



*Learning to Learn...*  
**QEP** *Learning for Life*  
QUALITY  
ENHANCEMENT PLAN

## **Pensacola Junior College**

1000 College Boulevard  
Pensacola, Florida 32504

2008 - 2013

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**Revised Pensacola Junior College Quality Enhancement Plan**

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## Section I. Executive Summary

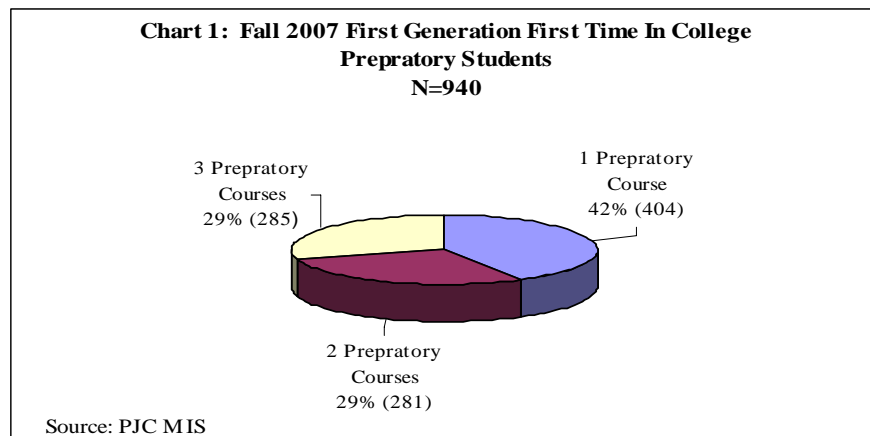
### Summary Statement

Based upon discussions with the SACS On-site Review Team and formal recommendations from SACS, in October 2007, Pensacola Junior College (PJC) sharpened the focus of the Quality Enhancement Plan (QEP) to the STAR Initiative—Planning for Academic Success through STAR Advisors and a Student Learning Checkpoint System.

Through this five-year project, PJC will:

- 1) Utilize **S**upport for **T**ransition to **A**cademic **R**eadiness (STAR) Advisors to guide specific cohorts of first-generation students (STAR Students) through their first-year experience;
- 2) Utilize a Student Learning Checkpoint System to activate and assess student success focused interventions and to track the academic progress of specific cohorts of STAR Students; and
- 3) Analyze and incorporate STAR data into the on-going institutional planning and evaluation cycle to help ensure institutional effectiveness focused on improving student learning.

Throughout the topic selection process and project planning phase, special effort was made to recruit faculty, staff, and students whose diversity and expertise would be catalysts for achieving and maintaining high levels of commitment to this five-year project. During fall 2007 there were 1,378 first-time-in-college, possible first-generation, degree-seeking students, and 69% (940) tested into one or more college preparatory courses. As shown in Chart 1 below, a substantial portion of PJC's entering freshmen are first-generation students who arrive at PJC underprepared for academic success at the college level. Through the STAR Initiative, PJC intends to enhance and maintain a learning environment in which first-generation students can nourish their capacities to learn, as well as their abilities to take responsibility for their own learning.



## Overview of Pensacola Junior College

Pensacola Junior College (PJC), located in the far corner of the panhandle of Northwest Florida, is a comprehensive two-year public institution governed by a local District Board of Trustees. Established in 1947 by the state legislature, PJC serves Escambia and Santa Rosa counties, with a combined population of 412,153 (US Census Bureau, 2000). More than 26,000 students, equaling 7,917 full-time equivalencies, chose from an array of college credit and non-credit courses offered during the 2005-2006 academic year at the Pensacola, Milton, Warrington campus, and the Naval Air Station Pensacola and Downtown Centers (MIS SRS BMENU Counts).

Drawn primarily from this service area, the college's student population includes traditional students entering college directly from high school and nontraditional students such as military personnel, returning adults, displaced homemakers, and those seeking workforce training. Eleven percent of all persons 18 or older attend PJC from the total district population, and one third of each year's public high school graduating classes attend PJC within the next academic year (PJC Institutional Research, R-07-2030[UD][1]). More women than men enroll in PJC: 60% female and 40% male. The average age of A.A. degree majors is 24 years, and 35% of them are between 22 and 35. A.A.S. students average 30 years of age, with 45% of them between 22 and 35. As shown in Table 1, the student body at the beginning of Fall 2005 is diverse and generally reflects the ethnic make up of the service area (some error as the result of rounding).

<b>Ethnic Group</b>	<b>Service Area<sup>1</sup></b>	<b>PJC<sup>2</sup></b>
Others	5%	1%
Asian or Pacific Islander	2%	4%
Alaskan Native or American Indian	1%	1%
Hispanic	2%	2%
Black, not of Hispanic Origin	21%	16%
Total Minority	31%	24%
White, not of Hispanic Origin	72%	77%
<i>Source:</i> <sup>1</sup> U.S. Census 2000; <sup>2</sup> PJC IR Report R-06-1959R		

According to the Fall 2006 IPEDS Fall Staff Survey, PJC employed a total of 722 full-time employees: 232 faculty, 270 career service (clerical, technical, maintenance), and 220 executive, administrative, and professional members. The college also employed 517 adjunct faculty. Minority members make up 14.2% of the full-time faculty. A faculty/student ratio of 1:22 is maintained.

The college's stated mission is *"To provide quality educational opportunities and support services to meet the requirements of all students pursuing intellectual fulfillment, career training, and lifetime education."* To fulfill this mission, a variety of programs are offered. A lower

division liberal arts education resulting in an Associate of Arts degree is available for students planning to transfer to baccalaureate degree programs. Students seeking training for entry into the workforce can choose from a broad selection of Associate of Science and Associate of Applied Science degrees and vocational certificate programs. Students not yet academically prepared to enter college level programs can take advantage of developmental studies, adult basic education and secondary education. To support the community's efforts to expand existing and to attract new business and industries to the area, training and retraining programs are available.

**The STAR Initiative: Planning for Academic Success through STAR Advisors and a Student Learning Checkpoint System**

First-generation college students are emerging as one of the largest segments of the community college population. According to the National Center for Education Statistics, 45% of the nation's 2003 community college population consisted of first-generation students (Nomi, 2006). Other research reveals many first-generation students arrive at educational institutions culturally, academically, and psychologically unprepared for a college environment and college-level coursework (Robinson, 1996). According to McCabe "...in a national study of community college education, 41% of entering community college students... are under prepared in at least one of the basic skills of reading, writing, and math" (2003). It is imperative to consider also those skills not measured through standardized tests such as goal focus, time management and self-advocacy. Students will need instruction in the development of these skills; therefore good advising is essential to their college success (Byrd & McDonald, 2005). "Being cared about by the institution is a critical factor in keeping culturally and emotionally under-prepared students in school" (Robinson, 1996).

As evidenced in Table 2, a major segment of degree-seeking, first-time-in-college students entering PJC lack the knowledge and/or skills to immediately succeed in college-level coursework. In Fall 2006, 39% of the degree-seeking, first-time-in-college students tested into at least two college preparatory courses. From Fall 2003 to Fall 2006, the percentage of degree-seeking first-time-in-college students needing two or more college preparatory courses ranged from 34% to 39%.

<b>Semester</b>	<b>Percent</b>
Fall 2003	34%
Fall 2004	37%
Fall 2005	35%
Fall 2006	39%
<i>Source: PJC MIS</i>	

In order to develop skills and attitudes identified as necessary for achievement, these students, particularly those who are also first generation students, stand to benefit from increased and prolonged interaction with a consistent, collaborative network of support services staff and

faculty advisors. The work tools and communication paths established through the Student Learning Checkpoint System will enable PJC to test the effectiveness of the STAR model in assisting STAR Students to achieve academic success.

**Work Phases**

In addition to presenting the purpose and target group for the STAR Initiative, Table 3 delineates the five-year project into work phases as follows: Initiative Development and Materials Development; Faculty and Staff Training; and Implementation, Assessment, and Evaluation.

**Table 3. Three Work Phases of the STAR Initiative**

<b>Initiative</b>	<b>Initiative Development &amp; Materials Development Phase</b>	<b>Faculty &amp; Staff Training Phase</b>	<b>Implementation, Assessment, and Evaluation Phase</b>
<p>Planning for Academic Success through STAR Advisors and a Student Learning Checkpoint System</p> <p><u>Purposes:</u></p> <ul style="list-style-type: none"> <li>• To use cross-functional, interdisciplinary Support for Transition to Academic Readiness (STAR) Advisors to assist specific cohorts of students develop and carry out plans to achieve academic success</li> <li>• To develop and utilize a real-time Student Learning Checkpoint System whereby STAR Advisors and other appropriate faculty and staff can select and immediately activate interventions designed to enhance student learning skills and ensure student success for first generation students more effectively;</li> <li>• STAR Advisors using a cross-functional and interdisciplinary approach, will have on-going professional development opportunities focusing on best practices for promoting student learning and student success;</li> <li>• The analysis and incorporation of STAR data into the on-going institutional planning and evaluation cycle will help to ensure institutional effectiveness focused on improving student learning.</li> </ul> <p><u>Target Group:</u> Degree-seeking, first-time-in-college, first-generation students who test into at least two college preparatory courses and enroll in at least seven credits in Fall Term “A” (four of the seven credits must be SLS 1101 College Success and SLS 1101L College Success Lab).</p>	<p>Jan 2006 – July 2007</p> <p>(Materials to be revised &amp; updated as needed)</p>	<p>Aug 2007 – On-going throughout project period</p>	<p>Jan 2008 – Jul 2013</p>

## **Our QEP Document—A User-Friendly Action Plan and Working Guide**

Section II of this document describes in detail the process followed by PJC in selecting and refining our QEP topic. Students, as the primary stakeholders in this project, were represented on committees and in work groups from the outset. In December 2006, two PJC faculty members summarized the process in a one-hour “how to” session at the SACS Annual Meeting in Orlando. Since that time, 16 colleges from throughout the SACS region, stating their appreciation for the practicality of the training session, have requested and received copies of slide presentations, workshop training packets, and other related materials from PJC’s QEP Central.

In October 2007, immediately following the on-site visit from the SACS Review Team, the QEP Leadership Committee refined the QEP topic to ensure a sharpened focus on the STAR Initiative. While PJC will maintain and implement additional initiatives within the overall learning-centered concept of *Learning to Learn... Learning for Life*, the QEP will be implemented and evaluated within the parameters of the STAR Initiative.

Section III demonstrates the interconnections of the PJC Strategic Plan and the QEP. In summarizing the latest innovations focusing on academic and student affairs collaborations, Bourassa and Kruger point out, “...the strongest models today include planning teams that coordinate and emphasize the need for collaborative programs” (Bourassa & Kruger, 2001, p.12). A review of Section III reveals the strengthening of connections between Academic Affairs and Student Affairs to be of particular importance at PJC. The STAR Initiative is a framework for implementing and evaluating collaborative efforts focused on improving student learning, particularly among first-generation students.

Section IV presents the operational core of the STAR Initiative including:

- Initiative Title
- Purposes
- Target Group
- Supporting Research
- Descriptive Narrative
- Goal(s) and Measures for Assessing Goal Achievement
- Five-Year Work Plan

The STAR Initiative lays out a testing ground to assess and evaluate a research-based project designed to improve student learning as operationalized through measures put forth in Section IV. The detailed work plan and communication flow diagrams are flexible work tools that can be revised as needed. As additional faculty and staff are recruited as STAR Advisors, these work tools will serve as important training materials in professional development workshops.

Section V contains a diagram illustrating PJC’s annual planning and evaluation cycle including approximate timeframes for collecting, analyzing, and utilizing STAR data in decision-making processes. The STAR Initiative provides a timely catalyst for “setting institutional conditions” (Tinto, 1987) to strengthen, synthesize, and evaluate efforts designed to teach first-

generation students both the meaning of and the skills for becoming independent lifelong learners. Incorporating insights gained from analyses of STAR data will assist Divisions and Departments in realigning annual plans so as to strengthen strategies focused on improving student learning.

Sections VI and VII contain the Budget Narrative and Total Five-Year Estimated Budget. As evidenced in these budget pages, PJC is committed to supporting this five-year project at a sufficient level to bring the STAR Initiative to complete fruition. In compiling this budget, attention was given to estimating the costs of resources necessary for conducting and completing each work phase.

In *A Test of Leadership, Charting the Future of U.S. Higher Education* (2006) the authors state: “While educators and policymakers have commendably focused on getting more students into college, too little attention has been paid to helping them graduate. The result is that unacceptable numbers of students fail to complete their studies at all, while even those that graduate don’t always learn enough.” The STAR Initiative is further tangible evidence of the PJC philosophy to provide “educational opportunities that develop the academic, career, personal, and aesthetic capabilities of individuals so they may achieve self-fulfillment and participate fully and positively in a democratic society.” Indeed, the STAR Initiative is our commitment to test strategies whereby, we believe, students not only will “complete their studies” and “learn enough”, but also will excel in their endeavors to be lifelong learners and productive citizens.

## SECTION II. QEP TOPIC SELECTION PROCESS

*As previously noted, PJC refined the QEP topic to the STAR Initiative in October 2007, following the recommendations of the SACS On-site Review Team. This section, however, provides a complete historical overview of the steps taken by PJC to ensure system-wide and community-wide involvement in the QEP topic selection process.*

Establishing the Quality Enhancement Plan (QEP) Team in Fall 2005 was a natural expansion to the already operational PJC/SACS Reaffirmation Leadership Team. In forging the QEP teams, special effort was made to recruit faculty, staff, and students whose diversity and expertise would be catalysts for high levels of commitment and communication throughout the PJC system and community. In order to gain a deeper understanding of the requirements for the QEP, several QEP Team members attended the December 2005 SACS Annual Meeting in Atlanta.

In January 2006, as the QEP momentum began to build system-wide, a strongly committed work group emerged. This work group was designated as the QEP Facilitation Team (Appendix, Table 1A) to undertake the following:

- coordinate collection of topic ideas from the internal and external communities, focus groups, and workshop attendees;
- solicit, receive, organize, and report feedback on potential QEP topics by mid-March 2006;
- collaborate with the full QEP Team to narrow the potential QEP topics to a more focused “short list”;
- solicit, receive, organize, and report feedback on QEP topic “short list” by mid-April 2006; and
- coordinate activities to announce the final QEP topic selected and approved by the QEP Team and the PJC President’s Council by May 4, 2006.

Gaining student input has been and continues to be an integral component of the QEP process. Two students were named to the initial QEP Facilitation Team. In March and April 2006, three Topic Ideas Workshops were conducted specifically for students. Dozens of students took these opportunities to vocalize their perceptions and to submit their ideas on how PJC can provide a better learning environment. At least three students are members of the QEP Initiative Work Groups. The lead article in the August 23, 2006, edition of *The Corsair*, the PJC student newspaper, presented an overview of the purposes of *Learning to Learn...Learning for Life*. The PJC website, [pjc.edu/sacs](http://pjc.edu/sacs), to which all students have access, highlights the QEP regularly. Flyers summarizing the *Learning to Learn...Learning for Life* initiatives have been distributed to all departments in mass quantity for distribution to all PJC students. *Learning to Learn...Learning for Life* has also been featured in the *Green & White*, the PJC electronic newsletter.

In spring 2006, active and enthusiastic participation from people throughout the PJC system and community enabled the QEP Facilitation Team to accomplish its charge. The following paragraphs present a chronological description of PJC’s QEP topic selection process.

### Weeks 1, 2, and 3

During weeks 1, 2, and 3 a myriad of organizational activities occurred simultaneously. The Department of Behavioral Sciences volunteered the use of furnished office space and a telephone extension, thus providing a centralized, easy-to-find physical presence called “QEP Central.” A computer was provided, and a QEP e-mail address was also activated. At the same time, as a member of the QEP Facilitation Team, the Behavioral Sciences department head volunteered to administer the budget and manage the work flow of QEP Central. In addition, a person with more than 20 years of experience in the PJC Office of Financial Aid was hired part-time to handle QEP Central clerical duties and responsibilities.

Over a three-week period the QEP Facilitation Team in coordination with QEP Central designed and produced QEP promotional and instructional materials as follows:

- QEP Topic Selection Process brochure
- QEP Topic Selection Process PowerPoint presentation (slides & script)
- QEP Topic Ideas Workshop—Facilitator Packet
- QEP Topic Ideas Workshop—Participant Packet
- QEP web homepage
- QEP interactive webpage for receiving system and community feedback
- QEP Topic Selection Process press releases and flyers
- QEP Student Feedback Form

In designing QEP topic selection process materials, special attention was given to ensure that readers and viewers could easily submit feedback in a variety of formats.

### Week 4

Week 4 activities brought the QEP to the campus and community news forefront. In conjunction with the launching of the interactive QEP Webpage information about how to participate in the topic selection process was highlighted in the *PJC Green & White*, on the PJC Web site homepage, through the PJC e-mail system, in departmental memoranda, and by committee meeting announcements. During this fourth week, 18 people were trained as workshop facilitators and departments began contacting QEP Central to schedule QEP Topic Ideas Workshops.

### Weeks 5, 6, 7, 8, & 9

The importance of the QEP web pages to the topic selection process became immediately clear in Week 5. QEP web page viewers could see an up-to-the-minute, system-wide schedule of QEP Topic Ideas Workshops and Forums as well as the complete chronological listing of QEP ideas and comments being submitted. Many individuals submitted their ideas directly on-line. Handwritten ideas and comments submitted at workshops, forums, or through campus mail were entered on the QEP web page by QEP Central. Thus, while serving as a repository for potential QEP topics, these web pages also provided viewers an incentive to submit different ideas and/or to expand upon the ideas and comments of others.

During Weeks 6 through 9, more than 20 QEP Topic Ideas Workshops and Open Forums were conducted throughout the PJC system. In addition to participating in QEP workshops sponsored by student organizations, students received further encouragement to participate in the

topic selection process through a feature article in the *Corsair*, the PJC student newspaper. Workshop/forum locations and number of attendees are shown in Table 3A (Appendix). Special note is made of the QEP Topic Ideas Workshop conducted for members of the PJC Board of Directors. In addition to being included in more than 500 workshop participant packets, QEP Topic Selection Process brochures were distributed to more than 900 members of Program Advisory Committees, student organizations, and civic clubs. In Week 8, QEP Topic Selection Process updated briefing packets were delivered to more than 25 department heads and unit supervisors.

#### Week 10

In Week 10, the QEP Team conducted an open work session attended by more than 30 faculty, staff, students, and administrators to meld the more than 300 submitted ideas into a QEP topic “short list.” A close review of all the ideas and comments revealed several common themes. Six potential QEP topics emerged from the work session discussions:

- Development of Critical Thinking Skills for College and the Workplace;
- Enhancing Skills for College and Beyond;
- Infusing Experiential Learning Across the Curriculum;
- Student Engagement—Fusing Involvement, Accountability, and Ownership;
- Literacy—Connecting Learning Across the College; and
- The First Year Experience: The Foundation for Lifelong Learning.

#### Weeks 11, 12, 13, & 14

By the middle of Week 11, the QEP web pages were revised so viewers could rank the potential topics and/or present their comments about any or all of the six potential topics. In weeks 11 through 14, publicity about the progress of the QEP topic selection process emphasized the ease of accessing the QEP web site to rank and/or comment upon the six potential topics. As in preceding weeks, internal and external audiences were encouraged through the *PJC Green & White*, the PJC website homepage, e-mails, departmental memoranda, and committee meetings to remain active in the process of narrowing six potential topics to one final QEP topic. During Week 14, WSRE public television aired a special segment of *PJC Today* designed to encourage community members to go on-line to submit their comments about the six potential QEP topics. Panel members for this 30-minute production included two community leaders, two faculty members, a PJC alumnus, and a representative of the QEP Team.

#### Weeks 15 & 16

The QEP Team conducted open work sessions in Weeks 15 and 16 to formulate the final topic for the PJC QEP. These group sessions resulted in a draft description of the final QEP topic, *Learning to Learn...Learning for Life*. This draft description, as shown in Box 1 (Appendix), was distributed system-wide through the QEP web page, e-mails, and flyers.

#### Continuing Refinement

During the following weeks, two additional QEP work teams were designated, as shown in Tables 4A and 5A (Appendix), as follows:

### QEP Research and Resource Team

- seeks out theoretical research and examples of similar projects supporting *Learning to Learn...Learning for Life*;
- reviews and summarizes research-based materials for the Writing/Editing Team; and
- responds to requests for additional research from the writers/editors.

### QEP Writing/Editing Team

- guides the drafting of text to assure a single voice throughout the QEP document
- edits the final draft of the QEP document

In August 2006, QEP Central sponsored a workshop entitled “Sharpening the Focus of *Learning to Learn...Learning for Life*.” During this workshop, using the draft topic description, 35 faculty and staff discussed the following four questions to bring more clarity to the topic:

- How can the general topic be operationalized?
- How can student learning be measured?
- What on-going activities might be expanded?
- Are there initiatives that could be tied together for a comprehensive program?

Using the draft topic description and comments generated through the August workshop and at Research and Resource Team work sessions, the Writing/Editing Team refined the definition of *Learning to Learn...Learning for Life* as follows:

*Pensacola Junior College is a learning centered college that defines learning as the change that occurs in a student’s skills, knowledge, attitudes, and behaviors. We recognize the essential roles of student engagement, critical thinking, and student responsibility in the learning process. Learning to learn...learning for life is an acknowledgement that our students, faculty, and staff can all become more knowledgeable about learning. Furthermore, it is evidence of our commitment to help students develop the understanding and skills necessary to become effective, independent, lifelong learners, responsible for their own learning.*

In November 2006, as a result of the above-described productive processes, the QEP Team delineated four initiatives for *Learning to Learn...Learning for Life* as follows:

1. Planning for Academic Success through STAR Advisors;
2. Incorporating *Learning To Learn* modules into Introductory Courses;
3. Reinforcing Lifelong Learning Skills through Project-Based Learning; and
4. Student Learning Checkpoint System To Activate Student Success-Focused Interventions.

The Writing/Editing Team and the Research and Resource Team were given the flexibility to re-organize themselves into several QEP Work Groups. In addition, numerous faculty and staff voluntarily joined the Work Groups to continue refining the work plans for developing, implementing, and evaluating the QEP Table 6A (Appendix). In February 2007, it became apparent that the fourth initiative was, in essence, a major component of the first initiative. Thus, the QEP Work Groups realigned *Learning to Learn...Learning for Life* into three initiatives as follows:

1. Planning for Academic Success through STAR Advisors and a Student Learning Checkpoint System;
2. Incorporating *Learning to Learn* Modules into Introductory Courses; and
3. Reinforcing Lifelong Learning Skills through Experiential Learning.

#### Actions Following the SACS On-Site Visit

The SACS On-Site Review Team visit was conducted October 9–11, 2007. Immediately following the site visit, the QEP Leadership Committee was formed to begin adjusting our QEP based upon the recommendations of the Review Team.

To bring a sharper focus to our QEP, as recommended by the SACS On-Site Review Team, on November 28, 2007 the QEP Committee refined PJC's QEP topic to the STAR Initiative—Planning for Academic Success through STAR Advisors and a Student Learning Checkpoint System. While PJC will maintain and implement additional initiatives within the overall learning-centered concept of *Learning to Learn...Learning for Life*, the QEP will be implemented and evaluated within the parameters of The STAR Initiative as described in this document.

### Section III. Interconnections Between the QEP and the PJC Strategic Plan

The crucial contributions of this QEP Five-Year Pilot Project to the forward movement of the PJC Strategic Plan are demonstrated in this section. While the learning-centered college aspects of the QEP, indeed, are important, Table 4 illustrates that the institutional usefulness of this QEP extends well beyond “Strategic Goal 1: Continue to develop as a learning-centered college.”

Table 4 indicates where the STAR Initiative will yield processes and data that can assist administrators, faculty, and staff in developing, implementing and/or realigning strategies for measuring and achieving student learning outcomes at the program and system levels.

The reader is asked to note that the Strategic Goals, Objectives, and Tactics most directly impacted by the STAR Initiative are included in Table 4. Therefore, the numerals associated with specific Strategic Goals, Objectives, and Tactics are not intended to be sequential throughout Table 4. The entire PJC Strategic Plan can be viewed at <http://www.pjc.edu/visitors/aboutPJC/splan.aspx>.

In summarizing the latest innovations focusing on academic and student affairs collaborations, Bourassa and Kruger point out, “...the strongest models today include planning teams that coordinate and emphasize the need for collaborative programs” (2001, p.12). A review of the following table reveals the strengthening of connections between Academic Affairs and Student Affairs to be of particular importance at PJC. As a major initiative within PJC’s system-wide concept of *Learning to Learn...Learning for Life*, the STAR Initiative provides a framework for revitalizing and solidifying collaborative efforts focused on improving student learning among first-generation students.

The accumulation and analysis of STAR data will provide a rich quantitative dataset for evaluating student academic success and learning outcomes, as well as hard data about the financial impacts of expanding the STAR model and the Student Learning Checkpoint System throughout the institution. The student assessment instruments, data and communications flow processes, surveys, academic success and learning outcomes databases, and teaching and training materials evolving from the STAR Initiative will lend insight into which practices and tools would be of greatest benefit if the overall project evaluation reveals that an expansion of this initiative is warranted and feasible.

While any increases in student retention during the five-year project period may not be directly attributable to the STAR Initiative, it is reasonable to assume that the STAR Initiative will contribute to enhancing and maintaining a learning environment in which first-generation students can nourish their capacities to learn, as well as their abilities to take responsibility for their own learning.

**Table 4. Interconnecting the QEP and the Strategic Plan**

<b>Objectives/Tactics</b>
<b><i>PJC Strategic Goal 1: Continue to develop as a learning-centered college</i></b>
<b>Academic Affairs Objective 01.A.1 – Develop structure to support PJC as a Learning-Centered College</b>
Tactic 4: Develop and implement a college-wide program for assessment of student learning outcomes
Tactic 6: Review developmental education as a system, and make changes as appropriate
Tactic 12: Develop, implement, & evaluate a QEP in support of the learning-centered college initiative
<b>Student Affairs Objective 01.B.1 – Create an organizational structure within student affairs that values student engagement, learning support services and alternative approaches to student success</b>
Tactic 2: Implement a nationally recognized student intake instrument to develop individual student profiles to assist in more effective advising strategies
Tactic 3: Develop and enhance learning support services that promote the personal, career, social and academic success of all learners at PJC
Tactic 4: Engage students in development of an individualized learning plan that can be modified, measured, and expanded on an on-going basis
Tactic 5: Seek alternative funding resources for new learning support programs and services that will enhance learning
Tactic 7: Implement a nationally recognized student satisfaction instrument that helps to identify strengths/weaknesses and seek alternative best practices that enhance learning
Tactic 8: Implement a supplemental instruction option to enhance student success in strategic courses that are high risk for students
<b><i>PJC Strategic Goal 2: Enhance internal and external partnerships to further develop capabilities to better serve students, staff, and the community</i></b>
<b>Academic Affairs Objective 02.A.1 Improve Collaboration with other PJC Components</b>
Tactic 1: Establish better systems of communication and collaboration with Student Affairs
<b>Student Affairs Objective 02.B.1 – Strengthen partnerships and collaboration with Academic Affairs and other PJC components to enhance learning, persistence and student success</b>
Tactic 1: Establish expanded communication systems across the college
Tactic 2: Integrate student success strategies and best practices used in grant-funded programs into Student Affairs student support activities

<b>Table 4. Interconnecting the QEP and the Strategic Plan</b>	
<b>Objectives/Tactics</b>	
	Tactic 3: Collaborate with Developmental Studies Dept. on success strategies for at-risk students and best practices for new student orientation
	Tactic 4: Develop appropriate mechanisms such as open forums, student surveys and focus groups for student input into the operation and governance of the college
	Tactic 5: Create awareness that all employees of the college play important roles in student recruitment, retention, and success of learners
<b><i>PJC Strategic Goal 3: Invest in people by improving support and reward systems and celebrating achievement</i></b>	
<b>Academic Affairs Objective 03.A.2 – Redesign/improve the Staff Development system for PJC faculty and staff which is Proactive and Supportive of the Strategic Plan and College Goals</b>	
	Tactic 2: Improve and expand the Staff Professional Development (SPD) programs (initial credentialing) for new faculty (perhaps as a Faculty Academy). If needed, CBA changes next open negotiation
	Tactic 4: Develop a mentoring program for new faculty
<b>Academic Affairs Objective 03.A.3: More fully integrate adjunct faculty into the college</b>	
	Tactic 2: Design and implement an improved professional development program in teaching effectiveness for adjunct faculty, and implement the second phase of adjunct incentive plan
<b>Student Affairs Objective 03.B.1 – Create a professional development reward system that recognizes Student Affairs professionals for excellence and achievement in best practices that support learning success</b>	
	Tactic 3: Develop a professional mentoring program for new Student Affairs personnel, rotating them through the District for a college-wide perspective
<b><i>PJC Strategic Goal 4: Enhance the quality of academic programs and improve student learning and achievement outcomes</i></b>	
<b>Academic Affairs Objective 04.A.1 – Continue to Enhance Academic Quality</b>	
<b>Student Affairs Objective 04.B.1: Continue to enhance the quality and effectiveness of programs and services to learners at PJC</b>	
	Tactic 1: Increase the role of Enrollment Services in student orientation, registration and advising initiatives to enhance student retention
	Tactic 4: Restructure New Student Orientation to emphasize the student’s roles and responsibilities in the learning process

<b>Table 4. Interconnecting the QEP and the Strategic Plan</b>	
<b>Objectives/Tactics</b>	
Tactic 5: Implement a family orientation program paralleling new student orientation to provide an additional student support system	
<b><i>PJC Strategic Goal 5: Develop systems for continuous improvement and quality enhancement</i></b>	
<b>Academic Affairs Objective 05.A.1: Improve Academic Operations and foster innovation</b>	
Tactic 1: Reorganize administrative and committee structures of Academic Affairs to improve effectiveness and efficiency	
<b>Student Affairs Objective 05.B.1 Improve Student Affairs operations</b>	
Tactic 3: Automate internal processes to continually improve learning services	
<b>Planning &amp; Administration Objective 05.D.4 – Develop systems for continuous improvement and quality enhancement</b>	
Tactic 2: Generate special institutional research reports on a regular basis to support college planning & operation	
<b><i>PJC Strategic Goal 6: Assure that existing and developing technologies are fully and effectively applied to the advancement of the academic, student, support, and administrative functions of the college</i></b>	
<b>Academic Affairs Objective 06.A.1 – Optimize use of technology to automate key processes and improve teaching and leaning activities</b>	
Tactic 3: Develop the use of teaching/learning technology among faculty and students	
<b>Planning &amp; Administration Objective # 6.D.7.1 – Maintain support for internet domain and web pages that meet the needs of the users</b>	
Tactic 2: SPYGLASS student access for application, advising, registration, payment	
<b><i>PJC Strategic Goal 7: Seek new financial resources to assure the long-term health of the college, and ensure that existing resources are effectively utilized through improved efficiencies and effectively distributed to meet college goals</i></b>	
<b>Academic Affairs Objective 07.A.1 – Work with Foundation and Grants Office to apply for grants that enhance academic offerings</b>	
Tactic 2: Seek external funding to enhance and supplement <i>Learning to Learn...Learning for Life</i> initiatives	
<b><i>PJC Strategic Goals 9: Seek increased diversity and promote a campus climate where the principles of affirmative action, equal opportunity, and multiculturalism are truly valued</i></b>	
<b>Academic Affairs Objective 09.A.2 – Review curriculum to address the diversity of the local community, state and nation, and the developing globalization of culture and economy</b>	

**Table 4. Interconnecting the QEP and the Strategic Plan**

<b>Objectives/Tactics</b>
<b><i>PJC Strategic Goal 11: Develop a college-wide system of recruitment and retention to enhance access for the community to higher education and to assure that students achieve their goals</i></b>
<b>Academic Affairs Objective 11.A.1 Develop structure to support PJC as a Learning-Centered College</b>
Tactic 2: Improve persistence/success rates for all students by analyzing data at course level
Tactic 4: Alter service hours so we can meet needs of day and evening students and faculty, while reducing need for part-time employees by moving some service departments to 4-day work weeks year round (half on M-R; half T-F)
<b>Planning &amp; Administration Objective # 11.D.1 – Routinely monitor enrollment and retention trends</b>
Tactic 1: Monitor enrollment trends
Tactic 2: Monitor retention trends
<b>Planning &amp; Administration Objective # 11.D.2 – College Marketing develops multi-media integrated communications to enhance recruitment activities and assist the college in expanding and diversifying its education base</b>
Tactic 3: Design marketing materials to enhance recruitment events and activities

## **IV. In-depth View of the STAR Initiative**

### **Planning for Academic Success through STAR Advisors and a Student Learning Checkpoint System**

#### Purposes

- To use Support for Transition to Academic Readiness (STAR) Advisors to assist First-Generation Target Group students to develop and carry out plans to achieve academic success
- To develop and utilize a real-time Student Learning Checkpoint System whereby STAR Advisors and other appropriate faculty and staff can select and immediately activate interventions designed to enhance student retention and success

#### Target Group

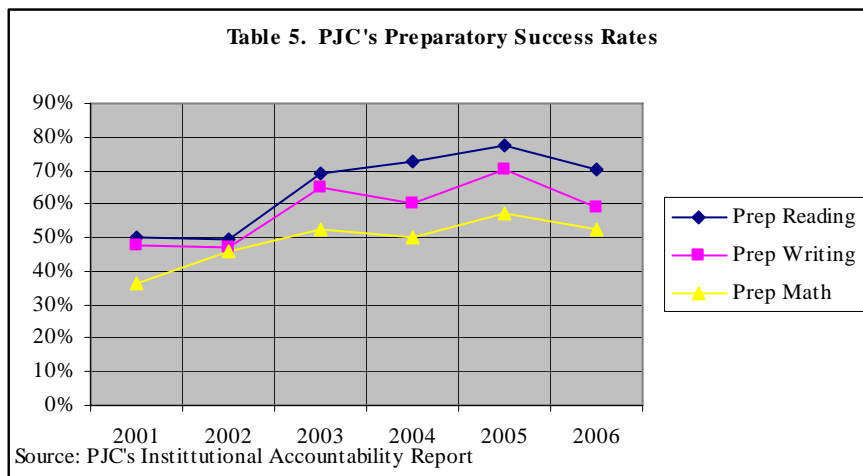
- Degree-seeking, first-time-in-college, first-generation students who test into at least two college preparatory courses and enroll in at least seven credits in Fall Term “A” (four of the seven credits must be SLS 1101 College Success and SLS 1101L College Success Lab).

#### Supporting Research

First-generation college students are emerging as one of the largest segments of the community college population. According to the National Center for Education Statistics, 45% of the nation’s 2003 community college population consisted of first-generation students (Nomi, 2006). Ayala and Striplen define first-generation students as “... the first in their families to attend college and whose parents received a high school education or less” (2002). In defining a first-generation college student, Pensacola Junior College uses the following definition as put forth by the State of Florida: “Neither of the student’s parents earned a degree at the baccalaureate level or higher; or if the parent with whom the student regularly resides and receives support from has not earned a baccalaureate degree, that student is ‘First Generation’ in college” (Section 1009.701, Florida Statutes, 2006).

Research reveals many first-generation students arrive at educational institutions culturally, academically, and psychologically unprepared for a college environment and college-level coursework (Robinson, 1996). Often, they are females in non-traditional student age groups who are working full-time and raising families. These financial and family responsibilities necessitate a heavy reliance on financial aid to pursue a college education. Inadequate knowledge and skills to make appropriate career choices and limited levels of career awareness present additional obstacles for first generation students (Ayala & Striplen, 2002). Their motivation for attending college and seeking a degree emerges from a desire to improve their social, economic and occupational standing, as well as, improve their job skills (Ayala & Striplen, 2002; Washburn, Bugarin, Nufiez, Carroll, 2001). For many first-generation students, a community college degree is the final destination in their education quest – 38% indicated they had no plans to transfer and many indicated they were attending the community college simply to improve their job skills (DiMaria, 2006).

The fundamental concept that “students who learn are students who succeed” is drawing the attention of many institutions today (Hunter, 2006). According to McCabe “...in a national study of community college education, 41% of entering community college students... are under prepared in at least one of the basic skills of reading, writing, and math” (2003). In the Fall 2007, of the 1,378 first-time-in-college, possible first-generation, degree-seeking students entering PJC 940 (69%) failed one or more College Placement Tests (CPT). Table 5 data show course completion rates in preparatory math, reading, and writing decreased nearly 10% from 2005 to 2006. According to PJC’s Institutional Accountability Report, during 2006 only 70% of the students in Preparatory Reading, 58.82% in Preparatory Writing, and 52.17% in Preparatory Math completed the courses successfully. It is imperative also to consider those skills not measured through standardized tests such as goal focus, time management and self-advocacy. Students will need instruction in the development of these skills; therefore good advising is essential to their college success (Byrd & McDonald, 2005). “Being cared about by the institution is a critical factor in keeping culturally and emotionally under-prepared students in school” (Robinson, 1996).



*Like many community colleges in Florida, a large percentage of students require preparatory courses in English, mathematics, and/or reading before beginning college credit courses.*

Recent completion rates for two-year colleges show that only 30% of students achieve an associate’s degree within three years (ACT, 2007). According to John Gardner (1986, 2001) many of the same factors that help a student stay in school will also help a student learn more deeply while there (Gardner, 1986, 2001 as quoted in Schroeder, 2003). Importantly, Gardner (2001) and others stress the importance of the first year experience and the important realization that the earliest experiences a first-year student has will deeply impact the student’s learning. In his article “The Teaching-Advising Connection,” Drew Appleby makes the very strong case that not only do advisers and teachers serve fundamentally the same roles—educating—but the very earliest student experiences, from intake to orientation and advising, can help produce active learning (Appleby, 2001).

Students from first generation backgrounds are emerging as a large population that is least likely to persist through degree completion. Institutions must put forth an effort to meet the needs of these students if they desire to increase their retention rates among this population (Thayer, 2000). First-generation students typically enter college with lower academic levels in reading, math, and critical thinking skills; therefore, they lack confidence in their academic abilities. These students have a higher desire to achieve, yet they are often unsure that college is the path to success for them. Many are more likely to drop out in their first semester. However, their leaving school is usually due to family and work responsibilities, not academic reasons (McConnell, 2000). Developmental advising (please refer to Definition of Terms for PJC's definition of developmental advising) can be an "institutional lifeline" for these students.

Many first-generation students are older students who have life experiences that can have a positive impact on their college success. Their work experience and the motivation of supporting a family provide them the goal focus and self-advocacy they need to be successful in college (Byrd & MacDonald, 2005). Washington et al. write that "although first-generation students appear less likely than non-first-generation to complete a degree, recent research suggests that a college degree is key in helping first-generation students improve their economic status" (Washburn, Bugarin, Nufiez, & Carroll, 2001). They are more likely to complete college if they receive the encouragement to become involved in the social and academic systems of the college. When students are committed to their academic success, then it is imperative that we foster and support them in their efforts (Robinson 1996). Thus, the relationships between the students and their various advisors are crucial to their collegiate success.

The principles of developmental advising assert that because the essential function of advisers and teachers is the same developmental advising during and after orientation can "increase active learning" (Appleby, 2001). A key component of the developmental advising relationship is ongoing, frequent communication (Bland, 2004). Along with increased active learning, Frost (2003) points out that "developmental advising understands advising as a system of shared responsibility in which the primary goal is to help the student take responsibility for his or her decisions and actions" (Quoted in King, 2005). Indeed, developmental advising recognizes that the new "student cannot simply be a passive receptacle of information. Instead, the student must be a partner in the teaching and learning process" (Rooney, 1994; quoted in Appleby 2001). Developmental advising assumes a strong relationship between the advisor and the advisee as well as the development of meaningful relationships with teachers and peers. Often having just one meaningful relationship in school will encourage students to persist (Gardner, et al., 1986). Developmental advising is seen as an ongoing process meant to establish meaningful relationships and to teach students to be actively engaged in their learning. Developmental advisors partner with advisees in the formulation of life goals (King, 2005).

### Descriptive Narrative

Today's diverse students come to us with varying life experiences that have shaped their learning and behavioral styles. They have limited knowledge of admissions policies or the financial aid process and also lack time management skills (McConnell, 2000). It is crucial that as an institution of learning we recognize our responsibility to understand our students, who they are and what their needs are in order to provide an environment that will enhance their learning

experiences. Understanding individual learning and behavioral styles can have an impact on student learning (Bland, 2004). The STAR orientation and registration sessions, as well as the College Success course for the STAR students, will include assessments for persistence factors and learning/behavioral styles. Therefore, along with College Placement Test (CPT) scores, STAR Advisors will be equipped to provide STAR students with a meaningful picture of his/her individual learning needs.

STAR Advisors will guide students regarding their continuing needs during their first academic year: challenging students to leave their safety zones and take academic risks; requiring students to become actively engaged in their educational and personal growth; teaching students to think and discuss their personal and intellectual goals; and helping students set short-term and long-range goals while developing realistic strategies for achieving those goals (King, 2005). Working with the STAR Advisors throughout their first year, STAR students will begin to learn that they are responsible for the informed choices they must make about their educations. STAR Advisors, using developmental advising techniques, will help students learn that their studies need to enhance both their lives and professional goals, that course-work is not simply something to “get through” and that the purpose of education is not the mere accumulation of credits (Crookston, 1972; Gardner, 1986; Mathie, 1993; O’Banion, 1994; King, 2005; Tinto, 1999; Appleby, 2001; Gardner, 2001).

In the collaborative milieu of advising and teaching, strong learning “takes place when students participate dynamically in the learning process; are stimulated to learn at higher cognitive levels; and understand the relevance of learning activities to the specific subject matter being taught, to other contents of the course, and to the events of their own lives” (Mathie, 1993, quoted in Appleby, 2001). PJC’s STAR Advisors will build on this knowledge by helping students take responsibility for their learning while attaching the significance of their educational choices to their lives. Table 6 provides the responsibilities of the STAR Advisors.

<b>Table 6. STAR Advisors Responsibilities</b>	
Participate in STAR Orientations	<p>Develop a caring relationship with students that creates a positive environment and encourages success and involvement;</p> <p>Help the student understand the PJC academic and administrative processes;</p> <p>Register students in STAR courses based on CPT scores;</p> <p>Encourage students in self-direction and in understanding educational responsibilities;</p>
Assist STAR students in developing Academic Plans	<p>Assist students in achieving academic, career, and personal goal-setting</p> <p>Help students understand the connection between academic preparation and careers, and advise per the Pensacola Junior College Catalog and Workforce</p>

<b>Table 6. STAR Advisors Responsibilities</b>	
	Development Education Career Vision;  Be familiar with graduation requirements and other institutional policies and procedures outlined in the Pensacola Junior College Catalog;
Utilize the Student Learning Checkpoint System	Document early alert intervention for students in the Student Checkpoint system;  Be knowledgeable about available resources in order to make appropriate referrals for early alert intervention to meet student needs, interests and concerns;  Follow up on student intervention;  Monitor student progress toward educational and career goals, maintain accurate records and follow up with the student when necessary;
Participate in Advisor Training	

In Fall 2007, there were 188 new students enrolled at PJC fitting the definition of a STAR student that will be used as the baseline cohort for the project. In anticipation of a Fall 2008 cohort of about 250 students, STAR Advisors will be in place to guide groups of 10 students each through specially scheduled sessions of STAR Student Orientation and Registration. As illustrated in Diagram 1, the QEP Director and the STAR Advisors will establish and maintain contact with the target group students in the weeks prior to the orientation sessions. Documentation of these communications whether it be face to face, letters sent to STAR students, brochures, and/or phone calls will be maintained through the Student Learning Checkpoint System. This data will have both short-term and long-term uses. The short-term reviews will reveal the need for adjustments in the timing and the techniques for recruiting and inducting eligible students into the STAR initiative. For the long-term analyses, the data will provide evidence as to which types of communications were more advantageous and impacted the retention rate and the academic success of the STAR students.

The face-to-face orientation and registration sessions will provide STAR students an extended timeframe for becoming acquainted with the QEP Director and the STAR Advisors. During the orientation sessions students will receive assistance in the initial set-up of their Academic Success Plans. The expansion of these Academic Success Plans will be important aspects of SLS 1101 College Success and SLS 1101L College Success Lab. Diagram 1 also demonstrates that the QEP Director and STAR Advisors will continue to work directly with the target group students during the students' second semester.

As a result of being enrolled as cohort groups in specific sections of College Success and College Success Lab in their first semester, the target group students will have opportunities to strengthen bonds with their classmates and with their STAR Advisors.

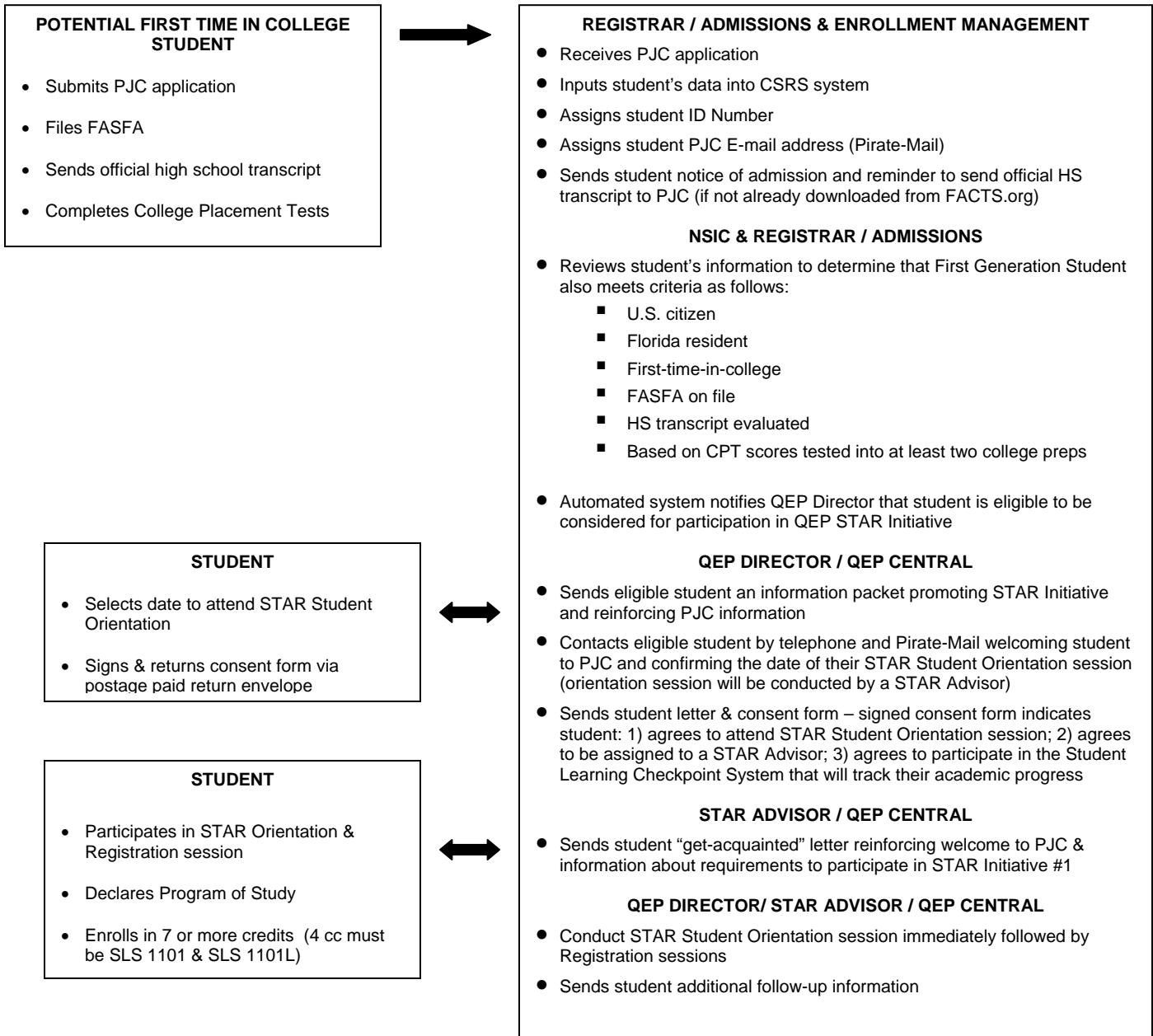
The QEP Director and STAR Advisors will work with the STAR students to ensure continuity of the developmental advising and utilization of the Academic Success Plans (See Diagram 2). The Student Learning Checkpoint System will provide a real-time data management system whereby as a STAR student proceeds through his/her first academic year, the QEP Director, STAR Advisors and other appropriate faculty and staff can select and immediately activate interventions designed to enhance learning skills for the individual student. The progress and outcomes of the interventions will be documented and evaluated through this system. In addition, the Student Learning Checkpoint System will be used to track and document the academic success of the Target Group Students throughout the five-year project period.

A major benefit of the Student Learning Checkpoint System is that it will enable the QEP Director and the STAR Advisors to respond quickly to student needs. Diagram 3 illustrates the timeframes for responding to student needs, as well as timeframes for sharing appropriate information among the QEP Director, faculty members, and STAR Advisors, as well as the students.

Diagrams 1 through 3 will continue to be highly useful work tools to stimulate questions and discussions as the QEP Team, in conjunction with the STAR Initiative Work Group, continues to develop and implement this initiative.

**Diagram 1: Student Pathway from Point of PJC Application To Completion of First Academic Year**

**January to Mid-August**



**Students in QEP STAR Initiative Participant Pool meet criteria as follows:**

- First Generation Student
- U.S. citizen
- Florida resident
- First-time-in-college
- FASFA on file and completed financial aid file at PJC
- HS transcript on file
- Based on CPT scores, tested into at least two college preps
- Attended STAR Student Orientation Session & Registration Session
- Declared program of study
- Enrolled in 7 credits (4 of these credits are SLS 1101 & SLS 1101L)

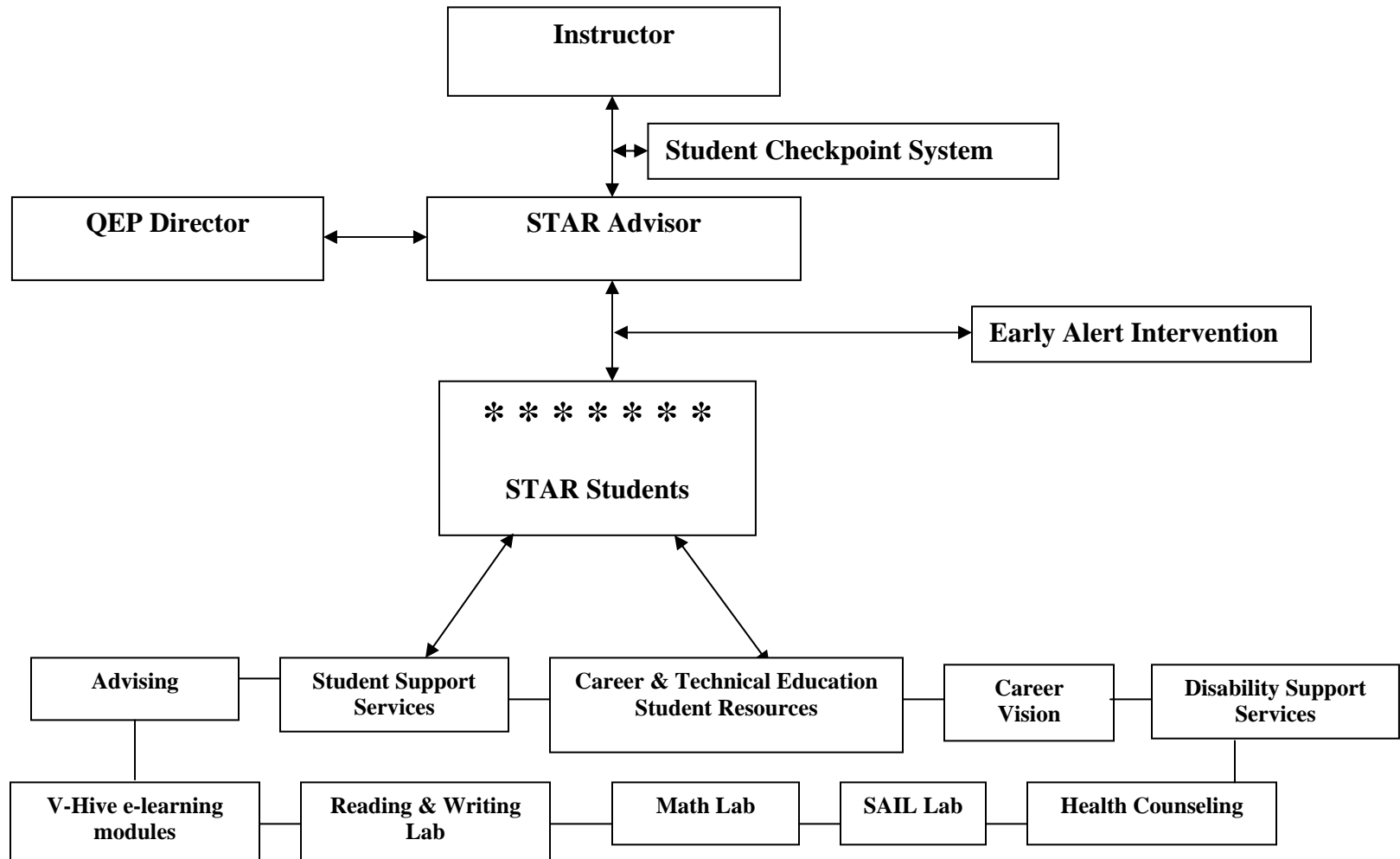
**Mid-August to Mid-December**  
**Semester One of Year One**

- Student attends classes with a course load of at least 7 credits (4 of these credits are SLS 1101 & SLS 1101L)
- As part of SLS1101 and SLS1101L, student develops Academic Success Plan
- Student participates in one-on-one advising session with STAR Advisor at least twice during Semester One (discussing and updating student's Academic Success Planner – hard copy and on-line)
- Student checks Pirate-Mail frequently to maintain contact with STAR Advisor
- Student works with STAR Advisor to register for classes for Semester Two
- Student completes various Student Satisfaction Surveys so that STAR Initiative Work Group can identify needs for improvements in promotional & communication tools, work flow processes, and data flow processes to ensure improvements in strategies focused on improving student learning and academic success

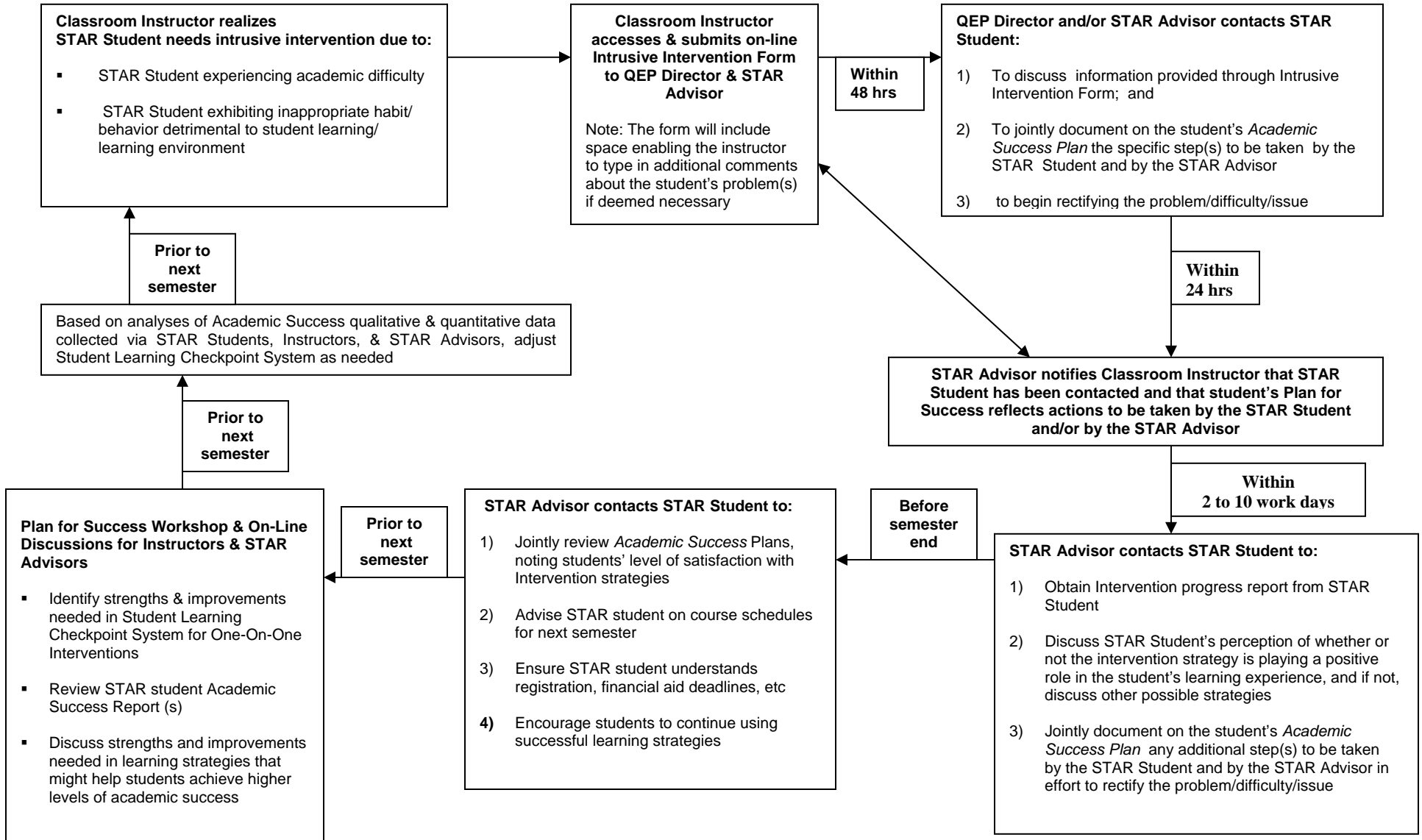
**Mid-January to Mid-May**  
**Semester Two of Year One**

- Student participates in one-on-one advising session with STAR Advisor at least twice during Semester Two (discussing and updating student's Academic Success Planner – hard copy and on-line)
- Student checks Pirate-Mail frequently to maintain contact with STAR Advisor and QEP Director
- Student works with STAR Advisor and/or QEP Director to register for classes
- Student completes various Student Satisfaction Surveys so that the STAR Initiative Work Group can identify needs for improvements in promotional & communication tools, work flow processes, and data flow processes to ensure improvements in strategies focused on improving student learning and academic success

**Diagram 2: Information Flow Between QEP Director, STAR Advisors, Instructors, and STAR Student**



**Diagram 3: Timeframe for Student Learning Checkpoint System Data and Information Flow Between QEP Director, STAR Advisors, Faculty, and STAR Students' Academic Year One**



Goal(s) and Measures for Assessing Goal Achievement

The academic success of specific Fall cohorts will be tracked across time to measure the goal: *To increase the percentage of specific Fall Cohorts achieving academic success during the five-year pilot project period.* Table 7 will be used to display the aggregated data as collected and analyzed by cohort across time. The academic success of Fall cohorts will be compared to baseline data drawn from the Fall 2007 cohort. While a direct causal relationship between the activities and the cohorts’ academic success cannot be determined through this comparative analysis, it is reasonable to assume at this point in time that utilizing the STAR Advisor model and the Student Learning Checkpoint System will positively impact the academic success of the Fall Cohorts.

Tables 8 and 9 serve as examples of tables for displaying data collected each project year through satisfaction surveys. The actual percentages of respondents answering “satisfied” or “very satisfied” to survey questions will be compared to the percentages put forth in the “Goal” column. Table 10 shows two additional goals that will be measured while the Fall cohorts are enrolled in SLS 1101 College Success. Table 11 thru 15 will display rates on STAR students’ Successful Course Completion in college preparatory courses including math, reading, writing, College Success, and the new College Success Lab. Table 16 reflects data demonstrating the persistence rates for the STAR students in each cohort.

Survey results will be used to identify strengths and needs with the STAR Advisors, the Student Learning Checkpoint System, and in the faculty and staff training components of this initiative. It should be noted that PJC anticipates receiving permission from The University of Texas at Austin to utilize CCSSE questions annually (Appendix, page 81).

<p><b>Table 7. Baseline Cohort &amp; STAR Student Cohorts, Percent Achieving Academic Success Across Time</b></p>	<p><b>Earned AA</b></p>	<p><b>Earned AS</b></p>	<p><b>Earned AAS</b></p>	<p><b>Still Enrolled at PJC</b></p>	<p><b>Enrolled at another CC</b></p>	<p><b>Transferred to University</b></p>	<p><b>Left PJC – in good standing</b></p>	<p><b>Left PJC – not in good standing</b></p>
<p><b>Baseline Cohort Students (Fall 2007) Percent Achieving Academic Success (N=?)</b></p> <ul style="list-style-type: none"> <li>• Baseline Cohort = Fall 2007 Students Meeting STAR student Criteria, But <u>Not</u> Enrolled In College Success in either Semester One or Semester Two of Their First Year at PJC</li> <li>• Note: These students will be tracked across <u>six</u> years so that we can compare STAR Student Cohort to this Baseline Cohort.</li> </ul>								
<p>Fall 2007 Baseline Cohort Their Year One (as of 6-30-08)</p>								
<p>Fall 2007 Baseline Cohort Their Year Two (as of 6-30-09)</p>								

<b>Table 7. Baseline Cohort &amp; STAR Student Cohorts, Percent Achieving Academic Success Across Time</b>	<b>Earned AA</b>	<b>Earned AS</b>	<b>Earned AAS</b>	<b>Still Enrolled at PJC</b>	<b>Enrolled at another CC</b>	<b>Transferred to University</b>	<b>Left PJC – in good standing</b>	<b>Left PJC – not in good standing</b>
Fall 2007 Baseline Cohort Their Year Three (as of 6-30-10)								
Fall 2007 Baseline Cohort Their Year Four (as of 6-30-11)								
Fall 2007 Baseline Cohort Their Year Five (as of 6-30-12)								
Fall 2007 Baseline Cohort Their Year Six (as of 6-30-13)								
<b>Fall 2008 STAR Student Cohort, Percent Achieving Academic Success (N=?)</b>								
<ul style="list-style-type: none"> <li>• These students will be tracked across <u>five</u> years</li> <li>• This is the first cohort that will participate in STAR Initiative</li> </ul>								
Fall 2008 STAR Student Cohort Their Year One (as of 6-30-09)								
Fall 2008 STAR Student Cohort Their Year Two (as of 6-30-10)								
Fall 2008 STAR Student Cohort Their Year Three (as of 6-30-11)								
Fall 2008 STAR Student Cohort Their Year Four (as of 6-30-12)								
Fall 2008 STAR Student Cohort Their Year Five (as of 6-30-13)								
<b>Fall 2009 STAR Student Cohort, Percent Achieving Academic Success (N=?)</b>								
<ul style="list-style-type: none"> <li>• These students will be tracked across <u>four</u> years</li> </ul>								
Fall 2009 STAR Student Cohort Their Year One (as of 6-30-10)								
Fall 2009 STAR Student Cohort Their Year Two (as of 6-30-11)								
Fall 2009 STAR Student Cohort Their Year Three (as of 6-30-12)								
Fall 2009 STAR Student Cohort Their Year Four (as of 6-30-13)								
<b>Fall 2010 STAR Student Cohort, Percent Achieving Academic Success (N=?)</b>								
<ul style="list-style-type: none"> <li>• These students will be tracked across <u>three</u> years</li> </ul>								
Fall 2010 STAR Student Cohort Their Year One (as of 6-30-11)								

<b>Table 7. Baseline Cohort &amp; STAR Student Cohorts, Percent Achieving Academic Success Across Time</b>	<b>Earned AA</b>	<b>Earned AS</b>	<b>Earned AAS</b>	<b>Still Enrolled at PJC</b>	<b>Enrolled at another CC</b>	<b>Transferred to University</b>	<b>Left PJC – in good standing</b>	<b>Left PJC – not in good standing</b>
Fall 2010 STAR Student Cohort Their Year Two (as of 6-30-12)								
Fall 2010 STAR Student Cohort Their Year Three (as of 6-30-13)								
<b>Fall 2011 STAR Student Cohort, Percent Achieving Academic Success (N=?)</b>								
• These students will be tracked across <u>two</u> years								
Fall 2011 STAR Student Cohort Their Year One (as of 6-30-12)								
Fall 2011 STAR Student Cohort Their Year Two (as of 6-30-13)								
<b>Fall 2012 STAR Student Cohort, Percent Achieving Academic Success (N=?)</b>								
• These students will be tracked across <u>one</u> year								
Fall 2012 STAR Student Cohort Their Year One (as of 6-30-13)								

**Table 8. Level of Satisfaction Concerning Various Aspects of STAR Initiative Occurring Prior to Beginning of Class**

<b>STAR Initiative Goals</b>	<b>Measurement Instrument</b>	<b>Fall 2008 % Responding “Very Satisfied”</b>	<b>Fall 2009 % Responding “Very Satisfied”</b>	<b>Fall 2010 % Responding “Very Satisfied”</b>	<b>Fall 2011 % Responding “Very Satisfied”</b>	<b>Fall 2012 % Responding “Very Satisfied”</b>
<p>By 2009, achieve satisfaction level of “Very Satisfied” from at least 80% of the STAR Students responding to the following survey question:</p> <p>How satisfied were you with the quality of PJC’s orientation course or program for STAR students?</p>	<p>How satisfied were you with the quality of PJC’s orientation course or program for STAR students?</p> <p>(CCSSE 2007 Special Focus Questions: The Entering Student Experience, permission to use questions granted ____ date by ____)</p>					
<p>By 2009, achieve satisfaction level of “Very Satisfied” from at least 80% of the STAR Students responding to the following survey question:</p> <p>Rate your overall satisfaction with PJC’s processes for working with STAR students—including the admissions process, the financial aid office, new student assessment, your first class registration experience, etc.</p>	<p>Rate your overall satisfaction with PJC’s processes for working with STAR students—including the admissions process, the financial aid office, new student assessment, your first class registration experience, etc.</p> <p>(CCSSE 2007 Special Focus Questions: The Entering Student Experience, permission to use questions granted ____ date by ____)</p>					

**DRAFT**

Note: PJC has requested permission from the University of Texas at Austin to use and/or to adapt the wording from CCSSE questions. We anticipate receiving this permission.

**Table 9. Level of Satisfaction Concerning Student Learning Checkpoint System**

<b>STAR Initiative Goals</b>	<b>Measurement Instrument</b>	<b>Fall 2008 % Responding “Very Satisfied” or “Satisfied”</b>	<b>Fall 2009 % Responding “Very Satisfied” “Satisfied”</b>	<b>Fall 2010 % Responding “Very Satisfied” or “Satisfied”</b>	<b>Fall 2011 % Responding “Very Satisfied” or “Satisfied”</b>	<b>Fall 2012 % Responding “Very Satisfied” or “Satisfied”</b>
<b>First Generation STAR Students</b>						
By 2009, achieve satisfaction level of “Very Satisfied” or “Satisfied” from a minimum of 85% of <u>STAR Students</u> responding to the following questions on the “Student Learning Checkpoint System Satisfaction Survey for Students”	How satisfied were you with .....					
Rate your overall satisfaction with PJC’s processes	Rate your overall satisfaction with PJC’s processes for			<b>DRAFT</b>		
<b>Instructors</b>						
By 2009, achieve satisfaction level of “Very Satisfied” or “Satisfied” from a minimum of 80% of <u>Instructors</u> responding to the following questions on the “Student Learning Checkpoint System Satisfaction Survey for Instructors”	How satisfied were you with .....					
Rate your overall satisfaction with PJC’s processes	Rate your overall satisfaction with PJC’s processes for					
<b>STAR Advisors</b>						
By 2009, achieve satisfaction level of “Very Satisfied” or “Satisfied” from a minimum of 85% of <u>STAR Advisors</u> responding to the following questions on the “Student Learning Checkpoint System Satisfaction Survey for STAR Advisors	How satisfied were you with .....					
Rate your overall satisfaction with PJC’s processes	Rate your overall satisfaction with PJC’s processes for					

<b>STAR Initiative Goals</b>	<b>Measurement Instrument</b>	<b>Fall 2008 % Responding "Yes"</b>	<b>Fall 2009 % Responding "Yes"</b>	<b>Fall 2010 % Responding "Yes"</b>	<b>Fall 2011 % Responding "Yes"</b>	<b>Fall 2012 % Responding "Yes"</b>
By 2009, receive and maintain a "Yes" from at least 85% of the STAR Students responding to the following survey question:  "By the end of my FIRST FOUR WEEKS at PJC, I had met with my STAR Advisor to discuss my educational goals."	"By the end of my FIRST FOUR WEEKS at PJC, I had met with my STAR Advisor to discuss my educational goals."  (Adapted from CCSSE 2007 Special Focus Questions: The Entering Student Experience, permission to adapt questions granted ____ date by ____)					
By 2009, receive and maintain a "Yes" from at least 85% of the STAR Students responding to the following survey question:  "By the end of my FIRST FOUR WEEKS at PJC, my College Success Instructor or STAR Advisor had used teaching techniques that encouraged me to become actively involved in the classroom."	"By the end of my FIRST FOUR WEEKS at PJC my College Success Instructor or STAR Advisor had used teaching techniques that encouraged me to become actively involved in the classroom."  (Adapted from CCSSE 2007 Special Focus Questions: The Entering Student Experience, permission to adapt questions granted ____ date by ____)					

Note: PJC has requested permission from the University of Texas at Austin to use and/or to adapt the wording from CCSSE questions. We anticipate receiving this permission.

<b>Goals</b>	<b>Assessment Method</b>	<b>Implementation and Data Collection</b>	<b>Performance Criteria</b>
As a result of the College Success Lab (SLS 1101 L), by 2009, at least 75% of STAR students will meet the General Education Computer Competence Course Requirement.	Collect data based on STAR student grade distribution and completion rates in SLS 1101L.	Data will be collected from the Student Records System (SRS). Data will be evaluated and analyzed using SPSS.	Students who participate in the STAR student cohort will be retained at a rate 5% higher than the comparison group.

**Table 12. Students' Successful Course Completion of College Success**

<b>Goals</b>	<b>Assessment Method</b>	<b>Implementation and Data Collection</b>	<b>Performance Criteria</b>
By 2009, 75% students participating in the STAR Cohort will successfully complete College Success (SLS1101) with a grade C or better.	Collect aggregate data on STAR student grade distribution and completion rates in SLS 1101.	Data will be collected from the Student Records System (SRS). Data will be evaluated and analyzed using SPSS.	Students who participate in the STAR cohort will be retained at a rate 5% higher than the comparison group.

**Table 13. Students' Successful Course Completion In College Preparatory Writing Courses**

<b>Goals</b>	<b>Assessment Method</b>	<b>Implementation and Data Collection</b>	<b>Performance Criteria</b>
By Fall 2009, 60% of students participating in the STAR Cohort will successfully complete College Preparatory Writing I (ENC0001C) with a grade C or better.	Collect aggregate data on STAR student grade distribution and completion rates in ENC0001C.	Data will be collected from the Student Records System (SRS). Data will be evaluated and analyzed using SPSS.	Students who participate in the STAR cohort will be retained at a rate 5% higher than the comparison group.
By Fall 2009, 70% students participating in the STAR Cohort will successfully complete College Preparatory Writing II (ENC0002C) with a grade C or better.	Collect aggregate data on STAR student grade distribution and completion rates in ENC0002C.	Data will be collected from the Student Records System (SRS). Data will be evaluated and analyzed using SPSS.	Students who participate in the STAR cohort will be retained at a rate 5% higher than the comparison group.

**Table 14. Students' Successful Course Completion In College Preparatory Mathematics Courses**

<b>Goals</b>	<b>Assessment Method</b>	<b>Implementation and Data Collection</b>	<b>Performance Criteria</b>
By Fall 2009, 60% students participating in the STAR Cohort will successfully complete College Preparatory Math (MAT0002C) with a grade C or better.	Collect aggregate data on STAR student grade distribution and completion rates in MAT0002C.	Data will be collected from the Student Records System (SRS). Data will be evaluated and analyzed using SPSS.	Students who participate in the STAR cohort will be retained at a rate 5% higher than the comparison group.
By Fall 2009, 60% students participating in the STAR Cohort will successfully complete College Preparatory Algebra (MAT0024C) with a grade C or better.	Collect aggregate data on STAR student grade distribution and completion rates in MAT0024C.	Data will be collected from the Student Records System (SRS). Data will be evaluated and analyzed using SPSS.	Students who participate in the STAR cohort will be retained at a rate 5% higher than the comparison group.

**Table 15. Students' Successful Course Completion In College Preparatory Reading Courses**

<b>Goals</b>	<b>Assessment Method</b>	<b>Implementation and Data Collection</b>	<b>Performance Criteria</b>
By Fall 2009, 70% students participating in the STAR Cohort will successfully complete College Preparatory Reading (REA0001C) with a grade C or better.	Collect aggregate data on STAR student grade distribution and completion rates in REA0001C.	Data will be collected from the Student Records System (SRS). Data will be evaluated and analyzed using SPSS.	Students who participate in the STAR cohort will be retained at a rate 5% higher than the comparison group.
By Fall 2009, 80% students participating in the STAR Cohort will successfully complete College Preparatory Reading Review (REA0002C) with a grade C or better.	Collect aggregate data on STAR student grade distribution and completion rates in REA0002C.	Data will be collected from the Student Records System (SRS). Data will be evaluated and analyzed using SPSS.	Students who participate in the STAR cohort will be retained at a rate 5% higher than the comparison group.

**Table 16. Students' Persistence Rates Participating in the Cohort**

<b>Goals</b>	<b>Assessment Method</b>	<b>Implementation and Data Collection</b>	<b>Performance Criteria</b>
By Fall 2009, 70% of the students participating in the STAR Cohort will be retained to the next semester.	Collect data based on the semester retention rates of STAR students.	Data will be collected from the Student Records System (SRS). Data will be evaluated and analyzed using SPSS.	Students who participate in the STAR cohort will be retained at a rate 5% higher than the comparison group.
By Fall 2009, there will be 10% increase in retention rates when compared to base year 2007-2008.	Collect data based on the semester retention rates of STAR students.	Data will be collected from the Student Records System (SRS). Data will be evaluated and analyzed using SPSS.	Students who participate in the STAR cohort will be retained at a rate 10% higher than the comparison group.

Chronological Work Plan

<b>Table 17. Chronological Work Plan</b>		
<b>Month/ Year</b>	<b>Description of Task</b>	<b>Contact Person or Group</b>
JAN 2007	<ul style="list-style-type: none"> <li>• make final estimate of size of STAR Initiative STAR student Population (first cohort = Fall 2008 – 2009.1)</li> <li>• develop and maintain Pool of STAR Advisors</li> <li>• determine how many STAR Advisors are feasible</li> <li>• estimate number of hours per month each STAR Advisor will meet to work with and/or discuss Target Group students</li> <li>• estimate number of hours per month each STAR Advisor will spend in professional development sessions to continually be prepared to work with Target Group students</li> </ul>	Initiative Work Group
FEB 2007	<ul style="list-style-type: none"> <li>• explore costs of various “student persistence factors” assessments</li> <li>• estimate personnel time to be used in administering assessments to Target Group students</li> <li>• estimate personnel time to be used by STAR Advisors to review “student persistence factors” assessments</li> <li>• estimate personnel time to be used in conducting New Student Orientation sessions for Target Group</li> <li>• estimate personnel time to be used in advising and assisting Target Group students take placement tests, schedule classes, and complete financial aid process</li> <li>• finalize list of student habits or behaviors causing an instructor to ask for intervention from STAR Advisors</li> <li>• finalize list of STAR Advisors interventions to address specific habits and/or behaviors</li> <li>• include costs of “student persistence factors” assessments in AY 07-08 Annual Plan &amp; Budget Request (place costs in which Cost Center?)</li> <li>• request funds from current AY 06-07 budget for 2007 Advanced Advising Webinar Series</li> <li>• include costs of 3-DVD series on “Putting Students First” in AY 07-08 Annual Plan &amp; Budget Request</li> </ul>	Initiative Work Group
MAR 2007	<ul style="list-style-type: none"> <li>• complete job description for full-time QEP Director</li> <li>• submit Plan &amp; Budget Request for AY 2007-2008 for QEP</li> <li>• Draft QEP document is sent to SACS Liaison</li> </ul>	QEP Team
APR 2007	<ul style="list-style-type: none"> <li>• begin identifying instructors for STAR Advisors designations</li> <li>• begin revising student advising “ADVC” mainframe screens</li> <li>• begin using “<i>Learning to Learn...Learning for Life</i>” logo developed by PJC Marketing Dept.</li> </ul>	QEP Team, Initiative Work Group
MAY -	<ul style="list-style-type: none"> <li>• begin compilation of comprehensive packet of QEP promotional</li> </ul>	QEP Team

**Table 17. Chronological Work Plan**

<b>Month/ Year</b>	<b>Description of Task</b>	<b>Contact Person or Group</b>
JUN 2007	materials <ul style="list-style-type: none"> <li>• begin development of work calendar indicating specific release dates for various promotional materials (i.e. post cards, letters, web pages, press releases, e-mail announcements, and time frame for telephone calls)</li> </ul>	
JUL 2007	<ul style="list-style-type: none"> <li>• advertise QEP Director position</li> <li>• assign Administrative Assistant to QEP</li> <li>• begin developing materials for regularly scheduled Professional Development opportunities for faculty &amp; staff who want to serve as STAR Advisors</li> </ul>	QEP Team
AUG 2007	<ul style="list-style-type: none"> <li>• formally submit QEP document to SACS</li> <li>• conduct QEP Workshop during Convocation Week for faculty &amp; staff</li> <li>• establish Student Learning Checkpoint System subcommittee to coordinate with Initiative Work Group to develop and activate the data management system called “Student Learning Checkpoint System”</li> </ul>	QEP Director, QEP Team
SEP - OCT 2007	<ul style="list-style-type: none"> <li>• complete hiring process for QEP Director</li> <li>• distribute <i>Learning to Learn... Learning for Life</i> promotional materials (flyers, e-mails, Web pages)</li> <li>• SACS On-Site Review Team visited PJC.</li> </ul>	QEP Director, STAR Advisors, Initiative Work Group
NOV- DEC 2007	<ul style="list-style-type: none"> <li>• finalize Target Group “communications and in-take packet”</li> <li>• develop syllabus for SLS 1101L (including course description, course objectives, texts, supplemental texts, and lab materials)</li> <li>• Begin “testing” phase of Student Learning Checkpoint System</li> <li>• submit New Course Request form for SLS 1101L (College Success Lab, 1 credit) –course designed to meet general education computer competence requirement</li> <li>• finalize PowerPoint presentation for New Student Orientation for Initiative Target Group</li> <li>• draft <i>Learning to Learn... Learning for Life</i> brochure specifically for Initiative Target Group Students</li> <li>• select specific “student persistence factors” assessments</li> </ul>	QEP Director, Initiative Work Group, STAR Advisors
JAN 2008	<ul style="list-style-type: none"> <li>• order “student persistence factors” &amp; “learning styles” assessment instruments</li> <li>• begin identifying prospective students who are testing into at least two College Preparatory courses</li> <li>• present request to add SLS 1101L as a new course to Curriculum Council</li> <li>• submit section add forms for SLS 1101 and SLS 1101L with</li> </ul>	QEP Director, SPD

**Table 17. Chronological Work Plan**

<b>Month/ Year</b>	<b>Description of Task</b>	<b>Contact Person or Group</b>
	Developmental Studies schedule for Fall 2008 (2009-1) <ul style="list-style-type: none"> <li>begin training for STAR Advisors</li> </ul>	
FEB 2008	<ul style="list-style-type: none"> <li>continue training for STAR Advisors</li> <li>finalize dates for conducting New Student Orientation sessions for Fall 2008 STAR students (15 sessions from mid-April through mid-August)</li> </ul>	SPD, QEP Director
MAR 2008	<ul style="list-style-type: none"> <li>continue training for STAR Advisors</li> <li>begin contacting prospective students who meet STAR cohort criteria</li> <li>submit Annual Plan &amp; Budget Request for AY 2008-2009</li> </ul>	SPD, QEP Director,  STAR Advisors
APR 2008	<ul style="list-style-type: none"> <li>make final selection of College Success instructors for Fall 2008 Cohort, STAR students</li> <li>as soon as registration opens, begin identifying Fall 2008 Cohort, STAR students and begin assigning students to their STAR Advisors (College Success instructor)</li> <li>begin on-campus New Student Orientation sessions for Fall 2008 Target Group (mandatory for Target Group)</li> </ul>	QEP Director, Dept. Head of Developmental Studies  STAR Advisors
May 2008	<ul style="list-style-type: none"> <li>continue training for STAR Advisors</li> </ul>	QEP Director, SPD, Initiative Work Group
JUN 2008	<ul style="list-style-type: none"> <li>continue on-campus New Student Orientation (NSO) sessions for Fall 2008 STAR students</li> </ul>	QEP Director, STAR Advisors
JUL 2008	<ul style="list-style-type: none"> <li>continue on-campus NSO sessions for STAR students</li> <li>fully activate Student Learning Checkpoint System</li> </ul>	QEP Director, STAR Advisors
AUG 2008	<ul style="list-style-type: none"> <li>(August 15, 2008 is cut-off date for entry into STAR Initiative Fall 2008 STAR students)</li> <li>(Fall 2008 [2009.1] STAR students begins classes)</li> </ul>	
SEP - OCT 2008	<ul style="list-style-type: none"> <li>monitor academic progress of STAR students</li> <li>STAR Advisors complete first round of sessions with Target Group students</li> </ul>	QEP Director, STAR Advisors
NOV 2008	<ul style="list-style-type: none"> <li>monitor academic progress of STAR students</li> <li>advise Fall Cohort STAR students to assist with development of their Spring 2009 schedule</li> </ul>	QEP Director, STAR Advisors
DEC 2008	<ul style="list-style-type: none"> <li>STAR Advisors conduct one-on-one sessions with students</li> <li>end of Semester <b>One</b> for Fall 2008 Cohort –STAR Initiative Target Group</li> </ul>	QEP Director, STAR Advisors
JAN 2009	<ul style="list-style-type: none"> <li>order “student persistence factors” &amp; “learning styles” assessment instruments</li> <li>submit Fall 2009 for SLS 1101 and SLS 1101L with Developmental Studies schedule for Fall 2009 (2010-1)</li> </ul>	QEP Director, SPD, Initiative Work Group

**Table 17. Chronological Work Plan**

<b>Month/ Year</b>	<b>Description of Task</b>	<b>Contact Person or Group</b>
	<ul style="list-style-type: none"> <li>begin identifying prospective students who are testing into at least two college preparatory courses for Fall 2009 Cohort</li> <li>continue training for STAR Advisors</li> <li>(Semester Two, Year One for Fall 2008 Cohort of STAR students begins)</li> </ul>	
FEB 2009	<ul style="list-style-type: none"> <li>continue training for STAR Advisors</li> <li>finalize dates for conducting New Student Orientation sessions for Fall 2009 STAR students (12 sessions from mid-April through mid-August)</li> </ul>	SPD, QEP Director
MAR 2009	<ul style="list-style-type: none"> <li>continue training for STAR Advisors</li> <li>begin contacting Fall 2009 prospective students who meet Target Group criteria</li> <li>STAR Advisors conduct one-on-one sessions with Fall 2008 Cohort Target Group students to monitor their academic progress</li> <li>submit Annual Plan &amp; Budget Request for AY 2009-2010</li> </ul>	SPD, Initiative Work Group, QEP Director, STAR Advisors
APR 2009	<ul style="list-style-type: none"> <li>make final selection of College Success instructors for Fall 2009 Cohort, STAR students</li> <li>as soon as registration opens, begin identifying Fall 2009 Cohort, STAR students</li> <li>advise STAR students to assist with development of their Summer 2009 &amp; Fall 2009 schedules</li> <li>begin on-campus NSO sessions for Fall 2009 STAR students</li> <li>begin assigning Fall 2009 Cohort students to their STAR Advisors (College Success instructor)</li> </ul>	QEP Director,  Dept. Head of Developmental Studies,  STAR Advisors
MAY 2009	<ul style="list-style-type: none"> <li>End of Year One, Semester <b>Two</b> for Fall 2008 Cohort –Initiative #1 Target Group</li> </ul>	QEP Director
JUN 2009	<ul style="list-style-type: none"> <li>complete STAR Initiative Annual Report</li> </ul>	QEP Director
JUL 2009	<ul style="list-style-type: none"> <li>continue tracking Fall 2008 Cohort</li> </ul>	QEP Director, STAR Advisors
AUG 2009	<ul style="list-style-type: none"> <li>(August 15, 2009 is cut-off date for entry into Initiative #1 Fall 2009 Cohort Target Group) (Fall 2009 Cohort Target Group begins classes)</li> </ul>	QEP Director, STAR Advisors
SEP - NOV 2009	<ul style="list-style-type: none"> <li>Monitor academic progress of Target Group students</li> </ul>	QEP Director, STAR Advisors
DEC 2009	<ul style="list-style-type: none"> <li>End of Year One, Semester <b>One</b> for Fall 2009 Cohort –STAR Initiative STAR students</li> </ul>	
JAN 2010	<ul style="list-style-type: none"> <li>order “student persistence factors” &amp; “learning styles” assessment instruments</li> <li>submit Fall 2010 for SLS 1101 and SLS 1101L with</li> </ul>	QEP Director, Initiative Work Group,

**Table 17. Chronological Work Plan**

<b>Month/ Year</b>	<b>Description of Task</b>	<b>Contact Person or Group</b>
	Developmental Studies schedule for Fall 2010 (2011-1) <ul style="list-style-type: none"> <li>begin identifying prospective students who are testing into at least two college preparatory courses for Fall 2010 Cohort</li> <li>(Semester Two, Year One for Fall 2009 Cohort of Target Group begins)</li> </ul>	SPD
FEB 2010	<ul style="list-style-type: none"> <li>continue training for STAR Advisors</li> <li>finalize dates for New Student Orientation sessions for Fall 2010 STAR students (12 sessions from mid-APR thru mid-AUG)</li> </ul>	SPD, Initiative Work Group, QEP Director
MAR 2010	<ul style="list-style-type: none"> <li>continue training for STAR Advisors</li> <li>begin contacting prospective students who meet STAR students criteria</li> <li>submit Annual Plan &amp; Budget Request for AY 2010-2011</li> </ul>	SPD, Initiative Work Group, QEP Director
APR 2010	<ul style="list-style-type: none"> <li>make final selection of College Success instructors for Fall 2010 Cohort, STAR students</li> <li>as soon as registration opens, begin identifying Fall 2009 Cohort, STAR students</li> <li>begin on-campus NSO sessions for Fall 2010 STAR students</li> </ul>	QEP Director, Dept. Head Developmental Studies, STAR Advisors
MAY 2010	<ul style="list-style-type: none"> <li>end of Year One, Semester <b>Two</b> for Fall 2009 Cohort –Initiative Target Group</li> </ul>	QEP Director
JUN 2010	<ul style="list-style-type: none"> <li>complete STAR Initiative Annual Report (will contain analysis of data related to Fall 2008 Cohort and Fall 2009 Cohort)</li> </ul>	QEP Director
JUL 2010	<ul style="list-style-type: none"> <li>continue tracking Fall 2008 Cohort &amp; Fall 2009 Cohort</li> </ul>	QEP Director STAR Advisors
AUG 2010 - JUL 2011	<ul style="list-style-type: none"> <li>(August 15, 2010 is cut-off date for entry into Initiative Fall 2010)</li> <li>Work Plan same as previous year</li> <li>continue tracking Fall 2008, Fall 2009, &amp; Fall 2010 Cohorts</li> </ul>	
AUG 2011 - JUL 2012	<ul style="list-style-type: none"> <li>work Plan same as previous year</li> <li>continue tracking Fall 2008, Fall 2009, Fall 2010, &amp; Fall 2011 cohort</li> </ul>	
AUG 2012 - JUL 2013	<ul style="list-style-type: none"> <li>Work Plan same as previous year</li> <li>continue tracking Fall 2008, Fall 2009, Fall 2010, Fall 2011, &amp; Fall 2012 Cohort</li> </ul>	

## **SECTION V. Incorporating STAR Data into the Ongoing Institutional Planning and Evaluation Cycle**

The STAR Initiative provides a timely catalyst for “setting institutional conditions” (Tinto, 1987), to strengthen, synthesize, and evaluate efforts designed to teach first-generation students both the meaning of and the skills for becoming independent lifelong learners. Incorporating insights gained from analyses of STAR data will assist Divisions and Departments in realigning annual plans so as to strengthen the focus on improving student learning. As we improve our capabilities to generate, analyze, and interpret quantitative and qualitative measures of student learning, administrators, faculty, and staff can also gain practical insight into our institutional efforts to:

- eliminate redundancy in requirements for departments/units to report qualitative information and quantitative data related to department/unit plans and progress;
- standardize structure and formats of various report forms;
- realign due dates of various reports;
- clarify areas of responsibility in preparation and submission of various reports;
- ensure consistency in the definitions and use of student learning and student success terms and language in District course syllabi, program curricula, the college catalog, annual plans and institutional reports; and
- ensure system-wide understanding of the on-going connections between the Quality Enhancement Plan and the PJC Strategic Plan.

Diagram 4 illustrates PJC’s annual planning and evaluation cycle including approximate timeframes for collecting, analyzing, and utilizing STAR data in decision-making processes. Analyzing these data in combination with college admissions data and student demographic data at the department, division, or institutional level, as appropriate, will yield a deeper understanding of our students and of the steps PJC can take to help our students acquire and put to use the knowledge, skills, and attitudes they need to be successful in a 21<sup>st</sup> century environment.

**Diagram 4 : Incorporating STAR Data  
into the On-going Planning & Evaluation Process**

<p><b>PJC Strategic Plan</b></p> <ul style="list-style-type: none"> <li>- Value Statement</li> <li>- Philosophy</li> <li>- Mission Statement</li> </ul>
<p><b>STRATEGIC GOALS (11)</b></p>
<p><b>Objectives &amp; Tactics</b></p> <ul style="list-style-type: none"> <li>A- Academic Affairs</li> <li>B- Student Affairs</li> <li>C- Business Affairs</li> <li>D- Planning &amp; Administration</li> </ul>

<p><b>March – December 2007</b></p> <ul style="list-style-type: none"> <li>-QEP Team, QEP Director, &amp; QEP Work Groups work with SACS Liaison to revise draft QEP Document as needed</li> <li>-PJC administers CCSSE Survey to selected sample of sections</li> <li>-PJC submits final QEP Document to SACS in August</li> <li>-SACS / QEP Team, QEP Director, &amp; QEP Work Groups revise QEP document as needed (based upon SACS Recommendations)</li> <li>-Department Heads participate in review and discussion of 2007 CCSSE Survey results</li> </ul>
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<p><b>January – March 2008</b></p> <ul style="list-style-type: none"> <li>-QEP Director begins training sessions to develop and maintain pool of STAR Advisors</li> <li>-QEP Director conducts training for Department Heads focusing on the coordinated roles of STAR Advisors and Department Heads in the implementation of the QEP STAR Initiative</li> <li>-Department Heads incorporate tasks into departmental FY Annual Plans to coordinate course scheduling, STAR Advising, and STAR data management with QEP Director</li> <li>-Departments finalize &amp; submit Annual Plans &amp; Budget Requests for Fiscal Year 08-09 to VPs &amp; Provosts</li> </ul>
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### **April – July 2008**

**-VPs / Provosts review FY 08-09 Annual Plans & Budget Requests with Dept Heads**

**- Director of Institutional Effectiveness & Grants meets with Department Heads to revise and coordinate data management processes for incorporating STAR data and Academic Program Learning Outcomes into Institutional Effectiveness Annual Assessment Report**

*(New Student Orientation/Registration sessions begin in April for Fall 2008 Cohort of STAR students)*

**-Based on final budget allocations, Department Heads realign Plans**

### **August - December 2008**

*(STAR Fall 2008 Cohort begins classes in August)*

**-QEP Director coordinates conduct & analysis of STAR Student Learning Style Assessments and Student Learning Checkpoint System Satisfaction Surveys**

**-QEP Director prepares and distributes report (to appropriate audiences) including:**

- demographic profile of students in Fall 2007 Baseline Cohort
- demographic profile and Learning Styles profile of Fall 2008 Cohort of STAR students
- analyses of Student Learning Checkpoint System Satisfaction Surveys

### **January – February 2009**

**-QEP Director coordinates workshop(s) combining personnel from Academic Affairs & Student Affairs to discuss data generated through STAR Initiative**

**-QEP Director continues training sessions to maintain pool of STAR Advisors**

**-QEP Director updates and conducts training for Department Heads on the coordinated roles of STAR Advisors and Department Heads in the implementation and evaluation of the STAR Initiative**

**-Department Heads revise and incorporate tasks into departmental FY Annual Plans to coordinate course scheduling, STAR Advising, and STAR data management with QEP Director**

**- VP of Academic Affairs, Provosts, & Director of Institutional Effectiveness & Grants work with Department Heads to incorporate STAR data and Academic Program Learning Outcomes data into Institutional Effectiveness Annual Assessment Report**

### **March – July 2009**

**-Departments finalize & submit Annual Plans & Budget Requests for Fiscal Year 09-10 to VPs & Provosts**

**-VPs / Provosts review FY 09-10 Annual Plans & Budget Requests with Dept Heads**

*(STAR Student Orientation/Registration sessions begin in April for STAR Fall 2009 Cohort)*

**-QEP Director prepares & distributes QEP Annual Report including:**

- **comparison of academic success of Fall 2007 Baseline Cohort to STAR Initiative Fall 2008 Cohort**
- **results from Student Learning Checkpoint System Satisfaction Surveys**

### **August – December 2009**

*(STAR Initiative Fall 2009 Cohort begins classes in August)*

**-QEP Director coordinates workshop for STAR Advisors, Faculty, & Dept. Heads to identify strengths & areas needing improvement concerning the strategies & processes of the STAR model & the Student Learning Checkpoint System**

**-QEP Director coordinates adjustments to STAR model and Student Learning Checkpoint System as needed**

**-QEP Director provides report to Department Heads & Institutional Effectiveness & Grants up-dating academic success data and adding demographic profile of STAR Fall 2009 Cohort**

**-QEP Director coordinates conduct & analysis of Student Learning Checkpoint System Satisfaction Surveys**

**-- Director of Institutional Effectiveness & Grants works with Department Heads to incorporate STAR data and Academic Program Learning Outcomes data into decision-making processes related to development of FY 10-11 Annual Plans**

**January - December 2010: continue processes as shown above**

**January - December 2011: continue processes as shown above**

**January - December 2012: continue processes as shown above**

**January - June 2013: continue processes as shown above**

**July 2013: prepare QEP 5-Year Summary Report and Project Evaluation**

## **VI. Budget Narrative**

The QEP will become an essential part of all systems throughout the College. Accordingly, PJC is committed to providing human and financial resources to support its implementation and continued success. The college administration has committed \$1,751,422 to the STAR initiative and believes that the budget is adequate to ensure the successful implementation and evaluation of the QEP. The estimated detailed budget summary included provides an outline of the QEP proposed budget beginning 2007 through 2013. The QEP budget identifies both direct and indirect costs for personnel including fringe benefits, release time for full-time faculty, part-time faculty compensation, marketing and promotion materials, supplies and travel for QEP Director and STAR Advisors, as well as the equipment and technology to be purchased to support the initiative. This budget will be reviewed and evaluated annually with adjustments made as needed, with the ultimate objective of achieving the project goals.

### **Personnel:**

The QEP office was established in the 2007-08 college budget, and all funds for the QEP are institutionalized in this budget. The personnel line item includes the salaries and fringe benefits which are the same basic benefits that all full-time faculty, staff and administrators in the college receive, including Social Security, retirement, health and life insurance, and FICA/Medicare for the QEP Director, Administrative Assistant, Secretary, and Computer Programmers.

#### **a. Professional/ Managerial Expenditures: \$614,650**

Ms. Tanjula Farlough was hired in October 2007 as the QEP director and was charged with structuring committees for the Student Learning Checkpoint System, recruiting STAR Advisors, and directing the project through three distinct phases: development, implementation, and evaluation. The QEP Director is responsible for managing the QEP and associated resources. More specific responsibilities include the following: (1) overseeing implementation of the QEP; (2) managing the QEP budget; (3) directing assessment processes for all aspects of the QEP; (4) promoting faculty participation; (5) reporting assessment findings; (6) preparing reports. Selected administrative professionals, including Ms. Wanda Cook, Academic Department Head of Developmental Studies, Ms. Kathy Dutremble, Director of New Student Information Center, and Dr. June Linke, Academic Department Head of Behavioral Sciences, will receive 10% of their salaries from the QEP budget personnel line item for one year as they assist with transition of the QEP responsibilities to the QEP Director.

#### **b. Career Service: \$168,080**

Ms. Helga Howard holds the position of Office Assistant, dedicated 100% to the project. Ms. Howard will assist the QEP Director with project activities, including but not limited to, ordering and purchasing the necessary equipment and technology, preparing purchase requisitions, completing faculty contracts for overloads, developing marketing material to support the QEP, and assisting with faculty development workshops.

**c. Part-Time: \$79,800**

Ms. Joan Disney has been assigned to the Secretary position 30 hours per week to perform all clerical duties, creating reports, office and correspondence; Ms. Disney will assist the QEP Director as duties are carried out. Also a full-time and part-time computer programmer will be hired to develop, implement, and maintain programming for the STAR initiative.

**Release Time for Full Time faculty: \$372,985**

Faculty release time has been budgeted into the QEP to cover the cost of faculty participation as STAR Advisors and participants in the STAR Student Orientations. During the preparation year (2008), STAR Advisors will complete intensive training on faculty advising. Workshops and trainings will be designed to continually build the knowledge base of instructors and will improve their teaching strategies with the overall goal of increasing the level of student success at PJC.

**Part-Time Faculty (Adjuncts): \$223,792**

Adjuncts will also be able to participate as STAR Advisors. Funding has been allocated for adjuncts to be compensated.

**Marketing & Promotion: \$20,000**

The marketing and promotional information will provide technical assistance in the preparation of advertising and recruitment materials, ensuring high quality standards are met to recruit STAR students and STAR Advisors. Direction is provided by the College Marketing and Information Department in project marketing, ensuring the best prices for advertising in newspaper and electronic media advertising. Costs will also include the printing of brochures for the STAR Advisors, and the STAR students. Posters and flyers will be purchased to market the QEP STAR Initiative to inform the college community of the activities that will take place.

**Office Supplies: \$15,000**

The supplies that will be purchased are reasonable and adequate to support the project. Supplies will consist of, but are not limited to, consumable office supplies such as pencils, desk supplies, file folders, notebooks, file organizers, pens, writing pads, adding machine paper, computer paper, computer diskettes, CDs, printer toner, items for on-campus workshops, etc.

**Educational Material: \$52,310**

STAR Educational resources will be purchased to provide valuable learning tools to support the QEP STAR initiative. Noel Levitz webinars will be purchased and used for Staff Professional Development to train STAR Advisors on Faculty Advising. The webinars include *“Strengths-Based Advising: Going Beyond Course Scheduling with Developmental Advising”*, *“Using the Evaluation to Improve Academic Advising”*, *“Strategies for Using Academic Advising to Enhance Retention and Student Engagement”*, and *“Academic and Career Advising for First Year Students”*. Also the Noel Levitz Retention Management College Student Inventory (RMS/CSI) will be purchased to be used in the College Success Lab as an assessment instrument for STAR students. The (RMS/CSI) student success program will assist students with self identifying their cognitive and affective motivations via the College Student Inventory. Additional DVD series, educational software, and workbooks for training STAR Advisors and staff will be purchased.

**Furniture: \$6,995**

Miscellaneous office furniture including desks, chairs, and file cabinets will be purchased to be placed in the QEP Central location.

**Renovation: \$10,000**

\$10,000 will be budgeted for the renovation and operation of a remodeled facility in Building 1 on the Pensacola Campus where the QEP office will be located.

**Equipment: \$9,000**

The funding allocated to the equipment line item was spent to purchase computers, printers, and other peripheral technology that will be used by the QEP Director and the QEP support staff.

**Software (licenses): \$54,400**

PJC will use SPSS (Statistical Package for Social Sciences) 16.0 predictive analytics software to manage data more effectively and measure the goals of the QEP initiative. The annual estimated renewal will be \$9,000.

**Travel****a. In-District Travel: \$3,000**

The In-District Travel line item will be used for the QEP Director and faculty to attend seminars and visit other colleges with exemplary or similar programs that will enhance the QEP within Escambia and Santa Rosa counties.

**b. Out-of-District Travel: \$88,400**

Travel is essential to providing faculty opportunities to improve skills and learn new and/or better teaching strategies for providing instruction to students. Faculty and staff will be provided the necessary training for successful QEP implementation. Funds have been allocated within the QEP budget that will allow staff and faculty to participate in conferences and training directly related to the initiative of the QEP. College policy strictly adheres to state of Florida travel guidelines which are consistent with federal travel policies and reimbursement guidelines. Rate charges for vehicle travel are \$0.445 per mile. Reimbursement for meals for routine travel is \$6.00 for breakfast, \$11.00 for lunch, and \$19.00 for dinner. For professional development travel and other overnight travel, the cost of meals is reimbursed at the rate of \$36.00 per day. The College will reimburse an employee for the actual cost of a hotel room and other expenses approved on the PJC Voucher for Per Diem and/or Reimbursement of Expenses Incident to Official Travel form.

**Consultants: \$33,000**

The expertise of consultants, particularly for program evaluation and implementation, will be utilized to achieve the goal of developing a learning-centered college.

The College has placed a high priority on the QEP budget five-year plan that focuses on utilizing Support for Transition to Academic Readiness (STAR) Advisors to advise and guide specific cohorts of first-generation students through their first-year experience. Throughout this project PJC will develop and utilize the Student Learning Checkpoint System, to activate and

assess student success focused interventions and to track the academic progress of specific cohorts of first-generation students.

**VII. Estimated Budget Summary**

**QEP Five-Year Estimated Budget Summary**

<b>LINE ITEM</b>	<b>FY 07 – 08</b>	<b>FY 08 – 09</b>	<b>FY 09 – 10</b>	<b>FY 10 – 11</b>	<b>FY 11 – 12</b>	<b>FY 12 – 13</b>
<b>Personnel: Prof/Managerial</b>	\$57,660	\$59,390	\$61,175	\$63,010	\$64,900	\$66,850
QEP Director (full-time with benefits)						
Computer Programming (MIS/ITS)	\$23,600	\$24,340	\$25,095	\$25,865	\$26,650	\$27,450
Dir NSIC, Enrollment Mngt (10%)	\$5,015	\$5,165	\$5,320	\$5,480	\$5,645	\$5,815
Developmental Studies Dept Head (10%)	\$7,645	\$7,875	\$8,115	\$8,360	\$8,610	\$8,870
Behavioral Sciences Dept Head (10% for FY 07-08)	\$6,750	----	----	----	----	----
<b>Personnel: Career Service</b>	\$25,980	\$26,760	\$27,565	\$28,395	\$29,250	\$30,130
Administrative Assistant (full time with benefits)						
<b>Personnel: Part-Time</b>	\$13,300	\$13,300	\$13,300	\$13,300	\$13,300	\$13,300
Secretary						
Release Time for F-T Faculty	\$57,660	\$59,390	\$61,175	\$63,010	\$64,900	\$66,850
Part-Time Faculty (Adjuncts)	\$8,612	\$37,625	\$41,775	\$43,520	\$45,260	\$47,000
Marketing & Promotion	\$3,200	\$3,200	\$3,300	\$3,300	\$3,500	\$3,500
Office Supplies	\$2,000	\$2,000	\$2,000	\$3,000	\$3,000	\$3,000
Educational Supplies	\$8,550	\$8,550	\$8,550	\$8,800	\$8,800	\$9,060
Furniture	\$6,995	----	----	----	----	----
Renovation	\$10,000	----	----	----	----	----
Equipment	\$9,000	----	----	----	----	----
Software (license)	\$9,400	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000
Travel						
In-District	\$500	\$500	\$500	\$500	\$500	\$500
Out-of-District	\$14,400	\$14,400	\$14,800	\$14,800	\$15,000	\$15,000
Consultants (for training)	\$5,000	\$5,000	\$5,000	\$6,000	\$6,000	\$6,000
<b>TOTAL</b>	<b>\$275,267</b>	<b>\$276,495</b>	<b>\$286,670</b>	<b>\$296,340</b>	<b>\$304,325</b>	<b>\$312,325</b>

Item	Notes	Work Hrs/Units	Cost per Hr/Unit	Subtotal
<b>FISCAL YEAR 2007 – 2008</b> <b>July 1, 2007 – June 30, 2008</b>				
<b>Personnel:</b>				
QEP Director (full-time with benefits)	Manage development, implementation, & evaluation of QEP			\$57,660
Administrative Assistant (full-time with benefits)				\$25,980
Secretary		30 hrs/ wk		\$13,300
----- Computer Programmer, part-time	To develop, implement, & maintain programming for <i>Learning to Learn ... Learning for Life</i> Initiative			----- \$23,600
Director NSIC (10%)				\$5,015
Academic Dept Head, Behavioral Sciences (10% of time for 1 Year)	To assist with transition of QEP responsibilities to QEP Director			\$6,750
Academic Dept Head, Developmental Studies (10%)	Direct supervisor of QEP Director			\$7,645
<b>Subtotal:</b>				<b>140,010</b>
<b>Release Time for Full-Time Faculty:</b>				
Full-time faculty member (Equivalent of 1 three-credit course, fall, spring, & summer)	<u>Responsibilities:</u> Assist in materials development & training of STAR Advisors  Coordinate training & implementation associated with utilization of Student Learning Checkpoint System by faculty & staff	---	---	\$57,660
Full-time faculty member (Equivalent of 1 three-credit course, fall & spring)	<u>Responsibilities:</u> Coordinate development, training, implementation, & data reporting associated with <i>Learning to Learn ... Learning for Life</i> Initiative	---	---	
Full-time faculty member (Equivalent of 1 three-credit course, fall & spring)	<u>Responsibilities:</u> Coordinate development, training, implementation, & data reporting associated with <i>Learning to Learn ... Learning for Life</i> Initiative	---	---	

Item	Notes	Work Hrs/Units	Cost per Hr/Unit	Subtotal
<b>Part-time Faculty:</b>				
(Number of hrs needed to complete tasks for Target Group of 250 students)				
6 hours (.5 hrs X 12)	Orientation materials preparation	6 hours		\$132
1 hr, 12 sessions	Orientation facilities set-up & breakdown	12 hours		\$264
3.5 hr, 12 sessions	conduct Orientation sessions for Target Group Students in Fall	42 hours		\$924
2.5 hr, 12 sessions	follow-up communications, data entry, test score analysis	30 hours		\$660
3 hrs to advise & register group of 20 students (12 groups X 3 hrs)	conduct Registration sessions for Target Group Students in Fall	36 hours		\$990
(10 STAR Advisors, 6 clock hours of training each)	participate in professional development workshops related STAR Advisors & QEP-related activities	60 hours		\$1,320
Adjuncts to cover 4, 3cc courses (45 hr X 4)	to cover courses for full-time faculty receiving release time	180 hours		\$3,960
Total hours		366 hours		\$8,052
Benefits				\$560
			<b>Subtotal:</b>	<b>\$66,212</b>
<b>Marketing &amp; Promotion:</b>				
Brochure				\$1,200
Posters & flyers				\$1,000
Outdoor flags				\$1,000
			<b>Subtotal:</b>	<b>\$3,200</b>
<b>Office Supplies:</b>				
Normal office supplies plus supplies for set up				\$2,000
<b>Educational Materials:</b>				
Webinars		6	\$350	\$2,100
3-DVD series "Putting Students First"				\$1,400
Workbooks for training STAR Advisors, faculty & staff		20	\$40	\$800
Planning books for STAR Initiative Target Group (need by April 2008)		250	\$8	\$2,000
Assessment Instruments for Target Group		250	\$9	\$2,250
<b>Subtotal</b>				<b>\$8,550</b>
<b>Equipment:</b>				
Computers & Printers	QEP Director & Admin. Asst.	2	\$1,500	\$3,000
Computers & Printers	MIS programmers	2	\$1,500	\$3,000

Item	Notes	Work Hrs/Units	Cost per Hr/Unit	Subtotal
Server		1	\$3,000	\$3,000
Fax		2	\$120	\$120
Executive desk		1	\$1,000	\$1,000
Executive chair		1	\$400	\$400
Office chair		4	\$250	\$1,000
Secretarial desk		3	\$650	\$1,950
Secretarial chair		3	\$300	\$900
4-drawer file cabinets		5	\$325	\$1,625
<b>Subtotal</b>				<b>\$15,995</b>
<b>Renovation:</b>				<b>\$10,000</b>
<b>Technology:</b>				
Software (SPSS)	Expansion of SPSS site license from 10 users to 20 users		\$7,000	\$7,000
Sequel license			\$2,000	\$2,000
Computer drops		2	\$200	\$400
<b>Subtotal:</b>				<b>\$9,400</b>
<b>In-District Travel:</b>	For QEP director (\$.445/mile)			<b>\$500</b>
<b>Out-of-District Travel:</b>				
4 people to travel to 2 QEP-related conferences		4x2=8	\$1,800	\$14,400
Consultants for training of faculty & staff				\$5,000
<b>Subtotal:</b>				<b>\$19,400</b>
<b>TOTAL FISCAL YEAR 2007-2008</b>				<b>\$275,267</b>
<b>FISCAL YEAR 2008 – 2009</b>				
<b>July 1, 2008 – June 30, 2009</b>				
QEP Director (full-time with benefits)	To manage development, implementation, & evaluation of QEP			\$59,390
Administrative Assistant (full-time with benefits)				\$26,760
Secretary		30 hrs/wk		\$13,300
Computer Programmer, part-time	To develop, implement, & maintain programming for <i>Learning to Learn ... Learning for Life</i> Initiatives			\$24,340
Director NSIC (10%)				\$5,165
Academic Dept Head, Developmental Studies (10%)	Direct supervisor of QEP Director			\$7,875
<b>Subtotal:</b>				<b>\$196,220</b>

Item	Notes	Work Hrs/Units	Cost per Hr/Unit	Subtotal
<b>Release Time for Full-Time Faculty:</b>				
Full-time faculty member (Equivalent of 1 three-credit course, fall, spring, & summer)	<u>Responsibilities:</u> Assist in materials development & training of STAR Advisors  Coordinate training & implementation associated with utilization of Student Learning Checkpoint System by faculty & staff	---	---	\$59,390
Full-time faculty member (Equivalent of 1 three-credit course, fall & spring)	<u>Responsibilities:</u> Coordinate development, training, implementation, & data reporting associated with <i>Learning to Learn ... Learning for Life</i> Initiative	---	---	
Full-time faculty member (Equivalent of 1 three-credit course, fall & spring)	<u>Responsibilities:</u> Coordinate development, training, implementation, & data reporting associated with <i>Learning to Learn ... Learning for Life</i> Initiative	---	---	
<b>Part-Time Faculty:</b>				
(Number of hrs needed to complete tasks for Target Group of 250 students)				
6 hours	Orientation materials preparation	6 hours		
1 hr, 12 sessions	Orientation facilities set-up & breakdown	12 hours		
3.5 hr, 12 sessions	conduct Orientation sessions for Target Group Students in Fall	42 hours		
2.5 hr, 12 sessions	follow-up communications, data entry, test score analysis	30 hours		
3 hrs to advise & register group of 20 students (12.5 groups X 3 hrs)	conduct Registration sessions for Target Group Students in Fall	45 hours		
(10 STAR Advisors, 10 clock hours of training each)	participate in professional development workshops related STAR Advisors & QEP-related activities	100 hours		
10 sections, 45 clock hours per section	teach College Success (SLS 1101)	450 hours		
10 sections, 15 clock hours per section	teach College Success Lab (SLS 1101L)	150 hours		
Adjuncts to cover 4, 3cc courses(45 hr X 4)	to cover courses for full-time faculty receiving release time	180 hours		
250 students, 1.5 hours per student, per AY	one-on-one sessions with Target Group Students	375 hours		
assuming 100 students per	handling interventions	100 hours		

Item	Notes	Work Hrs/Units	Cost per Hr/Unit	Subtotal
AY, 1 hr per student				
	Total Hours	1,481		
<b>Subtotal:</b>				<b>\$97,015</b>
<b>Marketing &amp; Promotion:</b>				
Brochures, Posters & Flyers				\$3,200
<b>Office Supplies:</b>				<b>\$2,000</b>
<b>Educational Materials:</b>				
Webinars; DVDs, workbooks for training STAR Advisors, Faculty & staff; planning books for Target Group; Assessment instruments for Target Group				\$8,550
<b>Equipment:</b>				
<b>Technology:</b>				
Renew SPSS				\$800
<b>In-District Travel:</b>				\$500
<b>Out-of-District Travel:</b>				
4 people to travel to 2 QEP-related conferences		4x2=8	\$1,800	\$14,400
Consultants for training of faculty & staff				\$5,000
<b>Subtotal:</b>				<b>\$19,400</b>
<b>TOTAL FISCAL YEAR 2008-2009</b>				<b>\$276,495</b>
<b>FISCAL YEAR 2009 - 2010</b>				
<b>July 1, 2009 – June 30, 2010</b>				
<b>Personnel:</b>				
QEP Director (full-time with benefits)	To manage development, implementation, & evaluation of QEP			\$61,175
Administrative Assistant (full-time with benefits)				\$27,565
Secretary		30 hrs/wk		\$13,300
	To develop, implement, & maintain programming for <i>Learning to Learn ... Learning for Life</i> Initiatives			
Computer Programmer, part-time				\$25,095
Director NSIC (10%)				\$5,320
Academic Dept Head,	Direct supervisor of QEP Director			\$8,115

Item	Notes	Work Hrs/Units	Cost per Hr/Unit	Subtotal
Developmental Studies (10%)				
<b>Subtotal:</b>				\$201,745
<b>Release time for Full-Time Faculty:</b>				
Full-time faculty member (Equivalent of 1 three-credit course, fall, spring, & summer)	<u>Responsibilities:</u> Assist in materials development & training of STAR Advisors  Coordinate training & implementation associated with utilization of Student Learning Checkpoint System by faculty & staff	---	---	\$61,175
Full-time faculty member (Equivalent of 1 three-credit course, fall & spring)	<u>Responsibilities:</u> Coordinate development, training, implementation, & data reporting associated with <i>Learning to Learn ... Learning for Life</i> Initiative	---	---	
Full-time faculty member (Equivalent of 1 three-credit course, fall & spring)	<u>Responsibilities:</u> Coordinate development, training, implementation, & data reporting associated with <i>Learning to Learn ... Learning for Life</i> Initiative	---	---	
<b>Part-time Faculty:</b>				
(Number of hrs needed to complete tasks for Target Group of 250 students)				
3 hr, 12 sessions	Orientation materials preparation	45 hours		
1 hr, 12 sessions	Orientation facilities set-up & breakdown	12 hours		
3.5 hr, 12 sessions	conduct Orientation sessions for Target Group Students in Fall	42 hours		
2.5 hr, 12 sessions	follow-up communications, data entry, test score analysis	30 hours		
3 hrs to advise & register group of 20 students (12.5 groups X 3 hrs)	conduct Registration sessions for Target Group Students in Fall	45 hours		
(10 STAR Advisors, 10 clock hours of training each)	participate in professional development workshops related STAR Advisors & QEP-related activities	100 hours		
10 sections, 45 clock hours per section	teach College Success (SLS 1101)	450 hours		
10 sections, 15 clock hours per section	teach College Success Lab (SLS 1101L)	150 hours		
Adjuncts to cover 4, 3 college credit courses (45x4)	Cover courses for full-time faculty receiving release time	180 hours		

Item	Notes	Work Hrs/Units	Cost per Hr/Unit	Subtotal
250 students, 1.5 hours per student, per AY	one-on-one sessions with Target Group Students	375 hours		
assuming 100 students per AY, 1 hr per student	handling interventions	100 hours		
3 hr, 12 sessions	present <i>Learning to Learn</i> Modules	90 hours		
Total Hours		1,571		
<b>Subtotal:</b>				<b>\$102,950</b>
<b>Marketing &amp; Promotion:</b>				
Brochures, Posters, Flyers				<b>\$3,200</b>
<b>Office Supplies:</b>				<b>\$2,000</b>
<b>Educational Materials:</b>				
Webinars; DVDs, workbooks for training STAR Advisors, Faculty & staff; planning books for Target Group; Assessment instruments for Target Group				<b>\$8,550</b>
<b>Furniture:</b>				
<b>Renovation:</b>				
<b>Equipment:</b>				
<b>Technology:</b>				
Software				\$9,000
<b>In-District Travel</b>				\$500
<b>Out-of-District Travel:</b>				
4 people to travel to 2 QEP-related conferences		4x2=8	\$1,850	\$14,800
Consultants for training of faculty & staff				\$5,000
<b>Subtotal:</b>				<b>\$19,800</b>
<b>TOTAL FISCAL YEAR 2009-2010</b>				<b>\$286,670</b>
<b>Fiscal Year 2010 – 2011 July 1, 2010 – June 30, 2011</b>				
QEP Director (full-time with benefits)	To manage development, implementation, & evaluation of QEP			\$63,010
Administrative Assistant (full-time with benefits)				\$28,395
Secretary			30 hrs/wk	\$13,300

Item	Notes	Work Hrs/Units	Cost per Hr/Unit	Subtotal
Computer Programmer, part-time	To develop, implement, & maintain programming for <i>Learning to Learn ... Learning for Life</i> Initiatives			\$25,865
Director NSIC (10%)				\$5,480
Academic Dept Head, Developmental Studies (10%)	Direct supervisor of QEP Director			\$8,360
<b>Subtotal:</b>				\$134,440
<b>Release Time for Full-Time Faculty:</b>				
Full-time faculty member (Equivalent of 1 three-credit course, fall, spring, & summer)	<u>Responsibilities:</u> Assist in materials development & training of STAR Advisors  Coordinate training & implementation associated with utilization of Student Learning Checkpoint System by faculty & staff			\$63,010
Full-time faculty member (Equivalent of 1 three-credit course, fall & spring)	<u>Responsibilities:</u> Coordinate development, training, implementation, & data reporting associated with <i>Learning to Learn ... Learning for Life</i> Initiative			
Full-time faculty member (Equivalent of 1 three-credit course, fall & spring)	<u>Responsibilities:</u> Coordinate development, training, implementation, & data reporting associated with <i>Learning to Learn ... Learning for Life</i> Initiative			
<b>Part-Time Faculty:</b>				
(Number of hrs needed to complete tasks for Target Group of 250 students)				
3 hr, 12 sessions	Orientation materials preparation	45 hours		
1 hr, 12 sessions	Orientation facilities set-up & breakdown	12 hours		
3.5 hr, 12 sessions	conduct Orientation sessions for Target Group Students in fall	42 hours		
2.5 hr, 12 sessions	follow-up communications, data entry, test score analysis	30 hours		
3 hrs to advise & register group of 20 students (12.5 groups X 3 hrs)	conduct Registration sessions for Target Group Students in fall	45 hours		

Item	Notes	Work Hrs/Units	Cost per Hr/Unit	Subtotal
(10 STAR Advisors, 10 clock hours of training each)	participate in professional development workshops related STAR Advisors & QEP-related activities	100 hours		
Adjuncts to cover 4, 3 college credit courses (45x4)	Cover courses for full-time faculty receiving release time	180 hours		
10 sections, 45 clock hours per section	teach College Success (SLS 1101)	450 hrs		
10 sections, 15 clock hours per section	teach College Success Lab (SLS 1101L)	150 hrs		
250 students, 1.5 hours per student, per AY	present <i>Learning to Learn</i> Modules	375 hours		
assuming 100 students per AY, 1 hr per student	handling interventions	100 hours		
Total Hours:		1,571		
			<b>Subtotal:</b>	<b>\$106,530</b>
<b>Marketing &amp; Promotions:</b>				
Brochure, posters, flyers				<b>\$3,300</b>
<b>Educational Supplies:</b>				
Webinars; DVDs; workbooks for training STAR Advisors, faculty & staff; Planning books for Target Group; Assessment Instruments for Target Group				<b>\$8,800</b>
<b>Furniture:</b>				--
<b>Renovation:</b>				--
<b>Equipment:</b>				--
<b>Technology:</b>				
Software				<b>\$9,000</b>
<b>In-District Travel</b>				<b>\$500</b>
<b>Out-of-District Travel:</b>				
4 people to travel to 2 QEP-related conferences		4x2=8		\$14,800
Consultants				\$6,000
			<b>Subtotal:</b>	<b>\$20,800</b>
			<b>TOTAL FISCAL YEAR 2010-2011:</b>	<b>\$296,340</b>

Item	Notes	Work Hrs/Units	Cost per Hr/Unit	Subtotal
<b>Fiscal Year 2011-2012 July 1, 2011 – June 30, 2012</b>				
QEP Director (full-time with benefits)	To manage development, implementation, & evaluation of QEP			\$64,900
Administrative Assistant (full-time with benefits)				\$29,250
Secretary			30 hrs/wk	\$13,300
----- Computer Programmer, part-time	To develop, implement, & maintain programming for <i>Learning to Learn ... Learning for Life</i> Initiatives			----- \$26,650
Director NSIC (10%)				\$5,645
Academic Dept Head, Developmental Studies (10%)	Direct supervisor of QEP Director			\$8,610
<b>Subtotal:</b>				<b>\$213,255</b>
<b>Full-Time Faculty</b>				
Full-time faculty member (Equivalent of 1 three-credit course, fall, spring, & summer)	<u>Responsibilities:</u> Assist in materials development & training of STAR Advisors Coordinate training & implementation associated with utilization of Student Learning Checkpoint System by faculty & staff	---	---	\$64,900
Full-time faculty member (Equivalent of 1 three-credit course, fall & spring)	<u>Responsibilities:</u> Coordinate development, training, implementation, & data reporting associated with <i>Learning to Learn ... Learning for Life</i> Initiative	---	---	
Full-time faculty member (Equivalent of 1 three-credit course, fall & spring)	<u>Responsibilities:</u> Coordinate development, training, implementation, & data reporting associated with <i>Learning to Learn ... Learning for Life</i> Initiative	---	---	
<b>Part-Time Faculty:</b>				
(Number of hrs needed to complete tasks for Target Group of 250 students)				
3 hr, 12 sessions	Orientation materials preparation	45 hours		
1 hr, 12 sessions	Orientation facilities set-up & breakdown	12 hours		
3.5 hr, 12 sessions	Conduct orientation sessions for Target Group Students in Fall	42 hours		

Item	Notes	Work Hrs/Units	Cost per Hr/Unit	Subtotal
2.5 hr, 12 sessions	Follow-up communications, data entry, test score analysis	30 hours		
3 hrs to advise & register group of 20 students (12 groups x 3 hrs)	Conduct registration sessions for Target Group Students in Fall	36 hours		
(10 STAR Advisors 10 clock hours of training each)	Participate in professional development workshops related STAR Advisors & QEP-related activities	100 hours		
10 sections, 45 clock hours per section	Teach College Success (SLS 1101)	450 hours		
10 sections, 15 clock hours per section	Teach College Success Lab (SLS 1101L)	150 hours		
Adjuncts to cover 4, 3 college credit courses (45x4)	Cover courses for full-time faculty receiving release time	180 hours		
250 students, 1.5 hours per student, per AY	One-on-one sessions with Target Group Students	375 hours		
Assuming 100 students per AY, 1 hr per student	Handling interventions	100 hours		
----- Total Hours		1,571		
			<b>Subtotal:</b>	<b>\$110,160</b>
<b>Marketing &amp; Promotion:</b>				
Brochures, posters, flyers				\$3,500
<b>Office Supplies:</b>				<b>\$3,000</b>
<b>Educational Supplies</b>				
Webinars; DVDs; workbooks for training STAR Advisors, faculty & staff; Planning books for Target Group; Assessment Instruments for Target Group				\$8,800
<b>Furniture:</b>				
---				
<b>Renovation:</b>				
---				
<b>Equipment</b>				
---				
<b>Software:</b>				\$9,000
<b>In-District Travel</b>				\$500
<b>Out-of-District Travel</b>				
4 people to travel to 2 QEP-related conferences		4x2=8		\$14,800
Consultants				\$6,000
<b>TOTAL FISCAL YEAR 2011-2012:</b>				<b>\$296,340</b>

Item	Notes	Work Hrs/Units	Cost per Hr/Unit	Subtotal
<b>Fiscal Year 2012 – 2013 July 1, 2012 – June 30, 2013</b>				
QEP Director (full-time with benefits)	To manage development, implementation, & evaluation of QEP			\$66,850
Administrative Assistant (full-time with benefits)				\$30,130
Secretary			30 hrs/wk	\$13,300
Computer Programmer, full-time	To develop, implement, & maintain programming for <i>Learning to Learn ... Learning for Life</i> Initiatives			\$27,450
Computer Programmer, part-time				
Director NSIC (10%)				\$5,815
Academic Dept Head, Developmental Studies (10%)	Direct supervisor of QEP Director			\$8,870
<b>Subtotal:</b>				<b>\$152,415</b>
<b>Release Time for Full-Time Faculty:</b>				
Full-time faculty member (Equivalent of 1 three-credit course, fall, spring, & summer)	<u>Responsibilities:</u> Assist in materials development & training of STAR Advisors Coordinate training & implementation associated with utilization of Student Learning Checkpoint System by faculty & staff	---	---	\$66,850
Full-time faculty member (Equivalent of 1 three-credit course, fall & spring)	<u>Responsibilities:</u> Coordinate development, training, implementation, & data reporting associated with <i>Learning to Learn ... Learning for Life</i> Initiative	---	---	
Full-time faculty member (Equivalent of 1 three-credit course, fall & spring)	<u>Responsibilities:</u> Coordinate development, training, implementation, & data reporting associated with <i>Learning to Learn ... Learning for Life</i> Initiative	---	---	
<b>Part-time Faculty:</b>				
3 hr, 12 sessions	Orientation materials preparation,	45 hours		
1 hr, 12 sessions	Orientation facilities set-up & breakdown	12 hours		
3.5 hr, 12 sessions	conduct Orientation sessions for Target Group Students in Fall	42 hours		

Item	Notes	Work Hrs/Units	Cost per Hr/Unit	Subtotal
2.5 hr, 12 sessions	follow-up communications, data entry, test score analysis	30 hours		
3 hrs to advise & register group of 20 students (12.5 groups X 3 hrs)	conduct Registration sessions for Target Group Students in Fall	45 hours		
(10 STAR Advisors, 10 clock hours of training each)	participate in professional development workshops related STAR Advisors & QEP-related activities	100 hours		
Adjuncts to cover 4, 3 college credit courses (45x4)	cover courses for full-time faculty receiving release time	180 hours		
10 sections, 45 clock hours per section	teach College Success (SLS 1101)	450 hrs		
10 sections, 15 clock hours per section	teach College Success Lab (SLS 1101L)	150 hrs		
250 students, 1.5 hours per student, per AY	present <i>Learning to Learn</i> Modules	375 hours		
assuming 100 students per AY, 1 hr per student	handling interventions	100 hours		
----- Total Hours		1,571	-----	
			<b>Subtotal:</b>	<b>\$113,850</b>
<b>Marketing &amp; Promotion:</b>				
Brochures, posters, flyers				<b>\$3,500</b>
<b>Office Supplies:</b>				<b>\$3,000</b>
<b>Educational Supplies:</b>				
Webinars; DVDs; workbooks for training STAR Advisors, faculty & staff; Planning books for Target Group; Assessment Instruments for Target Group				<b>\$9,060</b>
<b>Furniture:</b>				---
<b>Renovation:</b>				---
<b>Equipment:</b>				---
<b>Software:</b>				\$9,000
<b>In-District Travel:</b>				\$500
<b>Out-of-District Travel:</b>				
4 people to travel to 2 QEP-related conferences				\$15,000
Consultants for training				\$6,000

Item	Notes	Work Hrs/Units	Cost per Hr/Unit	Subtotal
			<b>Subtotal:</b>	\$21,000
			<b>TOTAL FISCAL YEAR 2012-2013:</b>	\$312,325

# APPENDICES

## References

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## Definitions of Terms

### **Academic Advising**

A developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. (Crockett, Ed., 1987)

### **Beginning** (as a level of assessment)

Questions and evaluations are insufficient or nonexistent (PJC Global Learning Outcomes Assessment Committee).

### **Competent** (as a level of assessment)

Questions and evaluations are usually accurate, reasonable, and relevant (PJC Global Learning Outcomes Assessment Committee).

### **Developing** (as a level of assessment)

Questions and evaluations are generally accurate but not always reasonable or relevant (PJC Global Learning Outcomes Assessment Committee).

### **Developmental Advising**

A process in which the advisor participates in the decision making process by facilitating and guiding the student in exploring all options for their personal, academic, and career success (Bland, 2004).

### **Introductory-level Courses**

Any general education course in which the course content focuses on the basic elements of an academic discipline or subject area.

### **Mastery** (as a level of assessment)

Questions and evaluations are consistently accurate, reasonable, relevant, and of high quality (PJC Global Learning Outcomes Assessment Committee).

### **NSIC**

New Student Information Center, Pensacola Junior College.

### **STAR Advisors**

Support for Transition to Academic Readiness Advisors

<b>Table 1A. QEP Core Team and QEP Facilitation Team January 2006</b>	
<b>Name</b>	<b>Department / Unit</b>
Georgia Beliech	New Student Info Center
Amy Crum (faculty)	Prof. Service Careers
Joan Disney	QEP Central
Elaine Elledge (Core Team)	Curriculum & Assessment
Peter Gram (faculty)	Behavioral Sciences
Beth Herndon	Curriculum & Assessment
Shirley Holt-Hill (faculty)	Nursing
June Linke (Core Team)	Behavioral Sciences
James Martin (Core Team)	Student Affairs
Marshall McLeod (Core Team)	Institutional Research & Effectiveness
Cindy Minor	Student Support Services
Melissa Murray (student)	---
Daulta Niles	Microcomputer Resources
Carla Rich (faculty)	Business
Linda Ripley	ITS
Lauricia Robinson (student)	---
Julia Ruengert (faculty)	English / Communications
David Sam (Core Team)	Academic Affairs
Barbara Wall	Tech Prep / School to Work

This QEP PRESENTER PACKET includes all the materials you need to conduct a QEP Topic Ideas Workshop in small group settings.

Upon scheduling a QEP Topic Ideas Workshop, to arrange to receive the correct number of QEP Topic Ideas Workshop Participant Packets for your workshop, just call QEP Central, 484-2540. We will deliver the requested number of participant packets to your office or other specified location.

If you would like a QEP Team member to assist you in conducting a QEP Topic Ideas Workshop, please call QEP Central, 484-2540.

A “master schedule” of QEP Topic Ideas Workshops is available through [www.pjc.edu/sacs/qep](http://www.pjc.edu/sacs/qep). Please notify QEP Central, 484-2540, as soon as you schedule a workshop so that it can be placed on this master schedule.

**Table 2A. Facilitator Packet Contents, QEP Topic Ideas Workshops, Spring 2006**

Item	Why this item is in your <u>Presenter</u> Packet	Is this item in <u>Participant</u> Packet? ? YES or NO
CD containing 19 PowerPoint slides	You will be showing (or assisting with) these slides in <b>QEP Topic Ideas Workshops</b>	NO
Discussion Points for Presenters	<p>This handout is designed especially for persons who will be presenting the PowerPoint slides. It provides a commentary for each slide to guide the presenter through the entire workshop.</p> <p>Important note: Please <u>do not</u> distribute the “Participant Packets” to your audience until you get to Slide #17.</p> <p>You want the participants to focus on the presentation first. They can focus on their packets when you open the floor for questions &amp; discussion (Slide #17).</p>	NO
Workshop Attendees Sign-Up Sheet	Please make sure that <u>every</u> person signs in at your workshop. The QEP Team will have to show these sign-up sheets to SACS officials to verify the process PJC followed in selecting a QEP Topic.	NO
“QEP Topic Selection Process” brochure	This brochure will help your participants when you, as the presenter, open the floor for questions & discussion. (See discussion points for Slide 17)	YES

**Table 2A. Facilitator Packet Contents, QEP Topic Ideas Workshops, Spring 2006**

Item	Why this item is in your <u>Presenter</u> Packet	Is this item in <u>Participant</u> Packet? YES or NO
Photocopy of QEP slides, numbered 1 thru 19	These numbered slides will aid you and your participants during questions & discussions. You can talk about specific slides from the handouts rather than trying to click back & forth between slides on the screen. During questions & discussions, just keep Slide #17 on the screen and use the handouts.	YES
Quick Facts about Financial Aid	This handout makes it clear that without various types of Financial Aid many people in our district would not be able to become PJC students. Without SACS accreditation, PJC would have no access to Financial Aid dollars!	YES
<p>Four Different Ways To Submit QEP Topic Ideas</p> <p>1-brochure (detach panel) 2-Topic Ideas Worksheet 3-www.pjc.edu/sacs 4-contact QEP Central</p>	<p>Move to Slide #18 to transition into reinforcing to participants that there are <u>four</u> different ways to submit QEP Topic Ideas during Spring 2006</p> <p>Please make sure the participants understand that they do not have to sign their name to any QEP Topic Ideas that they submit. They are welcome to sign their name, but they are not required to do so.</p> <p>Be sure to leave 8 to 10 minutes at the end of the workshop to provide attendees time to talk among themselves, write their ideas on the “idea panel” of the brochure, detach the panel, and turn it in to you.</p>	YES
Advice from PJC’s SACS Liaison	This sheet provides concise information from our SACS Liaison concerning “things to keep in mind” as we select our QEP Topic and prepare our QEP Document.	YES
QEP Topic Ideas Worksheet	This is a worksheet that will be widely distributed throughout the PJC system during February & March.	YES
To schedule a QEP Topic Ideas Workshop at your location	There may be persons in your audience who would like to schedule a workshop at another group meeting. This handout provides instructions on how	YES

**Table 2A. Facilitator Packet Contents, QEP Topic Ideas Workshops, Spring 2006**

Item	Why this item is in your <u>Presenter</u> Packet	Is this item in <u>Participant</u> Packet? YES or NO
	do get a workshop scheduled.	
PJC Mission Statement & Strategic Goals	This handout contains the entire PJC Mission Statement, Value Statement, and Strategic Goals. These statements & goals were approved by the PJC Board in Spring 2005.	YES
List of QEP Team Participants	This handout lets your audience know that people throughout the PJC system & community are actively participating on the QEP Team. Please encourage your audience to contact QEP Central to volunteer to serve on QEP Team Subcommittees.	YES
QEP Workshop Evaluation Form	Be <u>sure</u> to ask your audience to complete their QEP Workshop Evaluation Form. Information from these forms enables the QEP Team to refine the workshop materials and workshop formats.	YES

When you're all done with the workshop, please return the following items to QEP Central, Building 14, Room 1461, or call us at 484-2540 and we'll come to your office and pick them up from you.

- 1) any written QEP Topic Ideas you received;
- 2) workshop attendees sign-up sheet;
- 3) QEP Topic Ideas Workshop evaluation forms;
- 4) Any extra brochures and handouts that can be used at other workshops

As a QEP Workshop Presenter and/or Facilitator, your comments and suggestions on how to improve the content, structure, timeframes, etc. of these workshops is very important to the QEP Team. Please do not hesitate to let us know your thoughts and suggestions!

Thanks you so much for your active participation! The QEP Topic Ideas Workshops are extremely important to PJC as we prepare for our up-coming SACS Accreditation Review.

QEP Team  
2/1/06

**Table 3A. Schedule of QEP Topic Selection Workshops, Spring 2006**

<b>Date Time Location</b>	<b>Workshop Title &amp; Hosting Group(s)</b>	<b>Presenter(s) &amp; Facilitator(s)</b>	<b>Number of Packets Provided</b>	<b>Number of Attendees (See Sign-up Sheets)</b>
February 1 10:00 am Room 9663	QEP Presenter Training Session QEP Team	Linke Elledge	5	5
February 1 2:00 pm Room 9663	QEP Presenter Training Session QEP Team	Linke Elledge	2	2
February 2 9:00 am Atwell	QEP Presenter Training Session QEP Team	Elledge	2	2
February 2 3:00 pm Room 9663	QEP Presenter Training Session QEP Team	Linke	1	1
February 3 10:00 am Atwell Room	QEP Presenter Training Session QEP Team	Elledge	2	2
February 6 3:00 pm Room 736	QEP Presenter Training Session QEP Team	Linke	10	10
February 9 8:00 am Room 736	QEP Topic Ideas Workshop Career Service Council	Elledge	15	12
February 10 9:00 am LRC, Pensacola	QEP Topic Ideas Workshop LRC Staff	Davis	15	7
February 14 2:00 pm Room 9663	QEP Topic Ideas Workshop CAEOP	Causey	20	14

**Table 3A. Schedule of QEP Topic Selection Workshops, Spring 2006**

<b>Date Time Location</b>	<b>Workshop Title &amp; Hosting Group(s)</b>	<b>Presenter(s) &amp; Facilitator(s)</b>	<b>Number of Packets Provided</b>	<b>Number of Attendees (See Sign-up Sheets)</b>
February 16 9:00 am Bldg 4	QEP Topic Ideas Workshop Mass Communication Class	Ruengert	30	27
February 21 4:00 pm Milton, Room 4902	QEP Topic Ideas Workshop PJC District Board of Directors	Linke Elledge Sam	20	14
February 22 8:00 am Room 509	QEP Topic Ideas Workshop Leadership Team (Martin)	Linke Elledge	25	24
February 23 11:00 am Bldg 4	QEP Topic Ideas Workshop Feature Writing Class	Ruengert	25	23
February 23 2:30 pm Room 1466	QEP Topic Ideas Workshop Behavioral Sciences	Gram	19	15
February 23 2:30 pm Milton Campus	QEP Topic Ideas Workshop Testing/Admission	Elledge	20	13
February 24 1:00 pm Room 1704	QEP Topic Ideas Workshop Biological Sciences	Kaplan Brady	37	34
March 1 1:00 PM Room 509 or 511	QEP Topic Ideas Workshop AASA Executive Board	Evans Gardner	6	6
March 1 3:00 pm Room 509 or 511	QEP Topic Ideas Workshop SGA Executive Board/General	Evans Elledge	25	22
March 6 11:00 am – 12:30 pm	QEP Topic Ideas Open Forum QEP Team	Scott Linke	30	21

**Table 3A. Schedule of QEP Topic Selection Workshops, Spring 2006**

<b>Date Time Location</b>	<b>Workshop Title &amp; Hosting Group(s)</b>	<b>Presenter(s) &amp; Facilitator(s)</b>	<b>Number of Packets Provided</b>	<b>Number of Attendees (See Sign-up Sheets)</b>
Room 9663		Elledge Gram Davis		
March 7 2:00 pm – 3:30 pm	QEP Topic Ideas Open forum QEP Team	Scott Linke Elledge Gram Davis	12	12
March 27 2:00 pm – 3:30 pm	Narrowing Topics to a “Short List” QEP Team	Linke Elledge Gram	21	21
April 12 11:30 pm – 1:00 pm	The QEP “Short List” Milton SGA	Linke Long Amos	55	55

<b>Table 4A. QEP Research &amp; Resource Team, Spring-Summer 2006</b>	
<b>Name</b>	<b>Department/Unit</b>
Glen Bradley (faculty)	Behavioral Sciences
Vicki Carson (faculty)	Behavioral Sciences
Rebecca Causey	Continuing Education
Wanda Cook	Developmental Studies
Ralph Crago	MIS / ITS
Sandra Davis	Learning Resources Cntr
Debbie Douma	Grants Management
Mary Esslinger	Dual Enrollment
Larry Gardner	Prof. Service Careers
Peter Gram (faculty)	Behavioral Sciences
Rosemarie Long	Career Connection, MIL
Cindy Minor	Student Support Services
Todd Neuman	English / LCCCT
Daulta Niles	Microcomputer Resources
Vicki Schell	Mathematics
Juanita Scott	Staff & Professional Dev
Tammy VanderHey	MIS

<b>Table 5A. QEP Writing/Editing Team</b>	
<b>Name</b>	<b>Department/Unit</b>
Karen Kessler	Financial Aid
Betty Persons	Education
Debbie Douma	Grants Management
Tracy Peyton	Developmental Studies
June Linke	QEP Central / Beh Sci
Todd Neumann	English/LCCCT

<b>Table 6A. QEP Work Groups, Fall 2006</b>					
<b>Sections I. and II.</b>	<b>Sections III. and V.</b>	<b>Section IV. Initiatives 2 &amp; 3</b>	<b>Section IV. Initiatives 1 &amp; 4*</b>	<b>Reviewers for Style &amp; Consistency (including Bib. &amp; Append.)</b>	<b>Estimated Budget Development</b>
Betty Persons	Betty Persons	Betty Persons	Betty Persons	Betty Persons	Betty Persons
Debbie Douma	Vicki Schell	Todd Neuman	Karen Kessler	Todd Neuman	Debbie Douma
Karen Kessler	Krist Lien	Tracy Peyton	Wanda Cook	Tracy Peyton	Marsha Layfield
Rebecca Causey	Sandra Davis	Carla Rich	Marsha Layfield	Debbie Douma	Kathy Dutremble
Lisa Sims	Susan Morgan	Juanita Scott	Kathy Dutremble	Elaine Elledge	Vicki Schell
Peter Gram	Julie Ruengert	Jo Spencer	Ken Shugart	June Linke	Juanita Scott
Elaine Miller	Juanita Scott	Larry Gardner	Ralph Crago		Wanda Cook
James Martin	Jim Brady	Shirley Holt-Hill	Tammy VanderHey		Elaine Miller
Martin Gonzalez	Thom Botsford	Elaine Elledge	Juanita Scott		Gean Ann Emond
Melissa Murray (S)	June Linke	Beth Herndon	Daulta Niles		Martin Gonzalez
June Linke	Martin Gonzalez	Georgia Beliech (S)	Paul Chaney		
		June Linke	Martha Caughey		
		Martin Gonzalez	Saundra Colville		
			Elaine Miller		
			Carla Rich		
			James Martin		
			Shirley Holt-Hill		
			Georgieanna Bryant		
			Earl Evans		
			Lauricia Robinson (S)		
			Joan Ziel		
			Jim Nickles		
			Debbie Gerard		
			Saundra Colville		
			June Linke		
			Martin Gonzalez		

\* Initiative #4 was incorporated into Initiative #1 in February 2007.



**Form 1A  
CCSSE 3<sup>rd</sup> Party Item  
Use Agreement**

## The Community College Student Report

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The Community College Survey of Student Engagement's (CCSSE) survey instrument, *The Community College Student Report*, is copyrighted. Any use of items from *The Community College Student Report* is prohibited without written permission from CCSSE. Any individual or organization that wishes to borrow one or more survey items from the instrument must have written permission from CCSSE and submit the details on how the items will be used.

At a minimum, the applicant for item use should submit:

1. List of the specific item(s) to be used;
2. Statement of the objective of the applicant's survey or study;
3. Description of the audience to which the survey is to be administered;
4. Description of survey mode, i.e., How the survey will be administered? Paper? Interviews?
5. Description of sampling methodology;
6. Estimated number of survey recipients;
7. Expected start and end dates for survey administration;
8. If applicable: a copy of the survey instrument that incorporates the items, noting where the CCSSE items are located;
9. Name, title, organization and complete contact information for the principal investigator; if the requested use is for a dissertation study, please provide the same information for the dissertation committee chairperson.

### Agreement:

Applicant must agree to the following conditions:

- 1) Applicant will provide to CCSSE: an electronic copy of data acquired, including frequency distributions and means on borrowed items; electronic and hard copies of the subject report or student; and the appropriate citation. The signature below also indicates permission to cite the report or study, with appropriate credit, on the CCSSE Web site.
- 2) When data on CCSSE's items are reported, applicant will include the following citation: "Items xx and xx used with permission from *The Community College Student Report* [date of survey version -- e.g., 2004] Community College Survey of Student Engagement, The University of Texas at Austin."
- 3) Permission is valid for one time use only but may be renewed with written permission from CCSSE.

---

Please Print Principal Investigator's Name

---

Principal Investigator's Signature

---

Date

Please return this information to the address listed below or via e-mail them to [info@ccsse.org](mailto:info@ccsse.org)



**DRAFT**  
**May 4, 2006**

## **Quality Enhancement Plan**

### ***Learning to Learn...Learning for Life***

**Philosophy:** We the faculty and staff of PJC believe that our students can be and should become effective, independent, lifelong learners, responsible for their own learning.

**Problem:** Most of our students enter the college without understanding what being an independent lifelong learner means, nor do they have the skills necessary for this role. The best efforts of faculty and support staff, operating independent of each other, do not seem to change the attitudes or behaviors of many of these students. Students often fail to see that the attitudes and skills necessary for success in college are the same needed for success in life.

**Therefore:** PJC will design and implement a system-wide set of mutually supporting strategies to teach entering college students both the meaning of and the skills for being an independent lifelong learner.

To accomplish this PJC will design/revise and implement a “Learning to Learn” system. This cross-functional and interdisciplinary system will enhance student learning so that they can more effectively:

- Develop a plan and strategies for success
- Succeed in academic life
- Succeed in the real world through lifelong learning

**Strategies:**

- Use the student intake process to better inform students of the role of a successful college student.
- Better interconnect student support systems with each other and with the classroom to mutually reinforce student attitudes and skills for success.
- Implement cross-disciplinary classroom strategies for students to learn effective attitudes and skills.
- Better interconnect extra-curricular supportive activities with classroom activities and goals.
- Infuse the Learning to Learn success strategies, critical thinking, and real-world activities across the curriculum and in out-of-classroom activities.
- View orientation to college as an extended process and develop a program of expectations and supports throughout the first-year of the student’s in and out of class experiences.
- Develop student engagement in learning through emphasis on developing accountability, active learning, and critical thinking skills.

**This QEP will improve student learning by:**

- enhancing student retention and success
- developing effective critical thinking skills
- developing student responsibility for self (through course success and job placement)
- stressing active learning through in-course activities and out-of-classroom experiences
- connecting learning to real-world goals and experiences through the use of authentic demonstrations of student learning and experiential learning activities