offerings
	Initiative B	Continue assisting students with Academic Degree Plans
	Initiative C	Identify math and English students in academic jeopardy Faculty and staff implement course interventions Faculty track students' response to Early Alerts
	Assessment	Track course success and retention of Fall 2014 cohort students Analyze Academic Degree Plans and other annual assessment data
	Professional Development	Conduct professional development for each initiative
Summer 2017	Initiative A	Deans use roadmaps to plan Spring 2018 course offerings Collect roadmaps for new approved programs for Fall
	Initiative B	Continue assisting students with Academic Degree Plans
	Initiative C	Faculty and staff implement course interventions Faculty track students' response to Early Alerts
	Assessment	Modify initiatives based on annual assessment data
	Reporting	Publish Annual QEP Report

Academic Year 2017-2018 (Year 5)

Fall 2016	Initiative A	Publish roadmaps for new approved programs
	Initiative B	Assist students in preparing an Academic Degree Plans
	Initiative C	Identify math and English students in academic jeopardy Faculty and staff implement course interventions Faculty track students' response to Early Alerts
	Assessment	Collect assessment data
	Professional Development	Conduct Early Alert System training for new faculty
Spring 2017	Initiative A	Publish course sequencing and roadmaps Deans use roadmaps to plan Fall 2018 course offerings
	Initiative B	Continue assisting students with Academic Degree Plans
	Initiative C	Identify math and English students in academic jeopardy Faculty and staff implement course interventions Faculty track students' response to Early Alerts
	Assessment	Track completion of cohort students Analyze annual assessment data
Summer 2018	Reporting	Publish Annual QEP Report

Academic Year 2018-2019 (Year 6)

Fall 2018	Assessment	Collect assessment data Analyze the cumulative assessment data from the five year implementation period
Spring 2019	Assessment	Track completion of cohort students Continue to analyze the cumulative assessment data from the five year implementation period Conduct collegewide discussions on the overall impact of MAP Facilitate decision-making regarding institutionalizing initiatives and strategies of MAP
Summer 2019	Reporting	Publish Fifth Year Impact Report

The detailed timetables listed above illustrate the year-by-year activities that will be implemented and completed from 2013 – 2019. These timetables, along with the detailed information describing pilot activities, actions to be implemented, assessment, and resources, clearly indicate that MAP can be realistically implemented and completed in the next five-six years.

8. *MAKE A PLAN FOR SUCCESS* – ORGANIZATIONAL STRUCTURE

Make A Plan for Success has been developed to make a significant change to the student learning environment at FSCJ. Such a plan requires a substantial commitment to staffing and support of the goals of MAP. To that end, the QEP Development Team has designed a QEP implementation committee that allows for broad-based involvement of the College community, including both district and campus-based representatives. Additionally, FSCJ has established several new positions dedicated to the mission of MAP, which will work under the umbrella of the Vice President (Provost) of the College. The Vice President oversees educational programs, enrollment management, academic and student support services, and institutional effectiveness.

The QEP staff members (director and coordinators of academic planning) are shown in green ovals in the organizational structure shown below. The dotted lines depict the importance of the integration of the QEP staff into the existing organizational structure of the College. This integration will support clear communication and implementation of MAP initiatives between and among QEP staff, enrollment management staff, campus-based deans, advisors, faculty, and learning center staff. The College has recently undergone a reorganization of functions and staffing, and the organizational structure below reflects the changes to more fully integrate educational programs administration and student support services.

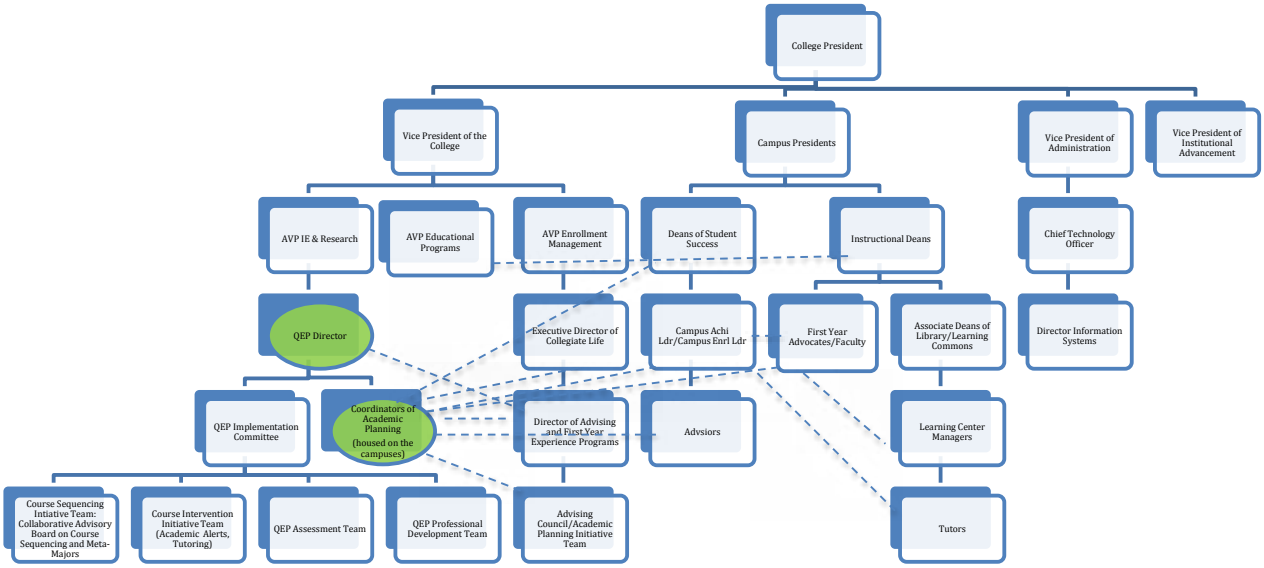
MAP Organizational Structure

A MAP Implementation Committee (as shown in the bottom left area of the figure below) will work with the QEP Director and Coordinators of Academic Planning to ensure that the initiatives are implemented as planned, assessment is ongoing, and necessary changes or adjustments are made to the original plan. The MAP Implementation Committee is designed to reflect the collegewide collaboration and representation of key functions for effective oversight of the QEP. The MAP Implementation Committee will be co-chaired by the QEP Director and a rotating team leader (typically a coordinator of academic planning).

The MAP Implementation Committee will include the QEP director, all five coordinators of academic planning, two faculty members and one faculty senate representative, one student, one associate dean of the library/learning commons, one liberal arts/sciences dean, the executive dean of academic foundations, the executive dean of collegiate life, associate vice president of educational programs, and one student success dean. The MAP Assessment Team will interact closely with the Implementation Committee and with the

MAP Organizational Structure

Coordinators of Academic Planning(CAP) positions report to the QEP Director, and will be housed on the campuses.



Implementation teams. The MAP Assessment Team will facilitate collegewide progress in administration, collection and analysis of MAP assessment data. The three teams on the bottom row depict implementation 'working' teams, each led by one or two Coordinator(s) of Academic Planning. The teams include the Collaborative Advisory Board for Course Sequencing and Academic Degree Planning and the Course Intervention Initiative Team. These teams will facilitate the collegewide implementation of the strategies within each initiative. The Professional Development Team will coordinate the implementation of professional development for faculty, staff and administration in support of MAP for Success.

The specific membership of the MAP Implementation Committee and the membership of each Team are outlined in the figure below.

Additional members may be added to the Implementation Committee and/or one of the teams as needed. It is anticipated that the teams will meet as often as needed, possibly twice per month during 2013-2014, and perhaps meet less often in the subsequent years of the MAP implementation. The description of the four implementation teams charged with the implementation of *Make A Plan for Success* follow:

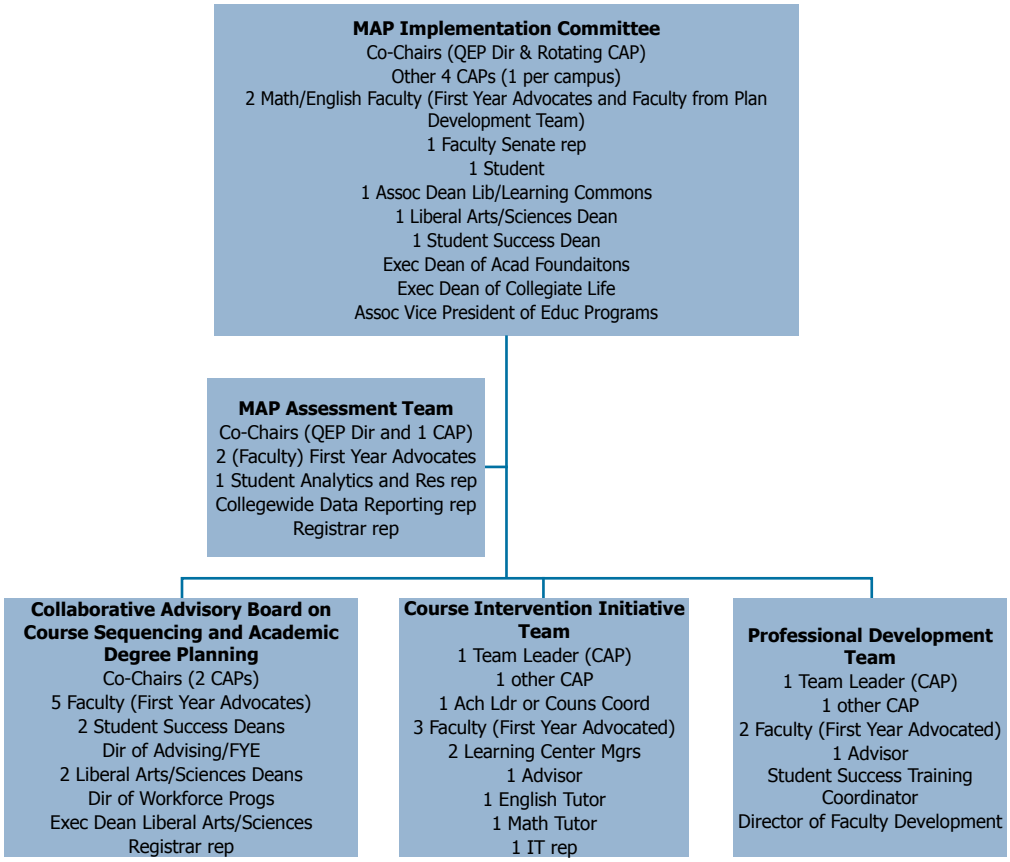
Assessment Team will ensure that the MAP Assessment Plan is implemented on each campus/center, with appropriate consistent measures for each student learning outcome and administrative outcome, and ensure that data is collected and analyzed in support of determining the success and impact of the QEP, as well as promote use of MAP assessment data to make modifications in the implementation of the QEP.

Collaborative Advisory Board on Course Sequencing and Academic Degree Planning will work with the associate degree programs to create clear academic pathways or "road maps" helping students plan and register for classes in the appropriate sequence and time frames. This board will promote the use of the new academic degree plan, learning reflections, and time management

MAP Implementation Committee and Associated Initiative Teams (as of July 2, 2013)

First Year Advocates are Faculty members

CAP is the campus-based Coordinator of Academic Planning position (1 per campus)



tools to support students' knowledge and utilization of academic degree planning resources. This board will also recommend professional development for faculty and student success staff involved in the academic degree planning initiative, the design and implementation of academic degree planning resources for students. This board will also promote the success of all FSCJ students, particularly associate degree seeking students, impacted by the changes in General Education Requirements and 2014 statewide developmental education placement and advising requirements. Responsibilities include:

- Review the course sequencing documents provided by the programs and disciplines.
- Review course sequencing documents and road maps for the first year of college.
- Finalize the process for dissemination and implementation of course sequencing documents and road maps, and develop a process for the periodic review and revision of the course sequencing road maps.
- Oversee professional development curriculum for faculty, student success staff and administrators, regarding use of course sequencing documents and road maps, and academic degree planning.
- Oversee the development of workshops and other mechanisms for students to learn about and use academic degree plans
- Support the e-development of interactive academic degree planning and tracking form and process

Course Intervention Initiative Team will promote faculty awareness of academic support services and resources, promote the use of course interventions, improve academic tutoring support, and improve the use of the College's alert system in first year courses. Specifically, this initiative team will support use of the enhanced Early Alert System, to determine ways to identify and refer students in academic difficulty, to work closely with Learning Center staff and tutors to provide academic assistance to students, and recommend professional development for tutors and faculty in support of effective course interventions and referral processes.

Professional Development Team will ensure that all faculty and staff involved in MAP implementation have consistent quality professional development to promote the achievement of MAP goals and initiatives. This team needs 2 faculty (First Year Advocates) and could benefit from adding a counselor coordinator from across the college, but is not required at this point.

MAP Staffing

The MAP Implementation Committee, comprised of the teams described above, will provide opportunities for College faculty, staff, and advisors to be involved in MAP. The members of the Implementation Committee will not only represent AS faculty, AA faculty, student success employees, and College staff; they will also represent Downtown, Kent, Open / Deerwood, North, and South campuses. The newly established Director of the Quality Enhancement Plan will oversee the QEP staff, initiatives and strategies, budget, and assessment (see table below). The Director has joined the College's Institutional Effectiveness and Accreditation department, which is under the supervision of the Vice President (Provost) of the College.

The QEP Director will collaborate with the district Student Analytics and Research staff, a department that is merging with the office of Institutional Effectiveness and Accreditation and is involved in student surveys and other activities designed to promote improvement based on collection and analysis of relevant institutional and unit data. The QEP Director will work closely with another district level position, the Director of Advising/First Year Experience in the Enrollment Management/Student Support Services area of the College. The Director of Advising and First Year Experience (FYE) provides collegewide leadership to Advisors and the FYE program focusing on the success of students. The Director of Advising/First Year Experience position serves in a highly collaborative role across student success and instructional departments to provide vision and leadership for a comprehensive approach to student advising, transition, and retention-related programs and ensures the effective operation of

these programs. The Director of Advising/First Year Experience also chairs the Advising Council, a group comprised of College Advisors and dedicated to enhancing academic and career advising services and programs at Florida State College at Jacksonville. The Council serves in an advisory capacity by making recommendations on advising issues to the Associate Vice President of Enrollment Management and Student Services, the Executive Dean of Collegiate Life, and the Deans of Student Success. The Council also serves as a coordinating board for the deployment of advising initiatives and changes in practice.

Summary of Essential Duties of the Director of Quality Enhancement Plan Position

Manage the day-to-day implementation of initiatives and strategies of the QEP. Serve as the process owner for all QEP related functions.

Co-chair the QEP Implementation Committee. Assemble and coordinate QEP subcommittees (college initiative teams) and advisory boards for specific QEP initiatives and strategies.

Work closely with academic programs and disciplines on curriculum development and instructional materials selection in support of QEP topic.

Establish and maintain effective interaction with other operational and functional areas of the college to facilitate communications and collaboration.

Coordinate professional development activities for faculty, staff and administrators in support of the QEP implementation.

Coordinate the administration of assessments and manage the collection, compilation, analysis, and dissemination of data from surveys and student learning outcomes, and other aspects of assessment of the QEP.

Create and implement an internal public awareness campaign to increase knowledge of QEP activities to students, faculty, administrators and staff.

Establish and maintain the procedures for efficient flow of project reporting to include developing periodic reports on the QEP's progress, assessment, adaptation, improvement, and overall effectiveness.

Serve as the budget manager for QEP expenditures by reviewing and recommends budget requests in assigned areas of responsibility.

The QEP Director will supervise five newly established campus-based positions, the Coordinators of Academic Planning. These Coordinators, one each for Downtown Campus, Open Campus at Deerwood Center, Kent Campus, North Campus, and South Campus, will facilitate the academic planning initiative of the QEP and provide advising to students. MAP will result in additional advising visits being required of students, and the Coordinators of Academic Planning will assist in providing this additional service to students.

The Vice President of the College and the Campus Presidents will support oversight of the implementation and success of the QEP by providing office space for the Coordinators of Academic Planning in or near the individual campus' Student Success Centers. The campus-based Coordinators of Academic Planning are expected to work closely with the Dean of Student Success and his or her Student Success staff on the assigned campus/center to fully implement MAP for Success. The Dean of Student Success provides leadership and ensures the effective operation of specified campus student service departments, such as advising, career development, assessment and testing centers, and student activities.

As the above illustrates, all relevant constituencies have direct involvement in implementation of MAP. The roles of the individuals involved in carrying out MAP goals and initiatives are listed above, and the organization structure shows clear reporting responsibilities and oversight structures.

Summary of Essential Duties of the Coordinator of Academic Planning Position

Facilitate the day-to-day implementation of initiatives and strategies of the QEP on the assigned campus/center.

Serve on and work closely with the QEP Implementation Committee, QEP Director, Director of Advising and First Year Experience, Advising Council, and the Deans of Student Success. Serve on and, as appropriate, chair QEP Implementation Teams and advisory boards for specific QEP initiatives and strategies.

Coordinate and collaborate on QEP advising initiatives with campus-based advising staff and colleagues across the College. Facilitate the identification of meta-majors as a tool for appropriate course sequencing.

Help design and schedule Academic Planning Workshops for students on the assigned campus/center. Conduct Academic Planning workshops for students on the assigned campus/center.

Provide student academic advising on the assigned campus/center, and work directly with students in advising sessions. Enhance students' knowledge and use of academic planning and resources necessary for collegiate success.

Implement strategies to increase percentage of all students, particularly those identified as FTIC college ready students, who successfully complete credit-bearing math and English courses in the first two terms (or 12 hours) of enrollment.

Monitor the Early Alerts on the assigned campus; provide triage, track response/follow up for the assigned campus. Serve as a liaison with the Learning Center and tutoring staff regarding support necessary for students experiencing academic difficulty.

Assist in the design, facilitation and assessment of professional development for faculty and staff participants. Provide training, support and continuous improvement feedback to help other advisors implement relevant aspects of the QEP (such as the Academic Plan) on the assigned campus,

Facilitate the campus/center administration and collection of QEP assessments. Assist in the compilation, analysis, and dissemination of data from surveys and student learning outcomes, and other aspects of assessment of the QEP.

Recommend to the QEP Director appropriate adjustments in QEP initiatives and strategies, assessments, and implementation schedule, as needed to achieve the stated goals and adapt to institutional capacity.

9. *MAKE A PLAN FOR SUCCESS* – RESOURCES

To make a significant change to the student learning environment by improving advising services to students, improving and emphasizing students' academic planning, and supporting students' academic success in their first college-credit English and math courses requires a significant investment of College resources. The College's budget, including the QEP budget for fiscal year 2014, was approved by the District Board of Trustees on June 11, 2013, and a letter of support for the QEP and its funding was issued by the College's Interim President, Dr. Holcombe, on June 25, 2013 (Appendix K). Allocations for the QEP budget outlined below include faculty stipends, operational funds, personnel funds, and in-kind resources. A detailed view of the in-kind budget is listed in the appendices (Appendix L). This detailed budget information indicates the clear institutional commitment of the funds needed to implement *Make A Plan for Success*.

MAP (Make A Plan) for Success QEP Budget: Year 1/FY2013-14		
Personnel		**$496,513**
Salary and Benefits for QEP Director	$79,671	
Salary and Benefits for Coordinators of Academic Planning (5) *(beginning in October 1, 2013 start date for first year)*	$226,903	
Salary and Benefits for PT Administrative Assistant II (20 hours/week) *(beginning in January 2014 for first year)*	$8,675	
Stipends for First Year Advocates	$84,924	
In-Kind Personnel	$96,340	
Equipment & Furniture		**$36,100**
In-Kind Office Furniture	$14,000	
Office Equipment	$22,100	
Professional Development		**$34,000**
In-District Travel	$2,000	
Conferences	$16,000	
Professional Development for Faculty First Year Advocates (FYA)	$5,000	
Professional Development for Advisors/Student Success staff	$1,500	
Professional Development for all interested Faculty on Early Alert	$1,500	
Handouts, meeting supplies	$8,000	
Supplies		**$3,250**
Office Supplies	$3,250	
Communication and Marketing		**$53,000**
Promotional Activities and Materials	$45,000	
QEP Plan Professional Printing and Binding	$8,000	
Total		**$622,863**

MAP (Make A Plan) for Success QEP Budget: Year 2/FY2014-15		
Personnel		**$580,822**
Salary and Benefits for QEP Director	$79,671	
Salary and Benefits for Coordinators of Academic Planning (5)	$302,537	
Salary and Benefits for PT Administrative Assistant II (20 hours/week)	$17,350	
Stipends for First Year Advocates	$84,924	
In-Kind Personnel	$96,340	
Professional Development		**$26,500**
In-District Travel	$2,000	
Conferences	$16,000	
Professional Development for Faculty First Year Advocates (FYA)	$2,000	
Professional Development for Advisors/Student Success staff	$1,500	
Professional Development for all interested Faculty on Early Alert	$1,500	
Handouts, meeting supplies	$3,500	
Assessment		**$24,000**
Survey of Entering Student Engagement (SENSE) Administration	$11,000	
Noel-Levitz SSI Administration	$13,000	
Supplies		**$3,250**
Office Supplies	$3,250	
Communication and Marketing		**$32,700**
Brochures/Posters	$5,000	
Promotional Activities and Materials	$27,700	
Total		**$667,272**

MAP (Make A Plan) for Success QEP Budget: Year 3/FY2015-16		
Personnel		**$580,822**
Salary and Benefits for QEP Director	$79,671	
Salary and Benefits for Coordinators of Academic Planning (5)	$302,537	
Salary and Benefits for PT Administrative Assistant II (20 hours/week)	$17,350	
Stipends for First Year Advocates	$84,924	
In-Kind Personnel	$96,340	
Professional Development		**$31,500**
In-District Travel	$2,000	
Conferences	$16,000	

Professional Development for Faculty First Year Advocates (FYA)	$2,000	
Professional Development for Advisors/Student Success staff	$1,500	
Professional Development for all interested Faculty on Early Alert	$1,500	
Consultant review	$5,000	
Handouts, meeting supplies	$3,500	
Assessment		**$35,000**
SENSE Administration	$11,000	
Community College Survey of Student Engagement (CCSSE) Administration	$11,000	
Noel-Levitz SSI Administration	$13,000	
Supplies		**$3,250**
Office Supplies	$3,250	
Marketing		**$32,700**
Brochures/Posters	$5,000	
Promotional Activities and Materials	$27,700	
Total		**$683,272**

MAP (Make A Plan) for Success QEP Budget: Year 4/FY2016-17		
Personnel		**$580,822**
Salary and Benefits for QEP Director	$79,671	
Salary and Benefits for Coordinators of Academic Planning (5)	$302,537	
Salary and Benefits for PT Administrative Assistant II (20 hours/week)	$17,350	
Stipends for First Year Advocates	$84,924	
In-Kind Personnel	$96,340	
Professional Development		**$26,500**
In-District Travel	$2,000	
Conferences	$16,000	
Professional Development for Faculty First Year Advocates (FYA)	$2,000	
Professional Development for Advisors/Student Success staff	$1,500	
Professional Development for all interested Faculty on Early Alert	$1,500	
Handouts, meeting supplies	$3,500	
Assessment		**$24,000**
Noel-Levitz SSI Administration	$13,000	

CCSSE Administration	$11,000	
Supplies		**$3,250**
Office Supplies	$3,250	
Marketing		**$15,000**
Brochures/Posters	$5,000	
Promotional Activities and Materials	$10,000	
Total		**$649,572**

MAP (Make A Plan) for Success QEP Budget: Year 5/FY2017-18		
Personnel		**$580,822**
Salary and Benefits for QEP Director	$79,671	
Salary and Benefits for Coordinators of Academic Planning (5)	$302,537	
Salary and Benefits for PT Administrative Assistant II (20 hours/week)	$17,350	
Stipends for First Year Advocates	$84,924	
In-Kind Personnel	$96,340	
Professional Development		**$31,500**
In-District Travel	$2,000	
Conferences	$16,000	
Professional Development for Faculty First Year Advocates (FYA)	$2,000	
Professional Development for Advisors/Student Success staff	$1,500	
Professional Development for all interested Faculty on Early Alert	$1,500	
Consultant review	$5,000	
Handouts, meeting supplies	$3,500	
Assessment		**$11,000**
CCSSE Administration	$11,000	
Supplies		**$3,250**
Office Supplies	$3,250	
Communication and Marketing		**$10,000**
Brochures/Posters	$5,000	
Promotional Activities and Materials to solicit participation in Fifth-Year Impact Report development process	$5,000	
Total		**$636,572**

The budget below outlines the College's expenditures for MAP personnel, equipment, professional development, assessment, travel, and marketing for the academic years 2013 – 2018.

Make A Plan (MAP) for Success Budget, 2013 – 2018						
ITEMS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	TOTAL
QEP Director*	$79,671	$79,671	$79,671	$79,671	$79,671	$398,355
Part-time Admin. Assistant**	$8,675	$17,350	$17,350	$17,350	$17,350	$78,075
5 Coordinators of Acad Planning***	$226,903	$302,537	$302,537	$302,537	$302,537	$1,437,051
Stipends -First Yr Advocates****	$84,924	$84,924	$84,924	$84,924	$84,924	$424,620
In-Kind Personnel	$96,340	$96,340	$96,340	$96,340	$96,340	$481,700
Equipment & in-Kind Furniture	$36,100					$36,100
In-District Travel	$2,000	$2,000	$2,000	$2,000	$2,000	$10,000
Conferences/State Meetings	$16,000	$16,000	$16,000	$16,000	$16,000	$80,000
Professional Dev-Faculty First-Year Advocates	$5,000	$2,000	$2,000	$2,000	$2,000	$13,000
Professional Dev-Advisors/Student Success staff	$1,500	$1,500	$1,500	$1,500	$1,500	$7,500
Professional Dev-Faculty-Early Alert	$1,500	$1,500	$1,500	$1,500	$1,500	$7,500
Handouts, meeting supplies	$8,000	$3,500	$3,500	$3,500	$3,500	$22,000
Administration of Assessments		$24,000	$35,000	$24,000	$11,000	$94,000
Office Supplies	$3,250	$3,250	$3,250	$3,250	$3,250	$16,250
Brochures and Posters		$5,000	$5,000	$5,000	$5,000	$20,000
Promotional Activities and Materials	$45,000	$27,700	$27,700	$10,000	$5,000	$115,400
QEP Plan Printing	$8,000					$8,000
Consultant Review			$5,000		$5,000	$10,000
GRAND TOTALS	**$ 622,863**	**$ 667,272**	**$ 683,272**	**$ 649,572**	**$ 636,572**	**$3,259,551**

*$60,6 48 plus 19% benefits plus $7,500 health care

**$29,160 base salary plus 19% benefits (this equates to the hourly rate of $14.58/hour for 20 hours/week)

***$44,544 base salary plus 19% benefits plus $7,500 health care

****42 total full-time faculty with stipend equivalent to 3 workload units (42 x 3 x $674)

This budget does not reflect annual salary increases for personnel. Such recommendations may or may not be made to the District Board of Trustees.

10. *MAKE A PLAN FOR SUCCESS* – ASSESSMENT

The QEP Plan Development team has developed a robust set of assessment measures for the student learning outcomes and administrative outcomes of MAP. The MAP Implementation Committee includes a MAP Assessment Team that consists of

- Two Co-Chairs (QEP director and one Coordinator of Academic Planning)
- Two First Year Advocate faculty members
- One representative from the office of Student Analytics and Research
- One representative from the office of Collegewide Data Reporting
- One representative from the office of the Registrar

The MAP Assessment Plan will be entered into WEAVEOnline, the College's online assessment management system, and incorporated into the existing institutional effectiveness assessment process. The student support services units (Student Success area) have woven many of the QEP Assessment Plan outcomes and measures into the annual unit institutional effectiveness assessment plans. A discussion of how MAP Assessment results will be shared with the College community is included at the end of this section.

In order to determine achievement of the defined student learning outcomes, the team designed at least two measures for each student learning outcome, often a combination of direct measures and indirect measures related to the defined outcomes. Assessments of administrative (institutional) outcomes have also been identified, and will use a combination of surveys of students, employees, retention and completion rates and other measures. Baseline data has been collected and analyzed for several of the administrative outcomes, and this information has been utilized to determine appropriate achievement targets for each measure, such as longitudinal data on the college's administration of the Survey of Entering Student Engagement (SENSE), Community College Survey of Student Engagement (CCSSE), and Noel-Levitz Student Satisfaction Inventory (SSI). The QEP Plan Development Team carefully considered the frequency of survey administrations to avoid 'survey fatigue' in the QEP cohort. The office of Student Analytics and Research will have primary responsibility to ensure effective survey administration and sampling techniques.

Student Learning Outcomes (SLOs)

QEP GOAL 1: Enhance students' knowledge and application of academic planning and the resources necessary for collegiate success.

ACADEMIC PLANNING

SLO 1: Cohort students will demonstrate effective knowledge of academic planning.

Note: The instruments for Measures 1 and 2 will be combined, so that students only complete one pre-advising questionnaire and one post-advising questionnaire.

Measure 1: (Direct) Students will complete pre- and post-advising questionnaires designed to assess knowledge about academic planning, as shown in combined Pre- and Post-Advising Questionnaire (Appendix H). The pre-advising questionnaire will be administered prior to the First Year Experience, Stage 2 session. FYE Stage 2 is completed after first-term advising and enrollment. The post-advising questionnaire also will be completed at the conclusion of the advising session that takes place at or prior to the 25 percent completion benchmark of each student's program of study. This questionnaire will be administered online or paper in each Student Success Center. Results will be analyzed by the Coordinator of Academic Planning assigned to the appropriate campus/center.

Target: 70% of the responses to each question will show learning gained between the pre- and post-advising questionnaires. *The percentage will increase by 5% each year over the implementation period, as defined by the cohort's entry year.*

Target: At least 70% of each question on the post-advising questionnaire will be answered correctly. *The percentage will increase by 5% each year over the implementation period, as defined by the cohort's entry year.*

Measure 2: (Indirect) Students will complete a brief assessment after their advising session, as shown in the Workshop Assessment (Appendix I). This assessment will measure students' knowledge of academic planning both before and after the advising session. This pre-advising survey will be administered prior to the student's entering the workshop, and the post-advising survey will be administered directly after the workshop. Results will be analyzed across all students and per student by the Coordinator of Academic Planning assigned to the appropriate campus/center.

Target: 70% of the responses to each question will show an increase in confidence level from the pre- to the post-advising questionnaire. *The percentage will increase by 5% each year over the implementation period, as defined by the cohort's entry year.*

Target: At least 70% of each question on the post-workshop questionnaire will be answered correctly. *The percentage will increase by 5% each year over the implementation period, as defined by the cohort's entry year.*

SLO 2: Cohort students will create an accurate academic degree plan that reflects designated academic and career goals.

Measure 1: (Direct) Student will bring *drafts* of their completed academic degree plans to the advising session that takes place at or prior to the 25 percent completion benchmark of the program of study. For the purposes of the QEP, the College operationally defines academic and career goals as a student's declared program of study (POS) and the information contained in the Academic Reflections document. The courses in the academic degree plan will match the student's POS and the proposed course sequence. After these advising sessions have occurred, a sample of cohort student academic degree plans and Academic Reflections documents will be collected and reviewed by the Coordinator of Academic Planning assigned to the appropriate campus/center using a rubric. The rubric will ensure that courses in the *draft* plan accurately reflect the courses required in the POS and, if available, the proposed course sequence for that POS, including completion of the first math and English requirements within the 25 percent completion benchmark of the student's declared program of study, shown in the Academic Plan Rubric (Appendix J).

The Academic Plan Rubric uses a five-level scale, from Exemplary to Unsatisfactory, in three major areas: Academic Reflections, Program of Study, and Course Sequencing. Each area includes several elements related to academic degree planning. A pilot study using the rubric to score a sample of Academic Degree Plans documents is being completed during the summer of 2013. The pilot administration of the rubric will assist the MAP Assessment Team in determining the effectiveness of the rubric as currently designed.

Target: At least 70% of the academic degree plans accurately represent the courses required in the POS and, if applicable, the recommended course sequence for the declared Program of Study. *The percentage will increase by 5% each year over the implementation period, as defined by the cohort's entry year.*

Target: At least 70% of the academic degree plans will be submitted to advisors by students at the advising session that takes place at or prior to the 25 percent completion benchmark of their program of study. *The percentage of submitted plans will increase by 5% each year over the implementation period, as defined by the cohort's entry year.*

Measure 2: (Direct) The student will meet with an advisor and complete an *official* academic degree plan at the time of the advising session that takes place at or prior to the 25 percent completion benchmark of their program of study. For the purposes of the QEP, the College operationally defines academic and career goals as the student's declared program of study (POS) and the information contained in the Academic Reflections document (Appendix M). The courses in the academic degree plan will match the student's POS and the proposed course sequence. After these advising sessions have occurred, a sample of cohort student *official* academic degree plans and Academic Reflections

documents will be collected and reviewed by the Coordinator of Academic Planning assigned to the appropriate campus/center using a rubric. The rubric will ensure that courses in the plan accurately reflect the courses required in the POS and, if available, the proposed course sequence for that POS, including completion of the first math and English requirements within the 25 percent completion benchmark of the student's declared program of study.

Target: At least 70% of the academic degree plans accurately represent the courses required in the student's primary, declared Program of Study (POS) and, if applicable, the recommended course sequence for the student's primary POS. *The percentage will increase by 5% each year over the implementation period, as defined by the cohort's entry year.*

Target: At least 70% of the academic degree plans will be submitted by the 25 percent completion benchmark of the student's declared program of study. *The percentage of submitted plans will increase by 5% each year over the implementation period, as defined by the cohort's entry year.*

QEP GOAL 2: Increase percentage of FTIC, college-ready students who successfully complete credit-bearing math and English courses in the first 12 hours of enrollment.

USE OF ACADEMIC SUPPORT RESOURCES

SLO 3: Students will demonstrate accurate knowledge and effectively utilize resources that support collegiate success.

Measure 1: (Direct) Students will complete a pre- and post-advising questionnaire that assesses their knowledge of the different college resources available to them (e.g., Connections, Library/Learning Commons, Career Development Center, Student Success Office, Assessment and Certification, etc.). This pre-advising questionnaire will be administered prior to the start of the First Year Experience, Stage 2 session and the post-advising questionnaire will be administered at the conclusion of the first term enrollment advising session that occurs in FYE Stage 2. The Coordinator of Academic planning assigned to the appropriate campus / center will analyze the results. Students will take this quiz again after the advising session at the 25% completion of program of study advising session.

Target: 70% of the responses to each question will show learning gained from the pre- to the post-advising questionnaire. *The percentage will increase by 5% each year over the implementation period, as defined by the cohort's entry year.*

Target: At least 70% of each question on the post-advising questionnaire will be answered correctly. *The percentage will increase by 5% each year over the implementation period, as defined by the cohorts, as defined by the cohort's entry year.*

Measure 2: (Direct) Participating faculty will be asked to use the Early Alert system to communicate with students who are not attending class and/or not completing assignments in a timely or satisfactory manner. Cohort students will respond within forty-eight hours to an Early Alert message sent by their instructor regarding concerns about attendance, assignments, or other class requirements. For the purposes of the QEP, a student response will be operationally defined as an email message, a phone call, or an office visit in which the student communicates about the identified class concern that was stated in the Alert. The goal is for the student to fulfill the attendance or assignment requirement within the specified time frame. A "check box" added to the Early Alert system will be used by faculty to indicate whether the student completed the requested action.

Target: At least 50% of the responses to the check box item in the Early Alert System will indicate that students responded to the faculty member with an email, phone call, or office visit.

Target: At least 50% of responses to the check box item in the Early Alert System will indicate that students acted upon the message by fulfilling an attendance or assignment requirement within the specified timeframe.

Measure 3: (Direct) Cohort students enrolled in a first-level College math or English course receiving a faculty referral to a Library/Learning Commons (LLC) tutor will follow through with this referral. Students will complete a form in which they document the nature of the tutorial assistance received. The tutor of record will sign the document confirming this assistance.

Target: At least 70% of tutoring forms, to be submitted to the LLCs, will indicate that students made contact with an LLC math or English tutor within the enrolled course of concern.

The Development Team has drafted several instruments, referenced above, to measure student learning about advising, course sequencing, and college resources. A table outlining the type of measure, the corresponding SLO measured, the timing of the measure and the responsible party is below. Advising staff and the Coordinators of Academic Planning will use the Academic Plan Rubric to assess a selection of the student plans submitted.

MAP Student Learning Outcomes Assessment

Student Learning Outcomes	Direct Measures	Indirect measures	Time of assessment	Responsible Party
Effective knowledge of academic planning	Pre-post advising questionnaire	Pre-post workshop assessment of students' confidence	FYE orientation stage 2 / after 25% completion of study advising session	Advisor / Coordinator of Academic Planning
Students draft an accurate academic degree plan	Rubric scoring of student draft of academic degree plan		25% completion of study advising session	Advisor / Coordinator of Academic Planning
	Course sequence is accurate for Program of Study		25% completion of study advising session	Advisor / Coordinator of Academic Planning
Accurate knowledge of resources	Pre-post advising quiz of students' knowledge and awareness of college resources		Pre / post FYE orientation stage 2	Advisor / Coordinator of Academic Planning
Students effectively use college resources	Students who receive an early alert contact faculty within 48 hours		When alerted by faculty	Faculty
	Students, when referred to a tutor, follow through with a visit to tutor online or at LLC		Post-referral from faculty member	Tutor

Student Learning Environment/Administrative Outcomes

In addition to the student learning outcomes and measures described in this chapter, the progress and effectiveness of the QEP will be assessed in terms of the student learning environment and administrative outcomes. The College will measure outcomes related to professional development of faculty and staff; student resources; student perceptions of the learning environment; use of intervention services; course offerings and enrollment numbers; and student success. The administrative outcomes are discussed in more detail in the Outcomes section of the plan. The chart below provides a general timeline for administration of key surveys.

Students' perceptions of the learning environment will be assessed by use of national survey instruments, which the institution has extensive experience and longitudinal data.

Survey Administration Schedule						
Academic Year	**Cohort 1 (Enters Fall 2014 and expected graduation is Spring/Summer 2017 (150%))**			**Cohort 2 (Enters Fall 2015 and expected graduation is Spring/Summer 2018 (150%))**		
	SENSE	**CCSSE**	**Noel-Levitz SSI**	**SENSE**	**CCSSE**	**Noel-Levitz SSI**
Year 1 (2013-2014): Pilot Year						
Year 2 (2014-2015):	Fall 2014 (Late Sept/ Early Oct)		Fall 2014 (November)			
Year 3 (2015-2016):		Spring 2016	Fall 2015 (November)	Fall 2015		Fall 2015 (November)
Year 4 (2016-2017):		Spring 2017			Spring 2017	Fall 2016 (November)
Year 5 (2017-2018):					Spring 2018	
Year 6 (2018-2019)	Continue to collect and analyze data, analyze impact of entire QEP, write Impact Report					

An excerpt of the College's baseline data and QEP Achievement Targets for the Survey of Entering Student Engagement (SENSE) is provided below. Since the survey is regularly administered by the College to a sample of all entering students (not just QEP cohort students, the College will code the surveys and responses, in order to know which surveys are answered by cohort students. Questions are designed to assess students' experiences from the time of their decision to attend this college through the end of the first three weeks of the first semester. Baseline data is based on results from 2010, 2011 and 2012 survey responses of entering students (not cohort students).

MAP Assessment – SENSE Survey		
SENSE Survey item	**Baseline Data from Previous Students**	**QEP Achievement Target**
Item 18f: An advisor helped me to set academic goals and to create a plan for achieving them. <u>Scale</u> Strongly Disagree = 1 Disagree = 2 Neutral = 3 Agree = 4 Strongly Agree = 5	36% "Strongly Agree" or "Agree"	At least 39% of the responses to this question will be "Strongly Agree" or "Agree." Rationale: 95% CI upper bound for 3-years of SENSE is 38%, therefore, set 1% beyond for statistically significant difference.
Item 20.3a Satisfaction with Academic advising/planning services <u>Scale</u> N/A Not at All Satisfied Somewhat Satisfied Very Satisfied	29% "Very Satisfied"	At least 31% of the responses to this question will be "Very Satisfied." Rationale: 95% CI upper bound for 3-years of SENSE is 30%, therefore, set 1% beyond for statistically significant difference.

Item 20.3e Satisfaction with Online tutoring services <u>Scale</u> N/A Not at All Satisfied Somewhat Satisfied Very Satisfied	4% "Very Satisfied"	At least 5% of the responses to this question will be "Very Satisfied." Rationale: 95% CI upper bound for 3-years of SENSE is 4%, therefore, set 1% beyond for statistically significant difference.

MAP Assessment – Administrative Outcomes		
Administrative Outcome	**Measures**	**Achievement Target or Desired Impact**
Effective Professional Development of faculty and staff	• Evaluation of quality of training as a helpful and effective tool for assisting students. • Employees' understanding and use of academic degree planning knowledge in assisting students	After baseline data is collected, achievement targets will be identified
Enhanced Student Resources	• Number of academic degree planning workshops offered to students • Publication of program roadmaps with recommended course sequencing	In addition to analyzing the number of workshops, dissemination of program roadmaps, the team will examine the correlation between student workshop participation and course completion/success rates and retention rates
Enhanced Course Intervention Services	• Increased and more effective faculty and advisor use of enhanced Early Alert System • Student response to Early Alerts • Increase student use of campus-based and online tutoring services	In addition to establishing a baseline of use of the enhanced Early Alert System, the team will examine the correlation between responses to Early Alerts and course completion and success rates

The MAP Assessment Team will analyze data to determine the impact of the MAP on advising staff workload, tutoring staff, and sufficiency of course sections. In addition to enhanced services, resources and professional development, the MAP Assessment Team will track student course enrollment, success, retention and completion rates, as shown in the tables below:

MAP Assessment – Course Success Measures, Baseline Data, and Target		
Measure	**Baseline Data**	**Target**
Track percentage of cohort student who successfully complete the first college-level math requirement in the first 12 hours.	36.4% (1181 students from cohorts of Fall 2007, Fall 2008 and Fall 2009)	At least 39.0 percent of cohort students will successfully complete the first college-level math requirement in the first 12 hours. Rationale: proportional increase is statistically significant (alpha=.05, p=0.0296).
Track percentage of cohort student who successfully complete the second college-level math requirement in the first 24-30 hours (if applicable to the declared program of study)	14.7% (476 students from cohorts of Fall 2007, Fall 2008 and Fall 2009)	At least 16.5 percent of cohort students will successfully complete the second college-level math requirement within their first 30-hours. Rationale: proportional increase is statistically significant (alpha=.05, p=0.0414).
Track percentage of cohort student who successfully complete the first college-level English course requirement in the first 12 hours	71.5% (2320 students from cohorts of Fall 2007, Fall 2008 and Fall 2009)	At least 74.0 percent of cohort students will successfully complete the first college-level English requirement in the first 12 hours. Rationale: proportional increase is statistically significant (alpha=.05, p=0.0222).
Track percentage of cohort student who successfully complete the second college-level English requirement in the first 24 – 30 hours (if applicable to the declared program of study)	33.9% (1099 students from cohorts of Fall 2007, Fall 2008 and Fall 2009)	At least 36.5 percent of cohort students will successfully complete the second college-level English requirement within their first 30-hours. Rationale: proportional increase is statistically significant (alpha=.05, p=0.0258).

MAP Assessment – Retention and Completion Measures, Baseline Data, and Target		
Measure	**Baseline Data**	**Target**
Fall-to-spring retention of cohort students	Fall 2007 cohort: 82.33% Fall 2008 cohort: 82.63% Fall 2009 cohort: 86.84% All 3 cohorts: 83.98%	86 percent of cohort students will enroll for the spring semester (following their first fall term). Rationale: proportional increase is statistically significant (alpha=.05, p=0.0149).
Fall-to-fall retention of cohort students (first year to second year)	Fall 2007 cohort: 63.87% Fall 2008 cohort: 65.41% Fall 2009 cohort: 64.55% All 3 cohorts: 64.64%	67 percent of cohort students will enroll for the fall term of their second year. Rationale: proportional increase is statistically significant (alpha=.05, p=0.0328). Rationale: proportional increase is statistically significant (alpha=.05, p=0.0147).

Associate degree completion rates	All 3 cohorts: 30.6% (includes both full and part time students) Out of 3,688 Cohort "study population" students (Fall 2007, Fall 2008, Fall 2009), 1,129 students completed an associate's degree within 3 years. 922 or 25.00% were full-time. 207 or 5.61% were part-time.	27.50 percent of full-time cohort students will complete their associate degree with 3 years. 7.00 percent of part-time cohort students will complete their associate degree within 3 years. Rationale: proportional increase is statistically significant (alpha=.05, p=0.0143).

Using MAP assessment data to refine MAP implementation

The QEP Development Team has designed a comprehensive assessment plan of student learning outcomes and administrative outcomes to determine the impact of the MAP initiatives and strategies on student learning and the student learning environment. The combination of student learning outcomes and administrative outcome assessment measures are intended to guide the institution's analysis of assessment data periodically throughout the length of the implementation period. Results will be shared with Implementation Committee members at regular intervals as they become available to guide implementation and help the institution achieve MAP goals. In addition, the QEP Director will be responsible for gathering assessment results annually and sharing these results with the College community at Institutional Effectiveness Days with a discussion of how to best respond to the results and develop action plans as needed. Institutional Effectiveness Days are currently held three times per year for faculty, deans and instructional program managers, and two times per year for student success staff.

This ongoing assessment, analysis and reflection of data, at periodic points each year, will promote a more effective implementation process, allowing the MAP Implementation Committee to recognize successful strategies, make decisions regarding institutionalization of beneficial practices, and modify other strategies that are not having the desired impact. Ultimately the assessment plan will assist the MAP Implementation Committee and Florida State College at Jacksonville to determine the achievement of MAP for Success, in enhancing students' knowledge and utilization of academic planning and resources necessary for collegiate success, and increasing the percentage of FTIC, college-ready students who successfully complete credit-bearing mathematics and English courses in the first 12 hours of enrollment.

To improve the resources available to FSCJ students, the College is currently investigating the adoption of a standard data collection system that can track students' use of tutoring services. If such a system is adopted, the College can gather data and better study and understand both students' use of tutoring and students' need for tutoring (availability and subjects / topics needed).

After the initial rounds of MAP data collection, specifically analyzing the types of academic difficulties and issues noted in the enhanced Early Alert System, the QEP Implementation Committee may identify some of the issues that prevent students from academic success in college credit math and English courses. This data may provide an opportunity to develop specific strategies to deal with these impediments.

To make the Academic Degree Plan more efficient and effective for advising, enrollment management, course scheduling and assessment, the QEP Implementation Committee will participate in the College's new Enterprise Resource Planning (ERP) system specifications process. In 2013, the College has engaged a consulting firm to assist in the identification of the necessary specifications for a new ERP system. It is desired that such a system could accommodate the integration of academic degree plan data with course scheduling and enrollment management. This could provide a robust method of tracking students' academic degree plans, enrollment, course success, and provide reporting mechanisms to identify if students are not following the Academic Degree Plan.

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APPENDICES

Appendix A – Focus Group Announcement

From: OIEA
To: All Faculty
Subject: Invitation to QEP Focus Groups - please RSVP
Date: Thursday, October 20, 2011 10:41:18 AM
Attachments: Focus group flyer.docx
Importance: High

Dear Faculty,

Contribute Your Ideas
To the QEP Topic Selection Process!

We would like to seek your ideas to design a significant five-year initiative to improve student learning and/or the student learning environment at the College. This initiative is referred to as a Quality Enhancement Plan or QEP. You are invited to participate in campus-based focus groups of faculty, staff & administrators.

Please RSVP to oiea@fsci.edu at least 24 hours prior to the focus group. Please indicate which session you would like to attend. Focus groups start promptly at the scheduled time. If you cannot attend the session on your campus, please consider attending a session at another location.

Date/Time	Location
Monday, October 24, 1-2:30 p.m.	Open Campus Urban Resource Center, Room 412, 601 W. State Street
Thursday, October 27, 1-2:30 p.m.	Military, Public Safety and Security Division Urban Resource Center, Room 412, 601 W. State Street
Thursday, October 27, 3-4:30 p.m.	Downtown Campus, Room A-1202, 101 W. State Street
Monday, October 31, 1-2:30 p.m.	North Campus and Nassau Center North Student Activities Center, Room E223, 4501 Capper Road
Monday, October 31, 3:30-5 p.m.	Cecil Center North and Aviation Center of Excellence Cecil Center North Room 109, 5640 New World Avenue
Wednesday, November 2, 1:30-3 p.m.	Administrative Offices Board Room (AO 405), 501 W. State Street
Wednesday, November 2, 3:30-5 p.m.	Administrative Offices Board Room (AO 405), 501 W. State Street
Thursday, November 3, 1-2:30 p.m.	Kent Campus, Room D-120, 3939 Roosevelt Blvd.
Thursday, November 3, 3:30-5 p.m.	South Campus and Deerwood Center Wilson Center, Lakeside Room, 11901 Beach Blvd.

For your information, separate focus groups will be held for students.

We would also like to thank those who participated in our recent QEP Survey.

If you have any questions, please visit http://www.fsci.edu/district/institutional-effectiveness/qep/index.php or contact oiea@fsci.edu.

We look forward to your participation.

Appendix B – QEP Topic Student Survey

From: IE&Accreditation
Sent: Monday, October 10, 2011 1:14 PM
To: Crosby, Lynne S.
Subject: Quality Enhancement Plan (QEP) Topic Survey

Dear Students,

The College is seeking your ideas!

Florida State College at Jacksonville would like to design an important five-year project to improve student learning and/or the student learning environment at the College, and we need your help. To help us determine the topic of the project, we would like you to complete a brief anonymous survey (may be completed in less than 3 minutes).

Please complete the brief survey QEP Text Survey by Friday, October 14.

If you have specific questions about this survey please contact the Office of Institutional Effectiveness and Accreditation at oiea@fscj.edu.

Thank you for your assistance,

The Quality Enhancement Plan Topic Selection Committee

Appendix C – Academic Degree Plan

Student Success • Advising
(904) 646-2300

Academic Degree Plan			
Date:	Name:		Date of Birth:
Primary Program of Study (POS):	Transfer Major:		Last 4 of SSN:
Enrollment Plan: ☐ Full-time ☐ Part-time		Anticipated Graduation Term/Year:	
Hours Earned Toward Current Primary Program of Study:			

Semester:	Year:	Semester:	Year:	Semester:	Year:
Course	Credits	Course	Credits	Course	Credits
Total Hours		Total Hours		Total Hours	

Semester:	Year:	Semester:	Year:	Semester:	Year:
Course	Credits	Course	Credits	Course	Credits
Total Hours		Total Hours		Total Hours	

Total Hours _____

Comments:

STUDENT ACKNOWLEDGEMENT: Using an Academic Degree Plan does not guarantee graduation. Students must fulfill all declared program requirements and comply with Florida State College at Jacksonville policies, as stated in the College Catalog (see http://www.fscj.edu/mydegree/catalogs/), for successful degree completion. This Academic Degree Plan does not register or reserve seats in any class. Course availability is subject to change. While every effort has been made to ensure accuracy, final responsibility for meeting graduation requirements reside with the student.

_____ _____

STUDENT SIGNATURE **STUDENT SUCCESS ADVISOR SIGNATURE**

Appendix D – AS Program Roadmap Example

ASSOCIATE IN SCIENCE (A.S.) DEGREE PLAN

Early Childhood Management (A.S.)

1ST TERM

COURSE ID	COURSE NAME	#CREDIT HOURS
CHD 1220	Child Growth & Development I	3
EDG 2940	Observing & Recording Child Behavior	6
EEC 1001	Introduction to Early Childhood Education	3
ENC 1101	English Composition I	3
	Subtotal:	15

2ND TERM

COURSE ID	COURSE NAME	#CREDIT HOURS
CGS 1100	Microcomputer Applications for Business & Economics	3
EEC 1200	Overview of Early Childhood Curriculum	3
EEC 1202	Program Development in Early Childhood Education	3
MGF 1106	Mathematics for Liberal Arts I *or other Mathematic course**	3
	Subtotal:	12

3RD TERM

COURSE ID	COURSE NAME	#CREDIT HOURS
CHD 2330	Early Literary for Young Children	3
EDG 2941	Supervised Student Participation	3
EEX 2013	Special Needs in Early Childhood Education	3
Choose 1 Professional Elective Course		3
	Subtotal:	12

4TH TERM

COURSE ID	COURSE NAME	#CREDIT HOURS
LIT 2000 or ENC 1102	Introduction to Literature or English Composition II	3
PSY 1012	General Psychology	3
Choose 1 Humanities Course*		3
Choose 1 Professional Elective Course		3
	Subtotal:	12

5TH TERM

COURSE ID	COURSE NAME	#CREDIT HOURS
DEP 2002	Child Psychology	3
Choose 3 Professional Elective Courses		9
	Subtotal:	12
	Total Credit Hours:	**63****

*Refer to A.S. General Education Requirements

NOTE: If you plan to apply for the B.S. in Early Childhood Education, then you will need to take EDF 1005, EME 2040, and EDF 2085 as part of your Professional Elective Core. (For more information, please refer to the Professional Elective Core - Suggested Courses Advising Sheet on the accompanying page.)

Based on 2012-2013 catalog year.

FLORIDA STATE COLLEGE at Jacksonville

Define who you want to be.

Dr. Twilla Mosley, Program Manager - tmosley@fscj.edu - (904) 632-3139

Appendix E – AS Degree Program Roadmap Progress

ASSOCIATE OF SCIENCE DEGREES ROADMAPS			
44 PROGRAMS	**ROAD MAP**	**PROGRAM MANAGER**	**NEEDS CLARIFICATIONS**
AVIATION			
Aviation Maintenance Management			
Aviation Operations			
Professional Pilot Technology			
BUSINESS			
Accounting Technology	YES	Sandra Beck	NONE
Business Administration	YES	Sandra Beck	YES
Office Administration	YES	Sandra Beck	YES
Paralegal Studies	YES	Nancy Sutton	YES
Supply Chain Management	YES	Sandra Beck	NONE
CONSTRUCTION, MANUFACTURING, AND ARCHITECTURE			
Advanced Manufacturing			
Architectural Design and Construction Technology	YES	Michael Medders	YES
Construction Management	YES	Michael Medders	
Environmental Science			
Industrial Management Technology			
Interior Design Technology	YES	Nancy Sutton	YES
CULINARY ARTS AND HOSPITALITY			
Culinary Management			
Hospitality and Tourism Management			
DIGITAL MEDIA AND ENTERTAINMENT TECHNOLOGY			
Digital Media/Multimedia Technology			
Theatre and Entertainment Technology			
EDUCATION			
Early Childhood Management	YES	Twilla Mosley	YES
Sign Language Interpretation	YES	Lori Cimino	YES

HEALTH SCIENCES			
Biomedical Engineering Technology			
Biotechnology Laboratory Technology			
Cardiovascular Technology			
Dental Hygiene	YES	Jeffrey Smith	YES
Emergency Medical Services	YES	Marcie Heather-ington	
Funeral Services			
Health Information Management			
Histologic Technology			
Medical Laboratory Technology			
Nursing, RN	YES	Cheryl James	YES
Nursing, RN (Bridge)			
Occupational Therapy Assistant			
Ophthalmic Technician			
Physical Therapy Assistant			
Radiation Therapy			
Radiography (Degree Completion)			
Radiography (FSCJ Option)			
Respiratory Care			
INFORMATION TECHNOLOGY			
Computer Information Technology	YES	Steven Miller	NONE
Network Services Technology (Network Support)			
PUBLIC SAFETY AND SECURITY			
Criminal Justice Technology	YES	Al Bridges	YES
Emergency Administration and Management (Homeland Security)	YES	Lonnie Booker	YES
Fire Science Technology	YES	Robert Massicotte	YES
TRANSPORTATION			
Automotive Service Technology Management			

Appendix F – First Year Advocate (FYA) Volunteer Form

First Year Advocate (FYA) Volunteer Form

Name _____ Phone _____ PID _____

Campus _____ Discipline_____

___ Initial request

___ Request from FYA to serve for an additional term

Term(s) for which requesting FYA Role: _____

The First Year Advocate (FYA) program is intended to engage a voluntary, rotating group of full-time faculty who want to be integrally involved in the College's Quality Enhancement Plan (QEP), MAP for Success by advocating for our degree-seeking students in the areas of academic planning and course sequencing. Faculty in the FYA role will collaborate with the Coordinators of Academic Planning (CAP) and advising staff to implement the goals and initiatives of MAP for Success.

Faculty members desiring to volunteer for the FYA role will meet with the Coordinator of Academic Planning (CAP) for their campus and discuss the role, expectations, and professional development stipend for individuals who serve as FYAs. A copy of the current FYA deliverables should accompany or be attached to this application.

The undersigned acknowledge that they have reviewed the list of FYA deliverables and expectations and the professional development stipend. Signatures indicate support of this faculty member to complete the FYA professional development opportunities and serve in the voluntary role of a First Year Advocate for the term(s) indicated above.

_____ _____

Faculty member Date

_____ _____

Coordinator of Academic Planning (CAP) Date

_____ _____

Faculty Supervisor Date

_____ _____

Campus President Date

** Please forward to CAP upon signing.*

Forwarded to OIEA: _____ _____

CAP Initials Date

Form updated: 12/2/2013

Appendix G. Outline of Professional Development Training Sessions

QEP Initiative C- Early Alert Faculty and First Year Advocate Training Outline

Training will consist of a two-hour session. Tier One-Faculty will be 60 minutes and Tier Two-First Year Advocate (FYA) will be 60 minutes in addition to the Tier One session.

Learning Outcomes for Faculty

Participants will be able to:

- Understand the Early Alert System
- Effectively utilize the Early Alert System

Learning Outcomes for First Year Advocate

- Understand the Early Alert System
- Effectively utilize the Early Alert System
- Recognize the signs that a student needs assistance
- Have knowledge of follow up procedures for working with students
- Assist students with connecting to available resources, such as:
    - Teach students how to work with curricular resources available for support
    - Teach students how to connect with resources available for co-curricular support and opportunities

Training Outline

Introduction

1. Overview of the QEP
2. Initiatives C
    a. Course Interventions
    b. Early Alert System

Tier One

1. Introduction and explanation of the Early Alert system
2. Detailed steps on how to use the Early Alert system

Tier Two

1. Recognizing the signs that a student needs assistance (to include role playing exercises that present faculty with various scenarios to work through referral options).
2. Assisting students with connecting to available resources
    a. Teaching students how to work with curricular resources available for support
    b. Teaching students how to connect with resources available for co-curricular support and opportunities.

Appendix H. Pre – Post Advising Questionnaire

Academic Planning and College Resources
Pre- and Post-Questionnaire

1. If I am planning to transfer to a university, I would select _____ as my program of study at FSCJ.
    a. Associate of Science (A.S.)
    b. Associate of Arts (A.A.)
    c. Certificate
    d. Bachelors (B.A.S./B.S.)

2. A course that must be completed prior to entering into a particular program or before enrolling in a subsequent course is called a _____.
    a. Co-requisite
    b. Elective
    c. Pre-requisite
    d. General Education Course

3. John is a math major and would like to plan his Program of Study in order to complete his degree in two years. He is working full-time and knows that accomplishing his goal may be a challenge. After speaking with an advisor, he has decided that two years is not enough time to complete his degree with his current work/life balance and academic ambitions. Therefore, he is mapping out a new, more realistic plan that takes into consideration his life goals, academics, and other commitments. This mapping process is called _____.
    a. Mind-mapping
    b. Academic Planning
    c. Creating Pathways
    d. Course Sequencing

4. Tania knows the courses she needs for her Program of Study, but after meeting with her professor, she understands that there is a preferred order in which her Program of Study classes should be taken. This process of taking classes in a suggested order is an example of _____.
    a. Mind-mapping
    b. Academic Planning
    c. Creating Pathways
    d. Course Sequencing

5. Marco wants to major in English; however, his Program of Study states that there are courses in other subject areas that he must complete that are designed to provide him a well-rounded education and are part of the graduation requirements. Those courses are referred to as _____.
    a. Elective Courses
    b. General Education Requirements
    c. Pre-requisites
    d. Co-requisites

6. If my professor let me know that I needed tutoring for a class, where should I go?
    a. Library and Learning Commons
    b. Student Success Center
    c. Assessment Center
    d. All of the above

7. I am not sure how I am going to finance my college education. I am able to obtain assistance from all of these resources except:
    a. Save the Moolah.com
    b. Financial Aid Advisor
    c. Scholarship search in my Connections Account
    d. Assessment Center

8. I am undecided in my major and am not sure what I want to do for my career. I should:
    a. Visit the Career Development Center
    b. Speak with a Student Success Advisor
    c. Discuss options with a trusted professor
    d. All of the above

9. My professor noted that I was not doing well in a class and sent me an early alert. Where can I find this alert?
    a. My Connections account
    b. My FSCJ e-mail
    c. My home mailbox
    d. My personal (non-FSCJ) e-mail

10. I am overwhelmed with stress and anxiety about school and all of my other responsibilities. College staff will likely refer me to:
    a. a Student Success Advisor
    b. the Student Assistance Program
    c. a Student Ambassador
    d. the Student Life and Leadership Development office

Appendix I. Student Planning Workshop Assessment

1. A _____ is a prescribed sequence of courses for the preparation of students for postsecondary education that must be completed successfully in order to graduate with a certificate or degree.
    a. Academic Degree Plan
    b. Program of Study
    c. Course schedule
    d. None of the above

2. In order to change my Program of Study, I would
    a. Visit with an advisor
    b. Submit a change to my Program of Study through my Connections account
    c. Check at the beginning of the term that I have the correct Program of Study listed. Know that change of Program of Study may not take effect until the next term.
    d. All of the above
3. The College requires all students to take courses that are designed to develop skills, attitudes, and understanding in broad subject areas, such as social sciences, behavioral sciences, humanities, natural sciences, mathematics and communication. These are called _____.
    a. Electives
    b. Pre-requisites
    c. General education requirements
    d. General elective courses

4. _____ is a recommended order in which to take a series of courses. This order is typically developed through consideration of faculty recommendations, academic roadmaps, required prescribed prerequisites, and the balance of real-life situations with academic goals.
    a. Goal sequencing
    b. Degree sequencing
    c. Course sequencing
    d. Elective sequencing

5. I would like to take a class that is of personal interest to me, but it is not on my Academic Degree Plan.
    a. This is not a problem; simply enroll in the course.
    b. If it is not on the Academic Degree Plan, I can easily add it and then enroll in it.
    c. If it is not on the Academic Degree Plan, the course will not count toward my degree and it may not be covered by financial aid, so I should talk with an advisor.
    d. If it is not on the Academic Degree Plan, my professor can just give me an override into the class.

Appendix J. Academic Plan Rubric

Criteria	Exemplary	Above Average	Satisfactory	Limited/Needs Improvement	Unsatisfactory
Learning Reflections					
Academic Goal Setting	The discussion of the student's academic goals is well developed and clearly reflects an understanding of the short-and long-term impact, as well as his/her motivation to achieve a degree.	The discussion of the student's academic goals is developed and includes a good understanding of the short-and long-term impact, as well as his/her motivation to achieve a degree.	The discussion of the student's academic goals is partially developed and includes an adequate understanding of the short-and long-term impact, as well as his/her motivation to achieve a degree.	The discussion of the student's academic goals is vague and includes a basic understanding of the short-and long-term impact, as well as his/her motivation to achieve a degree.	The discussion of the student's academic goals is not developed and lacks a reflective understanding of the short-and long-term impact, as well as his/her motivation to achieve a degree.
Career Goal Setting	The discussion of the student's career goals is well developed and clearly reflects his/her career aspirations and how he/she intends to use the degree upon graduation.	The discussion of the student's academic goals is developed and includes a good understanding of his/her career aspirations and how he/she intends to use the degree upon graduation.	The discussion of the student's academic goals is partially developed and includes an adequate understanding of his/her career aspirations and how he/she intends to use the degree upon graduation.	The discussion of the student's academic goals is vague and includes a basic understanding of his/her career aspirations and how he/she intends to use the degree upon graduation.	The discussion of the student's academic goals is not developed and lacks a reflective understanding of his/her career aspirations and how he/she intends to use the degree upon graduation.
Academic and Personal Strengths and Challenges	The student's academic and personal strengths and challenges are clearly articulated, thought-provoking, and highly relevant to increasing effectiveness in completing his or her educational goals.	The student's academic and personal strengths and challenges are articulated well and are very relevant to increasing effectiveness in completing his or her educational goals.	The student's academic and personal strengths and challenges are adequately articulated and relevant to increasing effectiveness in completing his or her educational goals.	The student's academic and personal strengths and challenges are vague and not clearly relevant to increasing effectiveness in completing his or her educational goals.	The student's academic and personal strengths and challenges are not developed and are not directly relevant to increasing effectiveness in completing his or her educational goals.
Study and Time Management	The student's discussion of study and time management strategies is clearly articulated, reflective of his or her habits, and highly relevant to his or her personal learning environment.	The student's discussion of study and time management strategies is articulated well, mostly reflective of his or her habits, and very relevant to his or her personal learning environment.	The student's discussion of study and time management strategies is adequately articulated, reflective of his or her habits, and relevant to his or her personal learning environment.	The student's discussion of study and time management strategies is vague, somewhat reflective of his or her habits, and not clearly relevant to his or her personal learning environment.	The student's discussion of study and time management strategies is not clearly articulated, not reflective of his or her habits, and not directly relevant to his or her personal learning environment.
College Resources and Personal Support	The student's discussion on the College and personal resources is clearly articulated and demonstrates a thorough understanding of how these will be utilized to assist in his or her successful degree completion.	The student's discussion on the College and personal resources is articulated well and demonstrates a solid understanding of how these will be utilized to assist in his or her successful degree completion.	The student's discussion on the College and personal resources is adequately articulated and demonstrates an understanding of how these will be utilized to assist in his or her successful degree completion.	The student's discussion on the College and personal resources is vague and demonstrates a basic understanding of how these will be utilized to assist in his or her successful degree completion.	The student's discussion on the College and personal resources is not clearly articulated and does not demonstrate an understanding of how these will be utilized to assist in his or her successful degree completion.

Program of Study					
Courses	100% of the courses listed in the Academic Plan accurately reflect the stated Program of Study.	75-99% of the courses listed in the Academic Plan accurately reflect the stated Program of Study.	50-74% of the courses listed in the Academic Plan accurately reflect the stated Program of Study.	25-49% of the courses listed in the Academic Plan accurately reflect the stated Program of Study.	0-24% of the courses listed in the Academic Plan accurately reflect the stated Program of Study.
Course Sequencing					
Courses	100% of the courses listed in the Academic Plan accurately reflect the stated course sequence recommended by the program.	75-99% of the courses listed in the Academic Plan accurately reflect the stated course sequence recommended by the program.	50-74% of the courses listed in the Academic Plan accurately reflect the stated course sequence recommended by the program.	25-49% of the courses listed in the Academic Plan accurately reflect the stated course sequence recommended by the program.	0-24% of the courses listed in the Academic Plan accurately reflect the stated course sequence recommended by the program.
Pre- and co-requisites	100% of the courses listed in the Academic Plan are in the correct order for pre- and co-requisites to be met.	75-99% of the courses listed in the Academic Plan are in the correct order for pre- and co-requisites to be met.	50-74% of the courses listed in the Academic Plan are in the correct order for pre- and co-requisites to be met.	25-49% of the courses listed in the Academic Plan are in the correct order for pre- and co-requisites to be met.	0-24% of the courses listed in the Academic Plan are in the correct order for pre- and co-requisites to be met.
English Sequencing	100% of the credit-bearing English courses have been consecutively established within the first 12-24 hours of the academic plan.	N/A	N/A	N/A	0-99% of the credit-bearing English courses have been consecutively established within the first 12-24 hours of the academic plan.
Math Sequencing	100% of the credit-bearing Math courses have been consecutively established within the first 12-24 hours of the academic plan.	N/A	N/A	N/A	0-99% of the credit-bearing Math courses have been consecutively established within the first 12-24 hours of the academic plan.

Learning Reflections

Academic Goal Setting: The plan includes a discussion of the student's short- and long-term academic goals and his/her motivations to achieve a degree.

Career Goal Setting: The plan includes a discussion of the student's career goals that are reflective of their career aspirations and how he/she intends to use his/her degree upon graduation.

Academic and Personal Strengths and Challenges: The plan includes a reflective discussion of the student's academic and personal strengths, as well as challenges, that may help or impede his or her successful degree completion.

Study and Time Management: The plan includes a reflective discussion of the student's study habits, personal learning environment, and time management strategies that will assist in the student's successful degree completion.

College Resources and Personal Support: The plan includes a reflective discussion on the resources the student will use at Florida State College, as well as the network of support outside of the college to assist in the student's successful degree completion.

Program of Study

Courses: The courses listed in the academic plan accurately reflect the stated program of study.

Course Sequencing

Courses: The courses listed in the academic plan accurately reflect the stated course sequence recommended by the program.

Pre- and co-requisites: The courses listed in the academic plan are in the correct order for pre- and co-requisites to be met.

English Sequencing: Credit-bearing English courses have been consecutively established within the first 12-24 hours of the academic plan.

Math Sequencing: Credit-bearing math courses have been consecutively established within the first 12-24 hours of the academic plan.

Appendix K. MAP Budget, Letter of Support

FLORIDA STATE COLLEGE AT JACKSONVILLE™

Dr. Willis Holcombe
Interim College President

TO: Dr. Lynne S. Crosby, Associate Vice President and SACSCOC Liaison

FROM: Dr. Willis Holcombe, Interim College President

DATE: June 25, 2013

RE: Institutional Commitment for QEP Implementation

CC: President's Cabinet and Chief Financial Officer

In response to the Quality Enhancement Plan Development Team's request for resources for the QEP "MAP for Success" Plan, I am writing to indicate firm institutional support for this project. We are pleased that the QEP is about students making an academic plan, as this dovetails with the recent state legislation regarding placement, advising, and meta-majors.

The budget for the QEP has been allocated in four ways:

- Faculty stipends via the office of the Vice President of the College
- Operational funds for expenses such as promotional materials, supplies, assessments, travel
- Personnel funds for QEP director position, using a reallocated position, and five new campus-based Coordinators of Academic Planning (one per campus)
- In-kind resources, such as reallocation of existing employees' time

As you know, on June 11, 2013, the District Board of Trustees approved the College's budget, including the QEP operational and personnel funds, for fiscal year 2014. Dr. Bilsky, Vice President of the College, will be responsible for working with you and Steve Stanford, Director of Budgets and Financial Planning, to assure that the allocation of funds occurs smoothly.

Existing office space will be allocated in the Administrative Offices building for the new QEP Director. Likewise, existing office space on each campus, ideally in or near the Student Success Centers, will be designated for the Coordinators of Academic Planning.

Please extend my appreciation to the QEP Plan Development Team for their efforts to design the MAP for Success as the College's next Quality Enhancement Plan.

Appendix L. In-Kind MAP Budget

QEP Staff In-Kind Contributions			
Position	**Held By**	**Hours per month dedicated to QEP**	**In-Kind Contribution**
QEP Implementation Committee			
Faculty Senate Representative		3 hours/month	1,208
Executive Dean of Academic Foundations	Kathleen Ciez-Volz	3 hours/month	1,608
Exec Dean of Collegiate Life	Kim Hardy	3 hours/month	1,530
Student Success Advisor		3 hours/month	636
Student Success Advisor		3 hours/month	636
Student Success Advisor		3 hours/month	636
Associate Dean Library & Learning Commons		3 hours/month	1,211
Dean of Liberal Arts and Sciences		3 hours/month	1,474
Dean of Student Success		3 hours/month	1,399
Associate Vice President of Educational Programs	Jerry Collins	3 hours/month	1,992
Collaborative Advisory Board on Course Sequencing and Academic Degree Planning			
Dean of Student Success		6 hours/month	2,797
Dean of Student Success		6 hours/month	2,797
Director of Advising/FYE	Mary Ann Bodine Al-Sharif	6 hours/month	1,996
Campus Achievement Leader		6 hours/month	1,861
Executive Dean of Academic Foundations	Kathleen Ciez-Volz	6 hours/month	3,216
Dean of Liberal Arts and Sciences		6 hours/month	2,948
Dean of Liberal Arts and Sciences		6 hours/month	2,948
Registrar Representative	Clara Solomon	6 hours/month	1,916
Course Intervention Team Members			
Learning Center Manager		6 hours/month	1,287
Learning Center Manager		6 hours/month	1,287
English Tutor		6 hours/month	1,050
Math Tutor		6 hours/month	1,050
Information Technology Rep	David Dial	35 hours total	1,294
Campus Achievement Leader		6 hours/month	1,861
Student Success Advisor		6 hours/month	1,273

MAP Assessment Team			
Student Analytics and Research Representative	Greg Michalski	10 hours/month	4,950
Sr. Research Analyst	Karen Stearns	20 hours/month	8,268
Collegewide Data Reporting Rep	Theresa Lott	3 hours/month	1,561
Dean of Student Success		6 hours/month	2,797
Registrar Representative	Lori Collins	6 hours/month	2,594
Professional Development Team			
Student Success Training Coordinator	Martina Perry	12 hours/month	3,760
Director of Faculty Development	Bill Ganza	9 hours/month	4,499
Student Success Advisor		6 hours/month	1,273
Dean of Student Success (non-team member)		4 hours/month	1,865
Tutor (non-team member)		15 hours/month	2,624
Student Success Advisor (non-team member)*			0
AVP IE and Accreditation	Lynne Crosby	12 hours/month	6,497
Administrative Assistant II	Stephanie Fisher	10 hours/month	1,750
Vice President of the College	Judith Bilsky	3 hours/month	3,150
Campus President		2 hours/month	1,770
Campus President		2 hours/month	1,770
Campus President		2 hours/month	1,770
Campus President		2 hours/month	1,770
Campus President		2 hours/month	1,761
			96,340
*This does not include advisors' time for helping students complete academic plans, since it is becoming part of their job responsibilities.			

Appendix M – Student Academic Reflections

Academic Reflections

Student Name: _____ Date: _____

Purpose: By creating an ***Academic Reflection,*** you will be able review your academic journey and map out your next steps to success along with the specific strategies you will need to reach your academic and career goals.

About Me

It is helpful to reflect on your personal situation as you begin to develop a clear plan for academic success at Florida State College at Jacksonville.

What motivated you to pursue a college education?

_____
_____
_____
_____
_____
_____

How do you plan on using your college education?

_____
_____
_____
_____
_____
_____

What are some of your strengths or areas in which you excel?

_____
_____
_____
_____
_____
_____

What have been some challenges you have faced in school and do you foresee these being challenges in college? _____
_____
_____
_____

What are some of the concerns you have about starting college? [Check all that apply]

- ☐ Personal Issues
- ☐ Unclear Goals
- ☐ I procrastinate
- ☐Academically Under-prepared
- ☐ Difficulties w/ Professor
- ☐ Attending Classes
- ☐ Illness
- ☐ Documented Learning Disability
- ☐ Childcare
- ☐ I am the first in my family to go to college
- ☐ Transportation
- ☐ Non-native English speaker
- ☐ Time Management Skills
- ☐ How many classes to take
- ☐ I am a Transfer Student
- ☐ Adult Student
- ☐ Victim of Crime
- ☐ Worked Too Many Hours
- ☐ Course Delivery
- ☐ Other:_____
- ☐ _____

In what kind of environment (i.e. locations, noise level, etc.) do you concentrate best?

_____

_____

_____

_____

_____

_____

How will you make sure you have access to that type of environment while pursuing your education?

_____

_____

_____

_____

_____

The following are resources at Florida State College at Jacksonville to help me become a successful student. I have or will use…

[Check all that apply]

- ☐ Academic Advisor
- ☐ Career Development Center
- ☐ Library
- ☐ Academic Success Center
- ☐ Language Lab
- ☐ Services for Students with Disability
- ☐ Financial Aid
- ☐ Student Life & Leadership
- ☐ Tutoring: _____
- ☐ Other: _____

I chose these resources because…

_____

_____

_____

_____

_____

_____

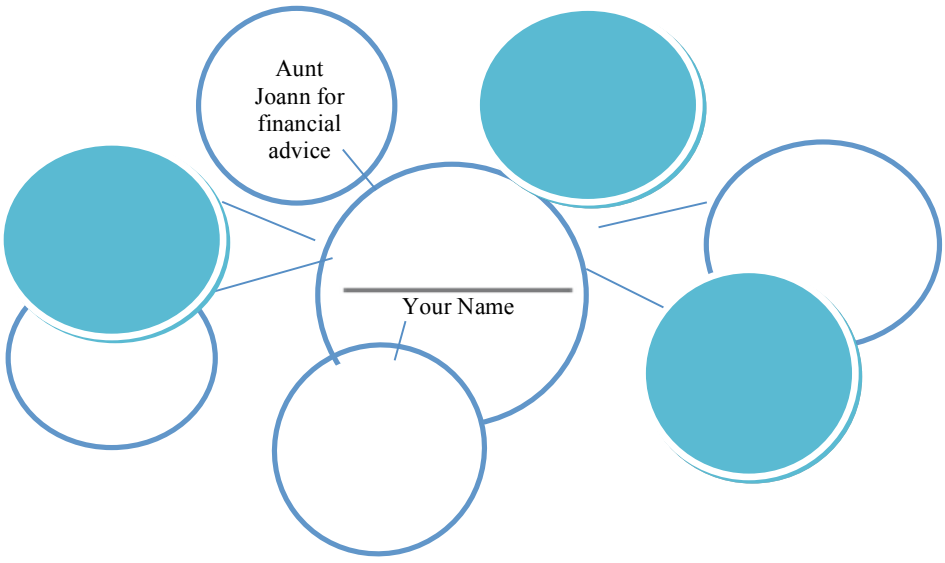
What are some of your life goals?

What are some of your educational goals?

My Support System

Think about the members of your support system and list them below. Be specific list names when possible and tell why. Then add them to the diagram below. Use the shaded circles to represent your support systems on campus.

For Example friends, family, classmates, professor, staff member, advisor, etc.)



Appendix N. Glossary of Terms

Goal – A general, long-range, measurable aim of our QEP

Initiative – A specific plan or project designed to help the students or institution achieve a desired outcome or goal.

Strategy – A specific action designed to accomplish an initiative, in an effort to achieve an overall goal.

Example: The goal is to improve students' knowledge of academic planning and resources necessary for collegiate success; one initiative might be to create a digital academic degree plan template; one strategy might be to offer academic planning workshops for students, and a second strategy might be to ask students to participate in an advising session to discuss and create a personalized academic degree plan.

Additional Terms

Academic degree plan – written academic plan for degree attainment, with identified requirements and other steps to complete that specific declared program of study (specific associate degree), specific course selection and sequencing, includes an individualized advising review.

College-ready student – Students who do not require any remediation for mathematics, reading, and writing.

Course performance – the quality of course attainment, a grade of A, B, C, D or F

Course retention rates – Percentage of students who are retained in the course until the end of the term (this does not include students who have received a W; students with a grade of FN are treated the same as those with a grade of F)

Course Sequencing – the recommended order in which to take a series of courses while taking into consideration faculty recommendations, academic roadmaps, required/prescribed pre-requisites, and the balance of real life situations with academic goals.

Course success – passing a class and being awarded credit

Course success rate – Percentage of students who receive a "passing grade" in a course. The system defines a "passing grade" as A, B, C, or D per state statute. (General Education course grades must be a "C" or better, degree required courses must be a "D" or better, Gordon Rule classes must have a "C" or better, professional classes must have a "C" or better, nursing classes require an 80% or better; use GPA

Degree completion rates

- Consider associate degree seeking students that complete only a certificate. Those students are not "successful" for associate degree completion but they are still a success. They will be considered in a special section of completers.
- Consider degree completers even if they complete something different than what they originally state.
- Determine degree/ Program of Study (POS) at end of term.
- It is the award type that should be tracked for degree seeking students. Will use student's primary Program of Study (POS) and it should be degree seeking (Associate of Arts or Associate in Science).
- Transfer students – Will not count as associate degree completers those students who transfer out and complete a degree somewhere else. However, the College will make an effort to track them as another kind of success.

Degree seeking student – Students enrolled in credit courses who are recognized by the institution as seeking a formal degree or certificate.

Early in college experience – College experience occurring during the first twelve hours of coursework.

First time in college (FTIC) student – A student who has his/her high school diploma or GED; can have history of accelerated coursework (AP, for example) or dual enrollment; excludes postsecondary adult vocation (clock hour certificate programs)

First year retention rates

- Track both term-to-term and year-to-year retention rates.
- First year is defined as the FTIC cohort defined previously.
- Cohort will include both part-time and full-time students who begin enrollment in a fall term
- Part-time students are those taking fewer than 12 hours
- If a student begins classes as a part-time student, he/she stays in the part-time cohort; if a student begins classes as a full-time student, he/she stays in the full-time cohort for tracking purposes

General education courses – The General Education requirements will be those that are in effect at the time the cohort starts. Note that the requirements for 2013 and 2014 will be different than those from 2007, 2008, and 2009 because the requirements are changing.

Recommended Course Sequencing – Faculty members in the discipline recommend certain courses or prerequisite before taking a course. The faculty members make the recommendation to ensure students will have the best chance for success in the course.

Required Course Sequencing – when courses are taken in order based on the required/prescribed prerequisites.

Roadmap – a recommended plan for course taking in order to complete a degree.

Student learning – Gaining in knowledge and /or understanding (SACSCOC definition from SACSCOC Summer Institute: "changes in knowledge, skills, behaviors, and values")

Student learning outcome – Describe what *students know, think, or are able to do* as a result of a learning experience. It is the result of the students' gain in knowledge and/or understanding. A SLO is measurable.

Successful completion of mathematics graduation requirements – Defined by the degree audit for a student's specific Program of Study (POS).

Student retention and persistence rate – Student retention is the percentage of students who are enrolled for an initial term then re-enroll for a subsequent term.

Student Persistence refers to students who persist until they have completed their chosen program of study.

Successful completion of mathematics graduation requirements – Defined by the degree audit for a student's specific Program of Study (POS).

Task – A specific action in the QEP Timeline that is to be completed by a designated party.

Examples:

- Publish guidelines for faculty/staff use of enhanced Early Alert System,
- Conduct professional development for Advising staff and First Year Advocates,
- Create monthly newsletters to educate the College Community about the QEP progress

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