

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Develop formal and ongoing high school articulation meetings with faculty, including adult studies, in the areas of reading, language arts, and math. These meetings will deal specifically with academic expectations and best practices. **1.01**

College Goal: 2; Optimize access to and participation in college programs.
College Initiative: 2.51 Develop formal and ongoing articulation meetings with high school and college faculty.

Goal Impact Measure: Not Measured: direct assessment of effectiveness not possible.

Initiative Completion Measure: Document completion and sustainability. Number of incoming students monitored **Type: C**

Initiative Leader: Dumbleton/Murr **Advocate or Team Representatives:** Shiela Kerr

Participating Individuals: Judy Batson, Kathryn Birmingham, David Bell, Deborah Berbig, Roger Breen, Lynne Crosby, Ruth Dellinger, Naita Guine, Gail Gibson, Judy Holcomb, Vincent Jackson, Ann Karnes, Linda Martin, Johnnie McCloud, Deborah Morris, Phillip Petersen, Marlene Tege-MacMillin, Dana Thomas, Brian Thomasson, Nadine Whitfield, Faye Wisner

Action Item	Action Steps	Expected Outcomes	Timelines	
1.01.01 Review and expand DCSB and NCSB articulation agreements to include a standard clause on articulation meetings, roles of respective faculty and commitment to construct and share best practices.	<ol style="list-style-type: none"> 1. Construct new agreement. 2. Responsible parties sign. 	<ul style="list-style-type: none"> • Each agreement will include new language to frame the cooperation between FCCJ and the respective school districts. 	9/04	On-going
1.01.02 Create a plan for instituting increased communication between FCCJ and district subject area faculty.	<ol style="list-style-type: none"> 1. Recruit faculty from both venues. 2. Schedule two formal meetings per year. 3. Construct a one-to-one peer-partnering program. 	<ul style="list-style-type: none"> • Representatives from each discipline area at FCCJ will be recruited and participate in formal and informal meetings and a peer partnership. • 85% of the participants will report satisfaction with the progress and content of the meetings. 	12/03	On-going
1.01.03 Implement and evaluate the pilot meeting plan.	<ol style="list-style-type: none"> 1. Host a campus-based meeting. 2. Activate the peer partnership network. 	<ul style="list-style-type: none"> • Meetings will be conducted and minutes will document progress and transactions. 100% of the actions will be documentable and translated into action statements for future deliverables. 	3/04	On-going
1.01.04 Create a five-year plan for the faculty articulation committee's actions.	<ol style="list-style-type: none"> 1. Identify faculty expectations and best practices and translate them into identifiable behaviors. 	<ul style="list-style-type: none"> • Best practices and academic expectations will be documented. 	5/04	8/04
1.01.05 Disseminate proceedings via faculty professional development Web site.	<ol style="list-style-type: none"> 1. Construct Web site. 2. Post proceedings, goals, and completed actions. 	<ul style="list-style-type: none"> • Proceedings will be posted one week after meetings. • 100% of the peer network will post results of their quarterly meetings. 	5/04	On-going

<p>1.01.06 Set up a list of FCCJ and school system contacts to share College-wide.</p>	<p>1. Each campus will identify personnel from their campus and the contacts in the high schools.</p>	<ul style="list-style-type: none"> • Completed list of all school principals, vice principals, deans, counselors, teachers, and other school leaders and key personnel. • Completed list of key FCCJ people who work with school systems. 	<p>5/04</p>	<p>On-going</p>
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Process Goal and Initiative: Develop formal and ongoing articulation meetings with counselors and advisors to discuss all areas of student services, including career options planning for high school students.				1.02	
College Goal: 2; Optimize access to and participation in college programs.					
College Initiative: 2.52 Develop formal and ongoing articulation meetings with high school and college counselors and advisors.					
Goal Impact Measure: Not Measured: direct assessment of effectiveness not possible.					
Initiative Completion Measure: Document completion. Survey student perceptions.					Type: C
Initiative Leader: Dumbleton/Adeeb		Advocate or Team Representatives:			
Participating Groups: Student Success Deans, Student Success Council, Campus Recruiters, College Counselors/Advisors, Career Council					
Participating Individuals: Michelle Barnes, Vicki Bennett, Deborah Berbig, Cheryl Black, Greg Lawrence, Lois Lindsey, Scott Schnappauf, Jackie Smith, Ruthine Tidwell					
Action Item	Action Steps	Expected Outcomes	Timelines		
1.02.01 Review and expand DCSB and NCSB articulation agreements to include a standard clause on articulation meetings, roles of respective counselors and advisors and commitment to construct and share best practices.	<ol style="list-style-type: none"> 1. Construct new agreement. 2. Responsible parties sign. 	<ul style="list-style-type: none"> • Signed articulation agreements. • Identify strategies to help eliminate post-secondary remediation. 	9/04	On-going	
1.02.02 Create a plan for instituting increased communication between FCCJ and school district counselors and advisors.	<ol style="list-style-type: none"> 1. Recruit counselors and advisors from both venues. 2. Schedule two formal meetings per year – one College-wide and the second campus-based. 3. Construct a one-to-one peer partnering program. 	<ul style="list-style-type: none"> • 5 counselors/advisors and 5 alternate counselors/advisors from each Campus area (except Open Campus) and Deerwood Center at FCCJ will be recruited and participate in formal and informal meetings and a peer partnership with the Duval and Nassau County School contact counselors/advisors.. • 85% of the participants will report satisfaction with the progress and content of the meetings. 	1/04	On-going	
1.02.03 Implement and evaluate the pilot meeting plan.	<ol style="list-style-type: none"> 1. Host a College-wide and campus-based meeting. 2. Activate the peer partnership network. 	<ul style="list-style-type: none"> • Meetings will be conducted and minutes will document progress and transactions. 100% of the actions will be documentable and translated into action statements for future deliverables. 	3/04	On-going	
1.02.04 Create a five-year plan involving the articulation committee's actions for counselors and advisors.	<ol style="list-style-type: none"> 1. Identify counselors' and advisors' expectations and best practices and translate them into identifiable behaviors. 	<ul style="list-style-type: none"> • Publish best practices handbook. 	2/04	4/04	
1.02.05 Disseminate proceedings via counselors' and advisors' professional development Web site.	<ol style="list-style-type: none"> 1. Construct Web site. 2. Post proceedings, goals, and completed actions. 	<ul style="list-style-type: none"> • Proceedings will be posted one week after meetings. • 100% of the peer network will post results of their quarterly meetings. 	5/04	On-going	

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Process Goal and Initiative: Recast high school direct communication tactics to create more and better opportunities for relationship development and prospective student conversion. **1.03**

College Goal: 3; Elevate customer service to a level unsurpassed in higher education.
College Initiative: 3.27 Recast high school direct communication tactics to create more and better opportunities for relationship development and prospective student conversion.

Goal Impact Measure: Not Measured: direct assessment of effectiveness not possible.

Initiative Completion Measure: Document completion. Survey student perceptions. **Type:** C,D

Initiative Leader: Dumbleton/
Cotton **Advocate or Team Representatives:**

Participating Groups: Marketing Department, recruiters, dual enrollment coordinators, college deans, Administration and Professional Collaborative

Participating Individuals: Patty Adeeb, Robert Blade, Mike Collins, Lynne Crosby, Roben Faircloth, Walter Fitzpatrick, BJ Hausman, Maria Hopper, Judy Jones-Liptrot, Cindy Lyle, Andrea McKeon, Monica Murr, Barbara Nall, Tracy Pierce, Eleanor Rhodes, Joanna Thompson, Sandra Willis,

Action Item	Action Steps	Expected Outcomes	Timelines	
1.03.01 Increase number of students applying to Associate in Arts degree program.	1. When permitted by high school administrators, make general college presentation to high school seniors.	• 100% of public and private high schools will be called and offered the opportunity to receive at least one general college information session.	9/03	11/03
	2. Distribute college and program information to high schools.	• 100% of high schools will receive catalog, applications, and program information at the start of the school year.	8/03	9/03
	3. Students will be made aware of FCCJ Web site, PERKS applications, and on-line application capability.	• 100% of seniors attending information sessions will be made aware of Web site and encouraged to submit a PERKS or an online application.	On-going	On-going
	4. Produce two mailings to seniors who take the SAT exam highlighting FCCJ' s AA degree and Honors Program.	• 100% of seniors who take the SAT will receive letters (fall/spring terms) highlighting the AA and Honors Program.	9/03	2/04
	5. Develop and market a Priority Student Perks Program to entice students to apply early.	• 300 seniors will participate in the Priority Student Perks Program this year.	8/03	2/04
	6. Send information packet and scholarship applications to dually enrolled students, highlighting AA and Honors Program.	• 100% of dually enrolled students will receive packet, produced and distributed by District Office.	9/03	12/03
	7. Maintain regular communication with home schools to encourage FCCJ enrollment.	• Home schools will receive communication periodically and will be invited to participate in recruitment events including Career Showcase.	9/03	On-going
	8. Coordinate and host one or more PERKS workshops/orientations for students.	• 50% of PERKS applicants will participate in at least one PERKS workshop/orientation session.	1/04	5/04

	9. Host a College-wide Parent Night activity.	<ul style="list-style-type: none"> Increase parent/student participation by 10% or more each year. 	1/04	1/04
1.03.02 Increase number of students applying to Associate in Science, Associate in Applied Science and certificate programs.	1. When permitted by school officials, make general college presentations to senior class students.	100% of high schools will receive at least one general college information session.	9/03	11/03
	2. Distribute college and program information to high schools.	<ul style="list-style-type: none"> 100% of schools will receive catalogs, applications and program information at the start of each school year. 	8/03	9/03
	3. Make AS, AAS and certificate program presentations to high school students.	<ul style="list-style-type: none"> 25% of high schools will receive at least one AS, AAS and certificate information session. 	9/03	On-going
	4. Host Career Showcase.	<ul style="list-style-type: none"> 50% of service-area schools will visit at least one FCCJ campus during Career Showcase. 	2/04	2/04
	5. Set-up lunchtime tables to disseminate information at schools.	<ul style="list-style-type: none"> 50% of service-area high schools will receive a lunchtime visit. 	9/03	On-going
	6. Distribute brochure to graduated seniors who have not taken SAT/ACT, and who have also not applied at FCCJ, highlighting FCCJ's AS and AAS programs.	<ul style="list-style-type: none"> 100% of seniors not taking the SAT and not enrolled at FCCJ will receive a brochure highlighting AS and AAS programs. 	6/04	6/04
	7. Market the Priority Student Perks Program to entice students to apply early.	<ul style="list-style-type: none"> 300 seniors will participate in the Priority Student Perks Program this year. 	8/03	2/04
	8. Send letter to FCCJ Adult High School and GED graduates, highlighting AS, AAS and certificate programs. Begin in Sept. by inputting names into EMAS to generate college program(s) information letter.	<ul style="list-style-type: none"> 100% of Adult High School and GED graduates will receive a letter. 	9/03	On-going
	9. Coordinate and host PERKS workshops/orientation sessions.	<ul style="list-style-type: none"> 50% of PERKS students will participate in at least one workshop/orientation. 	1/04	5/04
	10. Host College-wide Career night.	<ul style="list-style-type: none"> Increase student participation by 10% each year. 	6/04	6/04
1.03.03 Increase early participation by students in pre-college and college experience programs.	1. Publish pre-college information booklet for area high schools.	<ul style="list-style-type: none"> 100% of service-area high school counselors will receive a pre-college brochure. 	8/03	On-going
	2. Disseminate information to high school counselors and teachers.	<ul style="list-style-type: none"> 50% of service area teachers will receive pre-college program brochures. 	8/03	On-going
	3. Distribute pre-college information to students participating in other civic, social or community based educational programs.	<ul style="list-style-type: none"> 100% of students in other academic programs will receive information on other pre-college programs. 	8/03	On-going

	4. Publish information in public and private feeder school newsletters.	<ul style="list-style-type: none"> • Within price and other constraints, 100% of service-area high school newsletters will carry pre-college information. Where permitted, information will be submitted for inclusion in the high school's website. 	8/03	On-going
1.03.04 Increase student/family awareness and understanding of financial aid, scholarships and college education financing.	1. Conduct evening financial aid workshops for students and parents at local high schools.	<ul style="list-style-type: none"> • FCCJ will participate in 100% of available workshops assigned by the DCSB and as requested by the local private schools. 	12/03	2/04
	2. Financial Aid and Enrollment Services personnel will volunteer to participate in Beacon Program at all available schools	<ul style="list-style-type: none"> • FCCJ will have personnel participating in the Beacon Program. 	12/03	2/04
	3. Conduct FCCJ scholarship presentations at all schools which permit direct presentation to students.	<ul style="list-style-type: none"> • 100% of assigned public schools will receive at least one FCCJ financial aid/scholarship workshop during the academic year. 	1/04	2/04
	4. Disseminate financial aid and scholarship information to counseling offices and senior homerooms.	<ul style="list-style-type: none"> • 100% of assigned service-area schools will receive financial aid and scholarship information. 	1/04	1/04
	5. Conduct financial aid seminars on FCCJ campuses.	<ul style="list-style-type: none"> • 100% of FCCJ campuses will conduct financial aid seminars for assigned high schools. 	1/04	5/04
	6. Host one College-wide Parent Night that will include a financial aid workshop.	<ul style="list-style-type: none"> • At least 50% of parents attending Parents Night will attend a financial aid workshop. 	1/04	1/04
	7. Host one College-wide Career Night that will include a financial aid workshop	<ul style="list-style-type: none"> • At least 50% of students attending Career Night will attend a financial aid workshop. 	6/04	6/04
1.03.05 Increase high school student exposure to FCCJ campuses and academic or technical programs.	1. Conduct career-specific recruitment visits to high schools.	<ul style="list-style-type: none"> • 50% of service-area high schools will receive at least one career-specific visit. 	9/03	On-going
	2. Conduct career-specific tours on campus.	<ul style="list-style-type: none"> • 50% of service-area high schools will make at least one visit to an FCCJ campus during the academic year. 	9/03	On-going
	3. Presentation by program managers during high school visits to FCCJ campuses.	<ul style="list-style-type: none"> • 50% of service-area high schools will make at least one visit to an FCCJ campus during the academic year. 	9/03	On-going
	4. Host Career Showcase.	<ul style="list-style-type: none"> • 50% of service-area high schools will make at least one visit to an FCCJ campus during the academic year. 	2/04	2/04
	5. Invite high schools to participate in cultural and educational events.	<ul style="list-style-type: none"> • 20% of service-area high schools will attend at least one student activities' event. 	9/03	On-going
	6. Host Parent Night	<ul style="list-style-type: none"> • Increase student participation by 10% each year. 	1/04	1/04
	7. Host Career Night	<ul style="list-style-type: none"> • Increase student participation by 10% each year 	6/04	6/04

1.03.06 Establish and maintain timely contact with high school students once identified as prospects.	1. Telerecruiters will call prospective students who submit interest cards collected at the high schools.	<ul style="list-style-type: none"> • 100% of prospects identified through high schools will receive a call from a telerecruiter. 	9/03	On-going
	2. Student ambassadors and honors recruiters will call students assigned to their designated campus.	<ul style="list-style-type: none"> • 50% of prospects from the high schools will receive a call from student ambassadors and Honors Academy recruiters. 	9/03	On-going
	3. EDCs will offer enrollment assistance to identified prospects via a personal telephone call or letter.	<ul style="list-style-type: none"> • 100% of identified prospects will receive a phone call or letter from an EDC. 	9/03	On-going
	4. Distribute a reply card to rising seniors to build prospect database prior to school starting.	<ul style="list-style-type: none"> • 30% of rising seniors will return the reply card indicating interest in FCCJ. 	6/04	8/04
	5. Integrate prospects into the EMAS system.	<ul style="list-style-type: none"> • 100% of college prospects will be input into the EMAS Tracking System. 	9/03	On-going
1.03.07 Maintain pre-college Web page on College Web site to include timely and pertinent information for targeted audience.	1. Publish pre-college e-letter linked from pre-college page.	<ul style="list-style-type: none"> • Establishment of e-letter on pre-college page. 	9/03	On-going
	2. Publish high school visit and other important information on pre-college page.	<ul style="list-style-type: none"> • Establishment of “pre-college information” button on pre-college page. 	9/03	On-going
	3. Create brochure for pre-college programs.	<ul style="list-style-type: none"> • Establishment and maintenance of “pre-college programs” brochure. 	9/03	On-going
1.03.08 Conduct timely and appropriate evaluations of recruitment efforts.	1. Distribute recruitment evaluation forms to recruitment personnel in a timely fashion.	<ul style="list-style-type: none"> • Completion of evaluation and analysis of data by recruitment personnel. 	9/03	9/03
	2. Monitor, review and evaluate recruitment evaluation forms.	<ul style="list-style-type: none"> • Complete recruitment report no later than 60 days after submission of evaluations/Orion analysis by recruitment personnel. 	9/03	8/04
	3. Monitor and review Orion reports to gauge student matriculation.	<ul style="list-style-type: none"> • Complete recruitment report no later than 60 days after submission of evaluations/Orion analysis by recruitment personnel. 	5/04	5/04
	4. Publish recruitment evaluation report.	<ul style="list-style-type: none"> • Complete recruitment report no later than 60 days after submission of evaluations/Orion analysis by recruitment personnel. 	5/04	7/04
1.03.09 Increase awareness of College’s post-high school educational opportunities to dual enrollment students.	1. Mail informational packets to all current dual enrollment students.	<ul style="list-style-type: none"> • 100% of dually enrolled students will receive an information packet and scholarship application. 	10/03	11/03
	2. Mail scholarship applications to all current dual enrollment students.	<ul style="list-style-type: none"> • 100% of dually enrolled students will receive an information packet and scholarship application. 	12/03	12/03

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Develop an intervention process for CPT. **2.01**

College Goal: 3; Elevate customer service to a level unsurpassed in higher education.

College Initiative: 3.28 Develop an intervention process for CPT.

Goal Impact Measure: Measured: expected to impact retention.

Initiative Completion Measure: Survey student perceptions. **Type:** A,B,D

Initiative Leader: Darby/Neyer **Advocate or Team Representatives:**

Participating Groups: Assessment Process Team

Participating Individuals: Joe Avirett, Carl Jowers, Judy Jones-Liptrot

Action Item	Action Steps	Outcomes	Timelines	
2.01.01 Establish the initiative team.	Make assignment of individual responsible for the initiative. Make assignment of team members. Schedule and hold meetings.	<ul style="list-style-type: none"> • The initiative team is formed. • Meeting minutes are on file. • Program guidelines are established. 	4/03	6/03
2.01.02 Develop the CPT intervention process.	<ol style="list-style-type: none"> 1. Identify needs and best practices. 2. Compile best practices. 3. Publish best practices. 4. Develop professional development curriculum based on best practices. 	<ul style="list-style-type: none"> • Curriculum materials are developed. 	6/03	9/03
2.01.03 Train staff.	<ol style="list-style-type: none"> 1. Schedule and deliver professional development sessions for staff. 2. Evaluate professional development. 	<ul style="list-style-type: none"> • 85% of participants are trained and report satisfaction with the content of the professional development in a follow-up survey conducted two months later. 	9/03	10/03
2.01.04 Conduct a pilot of the process.	Provide intervention for 100 students.	<ul style="list-style-type: none"> • 100 students receive intervention for the CPT. • Enrollment rates are 15% higher for students receiving intervention. • The process is modified based on evaluation results. 	10/03	1/04
2.01.05 Implement the CPT intervention process.	<ol style="list-style-type: none"> 1. Implement the CPT intervention process at each testing session on each campus. 2. Evaluate effectiveness and modify the program as necessary. 	<ul style="list-style-type: none"> • 80% of students have gone through process and are satisfied with the intervention. • The number of students who do not enroll in courses after taking the CPT decreases by 10%. 	2/04	On-going

Deleted
(Refer to Collegewide Positive Assessment Initiative)

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Develop a mentoring program.				2.02	
College Goal: 1; Prepare students for distinctive success in the Global Information Age.					
College Initiative: 1.44 Develop a College-wide mentoring program.					
Goal Impact Measure: Developing a student mentoring program (to include student ambassadors, faculty, counselors, and advisors).					
Initiative Completion Measure: Survey student perceptions					Type: A,B,D
Initiative Leader: Darby/Birmingham		Advocate or Team Representatives: Dean Moore			
Participating Groups: Administrative and Professional Collaborative, faculty, counseling, Career Council					
Participating Individuals: Deborah Adams, Deborah Brabham, Jane Bryant, Cynthia Carter, Barbara Felder, John Haworth, Billie Holmes, Linda Martin, Deborah Serdynski,					
Action Item	Action Steps	Expected Outcomes	Timelines		
2.02.01 Establish the initiative team. <i>Note: Review QEP Project Team for Advising & Counseling action plans.</i>	<ol style="list-style-type: none"> 1. Make assignment of individual responsible for the initiative. 2. Make assignment of team members. 3. Schedule and hold meetings. 	<ul style="list-style-type: none"> • The initiative team is formed. • Meeting minutes are on file. 	4/03	5/03	
2.02.02 Develop mentoring training curriculum.	<ol style="list-style-type: none"> 1. Define success rates to be improved. 2. Define risk factors for QEP cohort. 3. Identify best practices. 4. Compile best practices. 5. Publish best practices. 6. Develop curriculum for mentors. 7. Select group to be mentored and control group by characteristics and proportions of the representative group. 	<ul style="list-style-type: none"> • Best practices in mentoring are published in a the training manual and on the student connections portal. • Curriculum materials are developed. 	5/03	10/03	
2.02.03 Train mentors.	<ol style="list-style-type: none"> 1. Recruit student ambassadors, faculty, career staff, counselors, and advisors for the mentoring program on Downtown Campus. 2. Schedule and deliver mentoring training-FCCU to do training? 3. Evaluate professional development. 	<ul style="list-style-type: none"> • 20 mentor, including faculty from Math, English, and Reading, are recruited and participate in the mentoring training. • 85% of mentors report satisfaction with the content of the mentoring training in a follow-up survey conducted two months later. 	10/03	11/03	
2.02.04 Conduct a pilot of the mentoring program.	<ol style="list-style-type: none"> 1. Recruit 40 students for the mentoring pilot. 	<ul style="list-style-type: none"> • 40 students are mentored. • Success rates in courses are 10% higher for students 	10/03	1/04	

	<ol style="list-style-type: none"> 2. Assign mentors to the students. 3. Evaluate effectiveness. 	<p>with mentors.</p> <ul style="list-style-type: none"> • The mentoring program is modified based on evaluation results. 		
2.02.05 Implement the mentoring program.	<ol style="list-style-type: none"> 1. Recruit and train additional mentors. 2. Recruit students. 3. Assign mentors. 4. Evaluate effectiveness and modify the program as necessary. 	<ul style="list-style-type: none"> • 80% of students are satisfied with the mentoring relationships. • Success rates in courses are 10% higher for students with mentors. • The mentoring program is modified based on evaluation results. 	6/04	On-going

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Identify and develop action plan for students with learning disabilities. **2.03**

College Goal: 1; Prepare students for distinctive success in the Global Information Age.

College Initiative: 1.45 Improve services for students with learning disabilities.

Goal Impact Measure: Measured: expected to impact retention and course completion of select students.

Initiative Completion Measure: Survey student perceptions. **Type:** A,D

Initiative Leader: Darby/Sumner **Advocate or Team Representatives:** Richard Greene

Participating Groups: Faculty, Disabilities Office, Administrative and Professional Collaborative, Career Council

Participating Individuals: Joe Avirett, Robin Billingslea, John Dennis, Lillie Hookfin, Judy Jones-Liptrot, Suzanne Hughes, Ella Jennings, Guy Larmore, Catherine Lester, Carol Ann Melican, Betty Neyer, Christine Stockwell, Ken Williams

Action Item	Action Steps	Expected Outcomes	Timelines	
2.03.01 Establish the initiative team.	<ol style="list-style-type: none"> 1. Make assignment of individual responsible for the initiative. 2. Make assignment of team members. 3. Schedule and hold meetings. 	<ul style="list-style-type: none"> • The initiative team is formed. • Meeting minutes are on file. • Program guidelines are established. 	4/03	6/03
2.03.02 Enhance articulation agreements with high schools.	<ol style="list-style-type: none"> 1. Meet with high school counselors and administrators to discuss the needs of students with learning disabilities who wish to enroll at FCCJ. 2. Develop articulation agreements to provide a specialized orientation for students with learning disabilities prior to their graduation. 	<ul style="list-style-type: none"> • Enhanced articulation agreements are developed. • 10% more students with disabilities will have the documentation they need to receive accommodation at the time they enroll at FCCJ, compared to figures reported in 2003-2004. 	8/03	8/04
2.03.03 Provide information about services for students with disabilities in the college orientation.	<ol style="list-style-type: none"> 1. Work with teams revising the college orientation to provide information about services for students with disabilities for delivery in any modality available. 	<ul style="list-style-type: none"> • 100% of students completing college orientation receive information about services and contact numbers available for students with disabilities. 	6/03	8/03

2.03.04 Revise the accommodation procedures for the CPT between Disabled Student Services and Assessment and Certification Centers.	<ol style="list-style-type: none"> 1. Review existing procedures. 2. Revise as necessary. 3. Develop and conduct any necessary professional development. 4. Conduct a trial of the revised procedures. 5. Evaluate the impact. 	<ul style="list-style-type: none"> • 10% more students with learning disabilities receive accommodation on their first attempt of the CPT. 	6/03	7/04
2.03.05 Develop procedures to provide diagnostic testing for students placing in the lowest level of college preparatory math.	<ol style="list-style-type: none"> 1. Select appropriate diagnostic math test. 2. Review existing testing procedures. 3. Revise as necessary to include diagnostic testing. 4. Develop and conduct any necessary professional development. 5. Conduct a trial of the revised testing procedures. 6. Evaluate the impact. 	<ul style="list-style-type: none"> • 100% of college preparatory students testing into the lowest level of college preparatory math complete a diagnostic test resulting in a diagnostic prescription for an individualized curriculum. • Success rates in the lowest level college preparatory math courses increase by 15% compared to statistics reported in 2002-2003. 	8/03	12/04
2.03.06 Develop procedures to provide diagnostic testing for students placing in the lowest level of college preparatory reading.	<ol style="list-style-type: none"> 1. Select appropriate diagnostic reading test. 2. Review existing testing procedures. 3. Revise as necessary to include diagnostic testing. 4. Develop and conduct any necessary professional development. 5. Conduct a trial of the revised testing procedures. 6. Evaluate the impact. 	<ul style="list-style-type: none"> • 100% of college preparatory students testing into the lowest level of college preparatory reading complete a diagnostic test resulting in a diagnostic prescription for an individualized curriculum. • Success rates in the lowest level college preparatory reading courses increase by 10% compared to statistics reported in 2003-2004. 	8/04	12/05
2.03.07 Develop procedures to provide diagnostic testing for students placing in the lowest level of college preparatory language.	<ol style="list-style-type: none"> 1. Select appropriate diagnostic writing test. 2. Review existing testing procedures. 3. Revise as necessary to include diagnostic testing. 4. Develop and conduct any necessary professional development. 	<ul style="list-style-type: none"> • 100% of college preparatory students testing into the lowest level of college preparatory language complete a diagnostic test resulting in a diagnostic prescription for an individualized curriculum. • Success rates in the lowest level college preparatory language courses increase by 10% compared to statistics reported in 2004-2005. 	8/05	12/06

	<ol style="list-style-type: none"> 5. Conduct a trial of the revised testing procedures. 6. Evaluate the impact. 			
2.03.08 Evaluate and refine services for students with learning disabilities.	<ol style="list-style-type: none"> 1. Evaluate services for students with learning disabilities and modify as necessary. 	<ul style="list-style-type: none"> • Success rates in college preparatory courses increase by 15% compared to statistics reported in 2002-03. 	12/06	On-going

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Develop a new orientation using a gaming model that will introduce students to the college and the services they will need.				2.04	
College Goal: 1; Prepare students for distinctive success in the Global Information Age.					
College Initiative: 1.46 Develop a new orientation using a gaming model.					
Goal Impact Measure: Not Measured: direct assessment of effectiveness not possible.					
Initiative Completion Measure: Survey student perceptions.					Type: C,D
Initiative Leader: Darby/Davis		Advocate or Team Representatives:			
Participating Groups: Student Success Council, Counseling Office, faculty, Administrative and Professional Collaborative					
Participating Individuals: Peggy Bald, Renée Jones, Dana Kuehn, Dennis Reiman, Lin White, Lynn Young					
Action Item	Action Steps	Expected Outcomes	Timelines		
2.04.01 Establish the initiative team.	<ol style="list-style-type: none"> 1. Make assignment of individual responsible for the initiative. 2. Make assignment of team members. 3. Schedule and hold meetings. 	<ul style="list-style-type: none"> • The initiative team is formed. • Meeting minutes are on file. • Program guidelines are established. 	3/03	3/03	
2.04.02 Identify orientation needs and best practices.	<ol style="list-style-type: none"> 1. Conduct surveys. 2. Make site visits to exemplary programs. 3. Evaluate web resources. 4. Analyze information. 5. Identify needs for orientation. 	<ul style="list-style-type: none"> • Needs for orientation are identified. • Best practices in orientation are published. 	4/03	5/03	
2.04.03 Redesign the orientation program.	<ol style="list-style-type: none"> 1. Review delivery modalities and applications for all campuses. 2. Modify orientation for various modalities. 3. Develop methodology for continuous quality improvement for orientation. 4. Confer with digital media arts staff for gaming application regarding orientation. 5. Complete redesign. 	<ul style="list-style-type: none"> • The orientation program is delivered in various modalities. • Gaming feature developed after content, pilot, and review have occurred. 	6/04	On-going	
2.04.04 Pilot the orientation program.	<ol style="list-style-type: none"> 1. Present findings to student focus groups. 2. Finalize the program. 3. Pilot the various modalities of orientation. 4. Evaluate effectiveness. 	<ul style="list-style-type: none"> • The orientation program is modified based on evaluation results. 	5/03	6/04	
2.04.05 Implement the orientation program.	<ol style="list-style-type: none"> 1. Implement redesigned orientation program. 2. Evaluate effectiveness and modify the program as necessary. 	<ul style="list-style-type: none"> • 100% of students are provided new orientation and 80% of students are satisfied with the orientation. 	6/04	On-going	

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Improve Financial Aid communication/assistance.		2.05
College Goal: 3; Elevate customer service to a level unsurpassed in higher education.		
College Initiative: 3.29 Improve financial aid communication/assistance.		
Goal Impact Measure: Not Measured: direct assessment of effectiveness not possible.		
Initiative Completion Measure: Survey student perceptions		Type: C,D
Initiative Leader: Darby/Friedman	Advocate or Team Representatives: Dominique Diffenbach	
Participating Groups: FCCU, IAC, faculty, Career Council		
Participating Individuals: Rosalind Harris, Rosemary James, Cindy Lyle, Andrea McKeon, Jim Simpson, Yvonne Soto, Sheryl Williams		

Action Item	Action Steps	Expected Outcomes	Timelines	
2.05.01 Establish the initiative team.	<ol style="list-style-type: none"> 1. Make assignment of individual responsible for the initiative. 2. Make assignment of team members. 3. Schedule and hold meetings. 	<ul style="list-style-type: none"> • The initiative team is formed. • Meeting minutes are on file. • Program guidelines are established. 	4/03	6/03
2.05.02 Evaluate financial aid communication/assistance processes.	<ol style="list-style-type: none"> 1. Design surveys. 2. Conduct student and staff surveys. 3. Review best practices in financial aid services. 4. Analyze results. 5. Make recommendations. 	<ul style="list-style-type: none"> • Report on effectiveness of financial aid communication/assistance processes. 	3/06	9/06
2.05.03 Finalize the plan to improve financial aid communication/assistance.	<ol style="list-style-type: none"> 1. Review existing planning documents. 2. Revise as necessary. 3. Finalize the implementation plan. 	<ul style="list-style-type: none"> • Financial aid communication/assistance plan is finalized. 	9/06	11/06
2.05.04 Pilot the revised processes.	<ol style="list-style-type: none"> 1. Select a pilot group of students. 2. Conduct a trial of the revised processes. 3. Evaluate the impact. 	<ul style="list-style-type: none"> • 10% more of students in the pilot group are satisfied with financial aid services compared to figures reported in 2002-03. 	12/06	3/07
2.05.05 Implement the revised processes.	<ol style="list-style-type: none"> 1. Implement the revised processes. 2. Evaluate effectiveness and modify the system and processes as necessary. 	<ul style="list-style-type: none"> • Student success with financial aid services increases by 10% compared to 2002-03. 	3/07	On-going

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Provide the faculty with the opportunity to become knowledgeable about student learning and motivation as well as learning styles and to incorporate this knowledge into course redesign, making full use of the potential of learning technologies for this purpose. Also encourage use of interactive learning methods, particularly cooperative learning, learning communities, mastery learning and constructivist learning.				2.06		
College Goal: 1; Prepare students for distinctive success in the Global Information Age.						
College Initiative: 1.47 Provide faculty development opportunities in student learning and motivation theory.						
Goal Impact Measure: Measured: expected to impact course success of select students.						
Initiative Completion Measure: Survey student perceptions.					Type: A,D	
Initiative Leader: Darby/Chambers			Advocate or Team Representatives: Sheila Kerr			
Participating Groups: Faculty, Senate, IAC						
Participating Individuals: Deborah Berbig, Cynthia Carter, Peg Greene, Margo Martin, Deborah Morris, Nora Rosa, Maura Scali-Sheahan, Susan Slavicz, Ken Whitten, Faye Wisner						
Action Item	Action Steps		Expected Outcomes		Timelines	
2.06.01 Establish the initiative team.	<ol style="list-style-type: none"> 1. Develop surveys. 2. Make assignment of individual responsible for the initiative. 3. Make assignment of team members. 4. Schedule and hold meetings. 		<ul style="list-style-type: none"> • The initiative team is formed. • Meeting minutes are on file. • Guidelines are established. 		4/03	4/03
2.06.02 Identify faculty development needs.	<ol style="list-style-type: none"> 1. Develop surveys. 2. Conduct student surveys. 3. Conduct faculty and administrator surveys. 4. Analyze survey data. 		<ul style="list-style-type: none"> • Needs for faculty development are identified. 		6/03	8/03
2.06.03 Identify on- and off-site faculty development opportunities.	<ol style="list-style-type: none"> 1. Identify college resources for faculty development. 2. Evaluate off-site resources. 3. Evaluate web resources. 4. Analyze information. 5. Publish faculty development resources. 		<ul style="list-style-type: none"> • A listing of currently available faculty development resources is published on a web page. 		8/03	9/03
2.06.04 Develop curriculum and materials.	<ol style="list-style-type: none"> 1. Develop a schedule for designing courses. 2. Identify learning objectives for courses. 3. Identify best practices in attaining learning objectives. 4. Develop curriculum. 5. Develop materials. 		<ul style="list-style-type: none"> • Curriculum and materials are developed for faculty development needs. 		9/03	12/03
2.06.05 Provide on- and off-site faculty development.	<ol style="list-style-type: none"> 1. Publish schedule for faculty development. 2. Recruit faculty for participation. 3. Provide faculty development. 4. Evaluate effectiveness. 		<ul style="list-style-type: none"> • 85% of faculty are satisfied with faculty development in a follow-up survey. 		12/034	On-going

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Redesign student service systems including: process, organization, job definition and training to improve service and the College's ability to serve students with more intensive needs. **2.07**

College Goal: 3; Elevate customer service to a level unsurpassed in higher education.

College Initiative: 3.30 Redesign student services systems.

Goal Impact Measure: Not Measured: direct assessment of effectiveness not possible.

Initiative Completion Measure: Survey student perceptions.

Type: C,D

Initiative Leader: Darby/Biegel/White

Advocate or Team Representatives: Dominique Diffenbach

Participating Groups: Counseling, Administrative and Professional Collaborative, Career Council

Participating Individuals: Peggy Barns, Carl Brewer, Jane Bryant, Mike Collins, Robin Grace, Rosalind Harris, Betty Neyer, Nora Rosa, Sandra Willis

Action Item	Action Steps	Expected Outcomes	Timelines	
2.07.01 Establish the initiative team.	<ol style="list-style-type: none"> 1. Make assignment of individual responsible for the initiative. 2. Make assignment of team members. 3. Schedule and hold meetings. 	<ul style="list-style-type: none"> • The initiative team is formed. • Meeting minutes are on file. • Program guidelines are established. 	11/02	11/03
2.07.02 Finalize transitional plan for organizational model for transactional and relational student services.	<ol style="list-style-type: none"> 1. Present plan for Cabinet approval (10/03-ongoing). <ol style="list-style-type: none"> a. Human Resources is in the process of assessment and analysis of job definition and compensation (10/03-02/04). b. A special cabinet meeting has been scheduled for further discussion (02/04). 2. Present plan for Board approval. 3. Finalize plan. 	<ul style="list-style-type: none"> • Transitional plan is finalized. 	4/03	9/03
2.07.03 Implement transitional plan (beginning 02/04).	<ol style="list-style-type: none"> 1. Implement redesigned support services according to the plan. 2. Evaluate effectiveness and modify processes as necessary. 	<ul style="list-style-type: none"> • Increased student satisfaction with support services on Noel-Levitz survey. • Increased student participation in services. • Increased enrollment. • Increased retention rates. • Increased percentage of active college members. • College preparatory student satisfaction ratings of enrollment and registration services increase by 10% over baselines by September 30, 2005. 	4/03	On-going
			9/03	9/05

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Develop a career program orientation. New students will be introduced to the services and programs offered by the campus Career Development Centers (CDC). Counselors and advisors will place an emphasis on a new student's Program of Study (POS). Students will be encouraged to select and complete a career track process. Counselors and advisors will assist students in determining the appropriate POS as a result of exploration in the campus CDC's. **2.08**

College Goals: 1; Prepare students for distinctive success in the Global Information Age. 3; Elevate customer service to a level unsurpassed in higher education.
College Initiative: 1.48 Develop a career program orientation.

Goal Impact Measure: Not Measured: direct assessment of effectiveness not possible

Initiative Completion Measure: Survey student perceptions. **Type:** C,D

Initiative Leader: Darby/Willis **Advocate or Team Representatives:** Betty Neyer

Participating Groups: Counselors, Advisors, Career Development Center staff, Retention Improvement Team, Student Success Council

Participating Individuals: Linda Austin, Sandra Beck, Ernie Friend, Stephanie James, Norine Katich, Hattie Matthews, Stephanie Mervin, Edith Rogers, Nora Rosa, Scott Schnappauf, Norma Stice, Richard Wilson

Action Item	Action Steps	Expected Outcomes	Timelines
2.08.01 Establish the initiative team.	<ol style="list-style-type: none"> 1. Make assignment of individual responsible for the initiative. 2. Make assignment of team members. 3. Schedule and hold meetings. 	<ul style="list-style-type: none"> • The initiative team is formed. • Meeting minutes are on file. • Program guidelines are established. 	4/03 4/03
2.08.02 Identify needs and best practices.	<ol style="list-style-type: none"> 1. Develop surveys. 2. Conduct surveys. 3. Make site visits to exemplary programs. 4. Evaluate web resources. 5. Analyze information. 	<ul style="list-style-type: none"> • Needs for orientation are identified. • Best practices in orientation are published. 	5/03 8/03
2.08.03 Design the career orientation program.	<ol style="list-style-type: none"> 1. Review delivery modalities and applications for all campuses. 2. Design career orientation for delivery in various modalities. 3. Develop methodology for continuous quality improvement. 4. Complete design. 	<ul style="list-style-type: none"> • The orientation program is delivered in various modalities. 	8/03 12/03
2.08.04 Pilot the career orientation program.	<ol style="list-style-type: none"> 1. Present findings to student focus groups. 2. Finalize the program. 3. Pilot the various modalities of orientation. 4. Evaluate effectiveness. 	<ul style="list-style-type: none"> • The orientation program is modified based on evaluation results. 	1/04 5/04
2.08.05 Implement the orientation program.	<ol style="list-style-type: none"> 1. Implement career orientation program. 2. Evaluate effectiveness and modify the program as necessary. 	<ul style="list-style-type: none"> • 100% of career students participate in career orientation and 80% of students are satisfied with the orientation. 	9/04 On-going

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Develop a Prospect Management System to manage and track communications with prospective students and to develop a system of communications delivered to prospective students at appropriate points in the prospect’s decision-making process. Develop a process to identify students who will need remediation as soon as possible and put these students into a tracking system. **2.09**

College Goal: 3; Elevate customer service to a level unsurpassed in higher education.

College Initiative: 3.31 Develop a prospect management system.

Goal Impact Measure: Measured: expected to impact course completions.

Initiative Completion Measure: **Type: B**

Initiative Leader: Darby/Cotton

Advocate or Team Representatives: Sue Buck

Participating Groups: Administrative and Professional Collaborative, Inst. Affairs Council, Career Council, faculty

Participating Individuals: Joyce Butts, Betsy Davis, Susan Huggins, Carla Malecki, Jason Rosario, J B Renninger, Ken Royal, Terry Salmon, Sheryl Williams

Action Item	Action Steps	Expected Outcomes	Timelines	
2.09.01 Establish the initiative team.	<ol style="list-style-type: none"> 1. Make assignment of individual responsible for the initiative. 2. Make assignment of team members. 3. Schedule and hold meetings. 	<ul style="list-style-type: none"> • The initiative team is formed. • Meeting minutes are on file. • Program guidelines are established. 	4/03	6/03
2.09.02 Finalize plans for student tracking system.	<ol style="list-style-type: none"> 1. Review existing planning documents. 2. Revise as necessary. 3. Finalize the implementation plan. 	<ul style="list-style-type: none"> • Student tracking plan is finalized. 	5/03	8/03
2.09.03 Develop the student tracking system.	<ol style="list-style-type: none"> 1. Develop and conduct professional development. 2. Develop software for tracking capability. 3. Test and refine the software. 	<ul style="list-style-type: none"> • Professional development is completed. • The student tracking system is developed and tested. 	9/03	3/04
2.09.04 Pilot the tracking system.	<ol style="list-style-type: none"> 1. Select a pilot group of students. 2. Conduct a trial of the tracking system. 3. Evaluate the impact. 	<ul style="list-style-type: none"> • At-risk students in the pilot group are appropriately flagged and referred for intervention. • Success and retention rates for students in the pilot group are higher than for other comparable students. 	4/04	8/04
2.09.05 Implement the tracking system.	<ol style="list-style-type: none"> 4. Implement the tracking system. 5. Evaluate effectiveness and modify the system and processes as necessary. 	<ul style="list-style-type: none"> • At-risk students are appropriately flagged and referred for intervention. • Success and retention rates are higher compared to figures reported in 2002-03. 	9/04	On-going

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Improved Transcript Evaluation Process.				2.10	
College Goal: 2; Optimize access to and participation in college programs.					
College Initiative: 2.53 Improved transcript evaluation process.					
Goal Impact Measure: Not Measured: direct assessment of effectiveness not possible.					
Initiative Completion Measure: Document “turn-around-time” and “error” rate. Survey student perceptions.					Type: C,D
Initiative Leader: Darby/Biegel			Advocate or Team Representatives: Dean Moore		
Participating Groups: Administrative and Professional Collaborative, Career Council, advisors					
Participating Individuals: Manny Anloague, Paula Hayes-Crear, Renée Jones, Brenda Sigmo					
Action Item	Action Steps	Expected Outcomes	Timelines		
2.10.01 Establish the initiative team.	<ol style="list-style-type: none"> 1. Make assignment of individual responsible for the initiative. 2. Make assignment of team members. 3. Schedule and hold meetings. 	<ul style="list-style-type: none"> • The initiative team is formed. • Meeting minutes are on file. • Program guidelines are established. 	4/03	6/03	
2.10.02 Evaluate current transcript evaluation processes.	<ol style="list-style-type: none"> 1. Develop surveys. 2. Conduct student survey (June-Aug. 03). 3. Analyze results. 	<ul style="list-style-type: none"> • Report of effectiveness of transcript evaluation processes. 	6/03	9/03 (pending results)	
2.10.03 Modify the transcript evaluation processes as necessary.	<ol style="list-style-type: none"> 1. Implement modified processes 2. Evaluate effectiveness and modify as necessary. 3. Conduct student survey. 	<ul style="list-style-type: none"> • 80% of students are satisfied with transcript evaluation. 	9/03	5/04	

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Enhance Student Ambassador Program with special emphasis on assisting college preparatory students. **2.11**

College Goal: 1; Prepare students for distinctive success in the Global Information Age.

College Initiative: 1.49 Enhance Student Ambassador Program.

Goal Impact Measure: Measured: expected to impact retention.

Initiative Completion Measure: Document numbers served and student perceptions **Type:** A,D

Initiative Leader: Darby/Russos

Advocate or Team Representatives: Betty Neyer

Participating Groups: Student Activities Coordinators, Administrative and Professional Collaborative

Participating Individuals: Cindy Brunelle, Walter Fitzpatrick, BJ Hausman, John Machnic, Kelly Warren, Clashous Witherspoon

Action Item	Action Steps	Expected Outcomes	Timelines	
2.11.1 Establish the initiative team.	<ol style="list-style-type: none"> 1. Make assignment of individual responsible for the initiative. 2. Make assignment of team members. 3. Schedule and hold meetings. 	<ul style="list-style-type: none"> • The initiative team is formed. • Meeting minutes are on file. • Program guidelines are established. 	4/03	5/03
2.11.2 Modify Student Ambassador surveys.	<ol style="list-style-type: none"> 4. Select student ambassadors. 5. Develop student surveys. 	<ul style="list-style-type: none"> • Student ambassadors are available for fall registration 	5/03	8/03
2.11.3 Evaluate the Student Ambassador Program.	<ol style="list-style-type: none"> 6. Conduct student and staff surveys. 7. Make site visits to other programs. 8. Review best practices. 9. Analyze results. 	<ul style="list-style-type: none"> • Report on the effectiveness of the Student Ambassador Program. 	8/03	2/04
2.11.4 Modify the Student Ambassador Program as necessary.	<ol style="list-style-type: none"> 10. Develop a modified plan to assist college preparatory students. 11. Implement modified processes 	<ul style="list-style-type: none"> • 80% of college preparatory students are satisfied with student ambassador assistance. 	2/04	10/04
2.11.5 Evaluate the Student Ambassador Program.	<ol style="list-style-type: none"> 12. Evaluate program effectiveness and modify as necessary. 	<ul style="list-style-type: none"> • 80% of college preparatory students are satisfied with student ambassador assistance. 	11/04	On-going

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Design and deliver an online tracking system as a module of the student web portal (My Advisor) for use by student success personnel. The system will enable plan building (part of web portal) and will track students to their plan completion. Intervention communications will be integrated. (Note: This goal connects with 3.01, 3.03, 3.05, 3.8 and 3.12) **3.01**

College Goal: 2; Optimize access to and participation in college programs.
College Initiative: 2.54 Design and deliver an online student tracking system.

Goal Impact Measure: Measured: expected to impact all three goals

Initiative Completion Measure: **Type: B**

Initiative Leader: Abdullah/Pierce **Advocate or Team Representatives:** Sue Buck

Participating Groups: Retention Improvement Team, Student Success Council, Adult Studies Redesign Team, Administration and Professional Collaborative, faculty

Participating Individuals: Chris Martin, Dennis Reiman, Sandy Willis, Sherry David, Bill Davis, BJ Hausman, Lynn White

Action Item	Action Steps	Expected Outcomes	Timelines	
3.01.01 Establish the initiative team.	<ol style="list-style-type: none"> 1. Make assignment of individual responsible for the initiative. 2. Make assignment of team members. 3. Schedule and hold meetings. 	<ul style="list-style-type: none"> • The initiative team is formed. • Meeting minutes are on file. • Program guidelines are established. 	11/02	6/03
3.01.02 Select developer for retention management system.	<ol style="list-style-type: none"> 1. Finalize system guidelines. 2. Publish project request for proposal. 3. Review proposals. 4. Select developer. 	<ul style="list-style-type: none"> • The system developer is selected. 	3/03	5/03
3.01.03 Develop the retention management system.	<ol style="list-style-type: none"> 1. Obtain input from faculty and staff. 2. Complete programming. 3. Provide professional development. 4. Test the system. 	<ul style="list-style-type: none"> • The system is developed. 	5/03	3/06
3.01.04 Conduct a pilot of the system.	<ol style="list-style-type: none"> 1. Select a pilot group of students. 2. Test the tracking system. 3. Evaluate the results and modify as necessary. 	<ul style="list-style-type: none"> • The success rate in courses for students participating in the pilot is 25% higher than for other students. • The reenrollment rate in the next term for students participating in the pilot is 25% higher than for other students. 	3/04	7/04
3.01.05 Implement the system.	<ol style="list-style-type: none"> 1. Implement the tracking system. 2. Evaluate and modify the system as necessary. 	<ul style="list-style-type: none"> • The success rate in courses is 25% higher compared to figures reported in 2002-03. • The reenrollment rate in the next term is 25% higher compared to 2002-03. 	3/06	on going

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Utilize our cable channel to assist in student communications. The College will produce a series of television shows for airing on channel 26 and for use in other presentations to increase student awareness on both student service areas and the strategies for a successful college experience. **3.02**

College Goal: 2; Optimize access to and participation in college programs.

College Initiatives: 2.55 Utilize our cable channel to assist in student communications.

Goal Impact Measure Not Measured: direct assessment of effectiveness not possible.

Initiative Completion Measure: Document completion and airing of shows. **Type:** C

Initiative Leader: Abdullah/Spalding **Advocate or Team Representatives:** Dominique Diffenbach

Participating Groups: ITV Staff, Counseling

Participating Individuals: Peggy Bald, Steve Permuy, Terri Sherman

Action Item	Action Steps	Expected Outcomes	Timelines	
3.02.01 Establish the initiative team.	<ol style="list-style-type: none"> 1. Make assignment of individual responsible for the initiative. 2. Make assignment of team members. 3. Schedule and hold meetings. 	<ul style="list-style-type: none"> • The initiative team is formed. • Meeting minutes are on file. • Program guidelines are established. 	4/03	6/03
3.02.02 Evaluate effectiveness of current cable channel communications.	Review communications. Conduct student surveys. Analyze results. Make recommendations.	<ul style="list-style-type: none"> • The team produces an evaluation report for cable communications. 	5/03	9/03
3.02.03 Implement any recommendations.	<ol style="list-style-type: none"> 1. Develop an implementation plan. 2. Schedule standard viewing times. 3. Determine if additional programs should be developed. 4. Offer student access in a wide variety of locations. 5. Implement the plan. 6. Evaluate effectiveness and modify as necessary. 	<ul style="list-style-type: none"> • Student surveys indicate high levels of satisfaction (85% satisfaction rate) with cable channel communications. 	10/03	On-going

Completed

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Develop intervention methods based upon the tracking system, i.e., early alert. **3.03**

College Goal: 2; Optimize access to and participation in college programs.
College Initiatives: 2.56 Develop intervention methods based upon student tracking system.

Goal Impact Measure: Measured: expected to impact all three goals.

Initiative Completion Measure: Document each method of intervention. **Type:** A,B

Initiative Leader: Abdullah/Pierce **Advocate or Team Representatives:** Sue Buck

Participating Groups: College Preparatory Faculty/Advisors, Vocational Faculty/Advisors, Adult Studies Faculty/Advisors

Participating Individuals: Lynn Crosby, Lynn White, Sherry David, Lynn Young, Barbara Summers, Hope Clayton, Lois Lindsey, Gary Harr

Action Item	Action Steps	Expected Outcomes	Timelines	
3.03.01 Establish the initiative team.	Make assignment of individual responsible for the initiative. Make assignment of team members. Schedule and hold meetings. Consult with participating groups.	<ul style="list-style-type: none"> The initiative team is formed. Meeting minutes are on file. Program guidelines are established. 	4/03	6/04
3.03.02 Finalize plans for tracking system intervention methods.	<ol style="list-style-type: none"> Review existing planning documents. Revise as necessary. Finalize the implementation plan. 	<ul style="list-style-type: none"> Student intervention plan is finalized. 	5/03	8/04
3.03.03 Develop the intervention processes.	<ol style="list-style-type: none"> Develop and conduct professional development. Develop software for intervention capability. Test and refine the software. 	<ul style="list-style-type: none"> Professional development is completed. The intervention methods are developed and tested. 	9/03	3/05
3.03.04 Pilot the intervention processes.	<ol style="list-style-type: none"> Select a pilot group of students. Conduct a trial of the intervention processes. Evaluate the impact. 	<ul style="list-style-type: none"> At-risk students in the pilot group are appropriately flagged and referred for intervention. Success and retention rates for students in the pilot group are higher than for other comparable students. 	4/04	8/04
3.03.05 Implement the intervention processes.	<ol style="list-style-type: none"> Implement the tracking system. Evaluate effectiveness and modify the system and processes as necessary. 	<ul style="list-style-type: none"> 90% of college preparatory students with high-risk factors are appropriately flagged and referred for intervention and counseling. Success and retention rates are higher compared to figures reported in 2002-03. 	9/04	On hold - Technology Driven

On Hold / Technology

3.04.06 Implement the processes.	<ol style="list-style-type: none"> 1. Implement the “push/pull” information processes. 2. Evaluate effectiveness and modify the system and processes as necessary. 	<ul style="list-style-type: none"> • Student reenrollment rates are 25% higher compared to figures reported in 2002-03. • Student participation in support services is 25% higher compared to 2002-03. 	9/04	8/07-08
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Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Initiate telecounseling and web counseling system to communicate personally with students.				3.05	
College Goal: 3; Elevate customer service to a level unsurpassed in higher education.					
College Initiative: 3.32 Initiate a telecounseling and Web counseling system.					
Goal Impact Measure: Measured: expected to impact retention on select students.					
Initiative Completion Measure: Document usage.					Type: A,C,D
Initiative Leader: Abdullah/Cotton			Advocate or Team Representatives:		
Participating Groups: Student Success Deans, Learner Support Center staff, associate deans, program managers					
Participating Individuals: Juanita Barnes, Peter Biegel, Kathryn Birmingham, Melanie Clark, BJ Hausman, Ken Royal, Lin White, Student Ambassadors					
Action Item	Action Steps	Expected Outcomes	Timelines		
3.05.01 Establish the initiative team.	<ol style="list-style-type: none"> 1. Make assignment of individual responsible for the initiative. 2. Make assignment of team members. 3. Schedule and hold meetings. 	<ul style="list-style-type: none"> • The initiative team is formed. • Meeting minutes are on file. • Program guidelines are established. 	4/03	6/03	
3.05.02 Finalize plans for the telecounseling and web counseling system.	<ol style="list-style-type: none"> 1. Review existing planning documents. 2. Revise as necessary. 3. Finalize the implementation plan. 	<ul style="list-style-type: none"> • Student telecounseling and Web counseling system plan are finalized. 	6/03	8/03	
3.05.03 Develop the processes.	<ol style="list-style-type: none"> 1. Develop telecounseling processes. 2. Develop a FTIC phone call process for college prep students. 3. Develop software for Web counseling. 4. Develop and conduct professional development. 5. Test and refine the processes and software. 	<ul style="list-style-type: none"> • Professional development is completed. • Telecounseling and Web counseling processes are developed and tested. • FTIC student calling plan is implemented as a pilot. 	12/03	6/04	
3.05.04 Pilot the processes.	<ol style="list-style-type: none"> 1. Select a pilot group of 	<ul style="list-style-type: none"> • Student success rates are 25% higher for students in the 	9/04	11/04	

	<p>students.</p> <ol style="list-style-type: none"> 2. Conduct a trial of telecounseling and Web counseling processes. 3. Evaluate the impact. Develop system for use of student feedback. 	<p>pilot group than for other students.</p> <ul style="list-style-type: none"> • Student participation in support services is 25% higher for students in the pilot group than for other students. • Student feedback is used to improve processes. 		
3.05.05 Implement the processes.	<ol style="list-style-type: none"> 1. Implement the telecounseling and Web counseling processes. 2. Implement the FTIC calling collegewide. 3. Evaluate effectiveness and modify the system and processes as necessary. 	<ul style="list-style-type: none"> • Student success rates are 25% higher compared to figures reported in 2002-03. • Student participation in support services is 25% higher compared to figures reported in 2002-03 	12/04	On-going

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Develop a system of academic and student services support for college preparatory students participating through distance learning.				3.06	
College Goal: 1; Prepare students for distinctive success in the Global Information Age.					
College Initiatives: 1.50 Fully integrate the Learner Support Center as a tool to assist college preparatory students.					
Goal Impact Measure: Measured: expected to impact all three goals.					
Initiative Completion Measure: Document usage of services.					Type: A,B
Initiative Leader: Abdullah/Spalding			Advocate or Team Representatives: Shiela Kerr, Richard Greene		
Participating Groups: College Preparatory Faculty/Advisors, Administrative and Professional Collaborative, Career Council					
Participating Individuals: Vincent Jackson, Judy Baker, Susan Malecki					
Action Item	Action Steps	Expected Outcomes	Timelines		
3.06.01 Establish the initiative team.	<ol style="list-style-type: none"> 1. Make assignment of individual responsible for the initiative. 2. Make assignment of team members. 3. Schedule and hold meetings. 	<ul style="list-style-type: none"> • The initiative team is formed. • Meeting minutes are on file. • Program guidelines are established. 	4/03	6/04	
3.06.02 Evaluate needs for and delivery of services for college preparatory students by the Learner Support Center.	<ol style="list-style-type: none"> 1. Conduct surveys of students, faculty, and staff. 2. Analyze results. 3. Make recommendations. 4. Note: Recommendations must include review of resources and leveraging current staff in other departments. 	<ul style="list-style-type: none"> • The team produces an evaluation report for the program. 	5/03	8/04	
3.06.03 Finalize the plan for addressing the needs of college preparatory students through the Learner Support Center.	<ol style="list-style-type: none"> 1. Review existing planning documents. 2. Revise as necessary. 3. Finalize the implementation plan. 	<ul style="list-style-type: none"> • Plan is finalized. 	7/03	8/04	
3.06.04 Implement the plan for Learner Support Center services.	<ol style="list-style-type: none"> 1. Develop and conduct professional development. 2. Develop knowledge management tool scripting for college preparatory support. 3. Test and refine the scripting. 	<ul style="list-style-type: none"> • Professional development is completed. • The necessary scripts are developed and tested. 	8/03	10/04	
3.06.05 Pilot the Learner Support Center services.	<ol style="list-style-type: none"> 1. Select a pilot group of students. 2. Conduct a trial of the services. 3. Evaluate the impact. 	<ul style="list-style-type: none"> • 85% of students in the pilot group report satisfaction with the assistance they receive from the Learner Support Center. 	9/03	11/04	
3.06.06 Implement the revised services.	<ol style="list-style-type: none"> 1. Implement the services. 2. Evaluate effectiveness and modify the system and processes as necessary. 	<ul style="list-style-type: none"> • 85% of college preparatory students report satisfaction with the assistance they receive from the Learner Support Center. 	12/03	On-going	

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Revise the Online Professor Certificate Program to include training for faculty to design and teach blended courses; workshops will also be developed and offered which emphasize effective uses of learning technologies. Revisions will be made jointly by the Office of Professional Development, the Center for the Advancement of Teaching and Learning and the Office of Program Development for Instructional Technology. Fully-Operationlized **3.07**

College Goal: 5; Enhance institutional performance and accountability.
College Initiative: 5.97 Revise the Online Professor Certificate Program.

Goal Impact Measure: Not Measured: direct assessment of effectiveness not possible.

Initiative Completion Measure: Document faculty participation. **Type: C**

Initiative Leader: Abdullah/Chambers **Advocate or Team Representatives:** Maggie Cabral-Maly

Participating Groups: FCCU, Learning Futures Group, Office of Learning Technology, Faculty Senate

Participating Individuals: Merry Carter, Jack Chambers, Richard Greene, John Mullins, Tracy Pierce, Kathleen Ciez-Volz, Sebena Maslene, Patti Levine-Brown

Action Item	Action Steps	Expected Outcomes	Timelines	
3.07.01 Establish the initiative team.	<ol style="list-style-type: none"> 1. Make assignment of individual responsible for the initiative. 2. Make assignment of team members. 3. Schedule and hold meetings. 	<ul style="list-style-type: none"> • The initiative team is formed. • Meeting minutes are on file. • Program guidelines are established. 	6/03	9/03
3.07.02 Evaluate effectiveness of the current program.	<ol style="list-style-type: none"> 1. Review online course evaluations. 2. Review workshop evaluations. 3. Analyze results. 4. Make recommendations to Director of FCCU. 	<ul style="list-style-type: none"> • The team produces an evaluation report for the program. 	6/03	9/03
3.07.03 Implement any recommendations for improvement in training of online instructors.	<ol style="list-style-type: none"> 1. Develop an implementation plan. 2. Implement the plan. 3. Evaluate effectiveness and modify as necessary. 	<ul style="list-style-type: none"> • Student surveys indicate high levels of satisfaction (85% satisfaction rate) with online classes for those classes taught by “certified” online professors. 	10/03	On-going

Completed

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Develop Student Web Portal, My Goals, My Advisor, My Community, My Connections, and My Service modules. Portal will be designed to give students online resources, content and functionality to develop goals, build a plan to achieve those goals and access services to implement the plan. Includes online degree audit and self-tracking tools as well as development of a mentoring program. This goal's purpose is to retain students and help them stay connected and build a stronger relationship to the college and its staff and faculty. **3.08**

College Goal: 3; Elevate customer service to a level unsurpassed in higher education.
College Initiative: 3.33 Develop with the student web portal modules called My Goals, My Advisor, My Community, My Connections and My Services.

Goal Impact Measure: Not Measured: direct assessment of effectiveness not possible.

Initiative Completion Measure: Document completion and student usage. **Type: B**

Initiative Leader: Abdullah/Davis **Advocate or Team Representatives:** Betty Neyer

Participating Groups: Counseling, advising, Administration and Professional Collaborative, Career Council, faculty

Participating Individuals: Sheila Bambacus, BJ Hausman, Gary Harr, Susan Calhoun Lewis, Tracy Pierce, Dennis Reiman, Lin White, Lynn Young, Chris Martin

Action Item	Action Steps	Expected Outcomes	Timelines	
3.08.01 Establish the initiative team.	<ol style="list-style-type: none"> 1. Make assignment of individual responsible for the initiative. 2. Make assignment of team members. 3. Schedule and hold meetings. 	<ul style="list-style-type: none"> • The initiative team is formed. • Meeting minutes are on file. • Program guidelines are established. 	4/03	6/03
3.08.02 Finalize plans for the Web portal.	<ol style="list-style-type: none"> 1. Review existing planning documents. 2. Revise as necessary. 3. Finalize the implementation plan. 	<ul style="list-style-type: none"> • Web portal plan is finalized. 	6/03	8/03
3.08.03 Develop the processes.	<ol style="list-style-type: none"> 1. Develop software for the portal capability. 2. Develop and conduct professional development. 3. Test and refine the software. 	<ul style="list-style-type: none"> • Professional development is completed. • Web portal is developed and tested. 	9/03	4/04
3.08.04 Pilot the processes.	<ol style="list-style-type: none"> 1. Select a pilot group of students. 2. Conduct a trial of the web portal. 3. Evaluate the impact. 	<ul style="list-style-type: none"> • Student reenrollment rates are 25% higher for students in the pilot group than for other students. 	5/04	7/04
3.08.05 Implement the processes.	<ol style="list-style-type: none"> 1. Implement the Web portal. 2. Evaluate effectiveness and modify the system and processes as necessary. 	<ul style="list-style-type: none"> • Student reenrollment rates are 25% higher compared to figures reported in 2002-03. 	8/04	On-going

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Develop a “reference guide” of relevant online content and organize it into an intranet site for student success staff. (Recommend internal and external references.) COMPLETED - Operationalized				3.09
College Goal: 3; Elevate customer service to a level unsurpassed in higher education.				
College Initiative: 3.34 Develop a “Reference Guide” of relevant online content and organize it into an intranet site for student success staff.				
Goal Impact Measure: Not Measured: direct assessment of effectiveness not possible.				
Initiative Completion Measure: Document completion.				Type: C
Initiative Leader: Abdullah/Pierce			Advocate or Team Representatives: Dean Moore	
Participating Groups: Student Success Deans, Administration and Professional Collaborative, Career Council, faculty				
Participating Individuals: Norine Katich, Jennifer McIntyre, Lin White, Nina Turner				
Action Item	Action Steps	Expected Outcomes	Timeline	
3.09.01 Establish the initiative team.	<ol style="list-style-type: none"> 1. Make assignment of individual responsible for the initiative. 2. Make assignment of team members. 3. Schedule and hold meetings. 	<ul style="list-style-type: none"> • The initiative team is formed. • Meeting minutes are on file. • Guidelines are established 	1/03	3/03
3.09.02 Finalize Student Service Improvement Initiative.	<ol style="list-style-type: none"> 1. Review the Student Service Improvement Initiative planning document. 2. Submit draft of proposed Web links and format. 3. Obtain feedback from student success staff. 4. Make recommendations. 	<ul style="list-style-type: none"> • Student Service Improvement Initiative is finalized. 	3/03	4/03
3.09.03 Implement the Student Service Improvement Initiative.	<ol style="list-style-type: none"> 1. Modify the web links and format as necessary. 2. Make the Academic Resource Guide available on the web. 3. Evaluate effectiveness and modify as necessary. 	<ul style="list-style-type: none"> • The number of links required for student success staff to access information for use in advising is reduced. • The number of contacts with other staff to access information for use in advising is reduced. • The time required for students to enroll is reduces. • 85% of advisors are satisfied with the tool. 	4/03	On-going

Completed

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Develop and deliver a Student Success information sheet for faculty to use as a syllabus attachment. It will list all available support services including phone numbers and room numbers. Completed - Operationalized				3.10	
College Goal: 1; Prepare students for distinctive success in the Global Information Age.					
College Initiative: 1.51 Develop a syllabus supplement on student services.					
Goal Impact Measure: Not Measured: direct assessment of effectiveness not possible.					
Initiative Completion Measure: Document usage by faculty and survey student perceptions.					Type: C,D
Initiative Leader: Abdullah/Butts			Advocate or Team Representatives: Shiela Kerr, Haylan Washington		
Participating Groups: Student Success Deans, faculty, Career Council					
Participating Individuals: Norine Katich, Andrea McKeon, Standralyn Terry					
Action Item	Action Steps	Expected Outcomes	Timelines		
3.10.01 Establish the initiative team.	<ol style="list-style-type: none"> 1. Make assignment of individual responsible for the initiative. 2. Make assignment of team members. 3. Schedule and hold meetings. 	<ul style="list-style-type: none"> • The initiative team is formed. • Meeting minutes are on file. • Program guidelines are established. 	4/03	6/03	
3.10.02 Evaluate the effectiveness of the use of the student success information sheet distribution process.	<ol style="list-style-type: none"> 1. Review distribution processes. 2. Conduct student surveys. 3. Conduct faculty surveys. 4. Analyze results. 5. Make recommendations. 	<ul style="list-style-type: none"> • The team produces an evaluation report for the use of student success information sheets. 	7/03	9/03	
3.10.02 Implement any recommendations.	<ol style="list-style-type: none"> 1. Develop an implementation plan. 2. Implement the plan. 3. Evaluate effectiveness and modify as necessary. 	<ul style="list-style-type: none"> • Increased distribution of the student success information sheet. • Student use of student success services increases by 6% compared to 2002-03. 	10/03	On-going	

Completed

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Develop and deliver “How am I doing” postcards to faculty to provide an easy, pre-formatted way to communicate individually with students. **COMPLETED - Operationalized** **3.11**

College Goal: 1; Prepare students for distinctive success in the Global Information Age.

College Initiative: 1.52 Implement postcard communication process between faculty and students.

Goal Impact Measure: Not Measured: direct assessment of effectiveness not possible.

Initiative Completion Measure: Document usage by faculty and survey student perceptions. **Type:** C,D

Initiative Leader: Abdullah/Butts **Advocate or Team Representatives:** Dominique Diffenbach

Participating Groups: Student Success Deans, Administration and Professional Collaborative, Career Council, faculty

Participating Individuals: Janice Hall, Catherine Lester

Action Item	Action Steps	Expected Outcomes	Timelines	
3.11.01 Establish the initiative team.	<ol style="list-style-type: none"> 1. Make assignment of individual responsible for the initiative. 2. Make assignment of team members. 3. Schedule and hold meetings. 	<ul style="list-style-type: none"> • The initiative team is formed. • Meeting minutes are on file. • Program guidelines are established. 	4/03	6/03
3.11.02 Evaluate the effectiveness of the use of the “How am I doing” postcards distribution process.	<ol style="list-style-type: none"> 1. Review distribution processes. 2. Conduct student surveys. 3. Conduct faculty surveys. 4. Analyze results. 5. Make recommendations. 	<ul style="list-style-type: none"> • The team produces an evaluation report for the use of the “How am I doing” postcards. 	7/03	9/03
3.11.03 Implement any recommendations.	<ol style="list-style-type: none"> 1. Develop an implementation plan. 2. Implement the plan. 3. Evaluate effectiveness and modify as necessary. 	<ul style="list-style-type: none"> • Use of the “How am I doing” postcards is increased. • Referrals by faculty. • Faculty survey. • Student postcard reply. 	10/03	On-going

Completed

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Develop a student web portal that enables the “My Learning” module to provide an easy medium in which students can communicate with each other and with faculty. Students will be able to click on classes on their schedule and pull an email list of peers in the class.				3.12
College Goal: 1; Prepare students for distinctive success in the Global Information Age. College Initiative: 1.53 Develop a “My Learning” module in the student Web portal.				
Goal Impact Measure: Not Measured: direct assessment of effectiveness not possible.				
Initiative Completion Measure: Document usage and survey student perceptions.				Type: C,D
Initiative Leader: Abdullah/ Pierce				Advocate or Team Representatives:
Participating Groups: Futures Group, Student Success Council, Retention Team				
Participating Individuals: Mark Basse, Lillie Hookfin, Carla Jenkins, Dana Kuehn, Kaye Shelton, Karen Stearns, Larry Wolford				
Action Item	Action Steps	Expected Outcomes	Timelines	
3.12.01	Make assignment of individual responsible for the initiative. Make assignment of team members.	<ul style="list-style-type: none"> • The initiative team is formed. • Meeting minutes are on file. • Program guidelines are established. 	4/03	6/03
3.12.02 Finalize plans for the Web portal.	<ol style="list-style-type: none"> 1. Review existing planning documents. 2. Revise as necessary. 3. Finalize the implementation plan. 	<ul style="list-style-type: none"> • Web portal plan is finalized. 	6/03	8/03
3.12.03 Develop the processes.	<ol style="list-style-type: none"> 1. Develop software for the portal capability. 2. Develop and conduct professional development. 3. Test and refine the software. 	<ul style="list-style-type: none"> • Professional development is completed. • Web portal is developed and tested. 	9/03	4/04
3.12.04 Pilot the processes.	<ol style="list-style-type: none"> 1. Select a pilot group of students. 2. Conduct a trial of the Web portal. 3. Evaluate the impact. 	<ul style="list-style-type: none"> • Student reenrollment rates are 25% higher for students in the pilot group than for other students. 	5/04	7/04
3.12.05 Implement the processes.	<ol style="list-style-type: none"> 1. Implement the Web portal. 2. Evaluate effectiveness and modify the system and processes as necessary. 	<ul style="list-style-type: none"> • Student reenrollment rates are 25% higher compared to 2002-03. 	8/04	On-going

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Form student learning communities.				3.13
College Goal: 1; Prepare students for distinctive success in the Global Information Age.				
College Initiative: 1.54 Develop a student learning communities process.				
Goal Impact Measure: Measured: direct impact expected on all three goals.				
Initiative Completion Measure: Document student participation. Survey student perceptions.				Type: A,B,D
Initiative Leader: Abdullah/Chappell/Russos		Advocate or Team Representatives: Shiela Kerr		
Participating Groups: Student Activities Coordinators, Student Success Deans, IAC, Career Council, Faculty, Retention Team				
Participating Individuals: Judy Batson, Deborah Berbig, Walter Fitzpatrick, BJ Hausman, Elaine Kyle, Deborah Morris, Kelly Warren, Clashous Witherspoon				
Action Item	Action Steps	Expected Outcomes	Timelines	
3.13.01 Establish the initiative team.	Make assignment of individual responsible for the initiative. Make assignment of team individuals. Schedule and hold meetings.	<ul style="list-style-type: none"> • The initiative team is formed. • Program guidelines are established. 	4/03	5/03
3.13.02 Design the learning communities program.	Analyze information. Design the program. Finalize the design. Develop budget proposal for student activity fee. Develop Student Learning Specialist Job Description. Advertise Student Learning Specialist Positions. Appoint Screening Committee.	<ul style="list-style-type: none"> • Identify possible options for Learning Communities in a community college setting. • Design for year 1 “Mini Grants” is completed. • Budget for FY04 approved. • Selection and appointment of 5 Student Learning Specialists. 	4/03	7/03
3.13.03 Pilot the Learning Communities Program.	<ol style="list-style-type: none"> 1. Market the “Mini Grant” project opportunities to faculty. 2. Review Project Applications (1st Round – April). 3. Review Project Applications (2nd Round – May) 4. Review Project Applications (3rd Round – Oct.-Nov.) 	<ul style="list-style-type: none"> • Award Grants – 1st Round • Award Grants – 2nd Round • Award Grants – 3rd Round 	5/03	12/03
3.13.04 Implement the learning communities program.	<ol style="list-style-type: none"> 1. Modify grant opportunities as may be required. 2. Market Learning Communities Program to faculty via Student Learning Specialist. 3. Implement and review project grant applications on an ongoing basis. 4. Evaluate effectiveness and modify the program as necessary. 	<ul style="list-style-type: none"> • Determine satisfaction of students participating in learning community activities. • Determine success rates of students participating in learning community activities. 	1/04	On-going

Completed

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Develop an FTIC remedial student personal phone call process to assist students in becoming connected to the college and knowledgeable about its resources. Inactivated in Goal 3 – Combined with 2.02	3.14
College Goal: 1; Prepare students for distinctive success in the Global Information Age.	
College Initiative: 1.55 Develop a student phone call process.	
Goal Impact Measure: Not Measured: direct assessment of effectiveness not possible	
Initiative Completion Measure: Document call numbers and survey student perceptions.	Type: D
Initiative Leader: Abdullah/Birmingham	Advocate or Team Representatives:
Participating Groups: Student Deans, Administration and Professional Collaborative	
Participating Individuals: Peter Biegel, Ed Gonzalez	

Action Item	Action Steps	Expected Outcomes	Timelines	
3.14.01 Establish team.	1. Same as others, include faculty input.	<ul style="list-style-type: none"> • Same as others. 	8/03	9/03
3.14.02 <i>Review</i> pilot implementation by downtown campus and revise for college implementation.	<ol style="list-style-type: none"> 1. Review existing pilot documents. 2. Review as necessary. 3. Finalize the implementation plan. 	<ul style="list-style-type: none"> • FTIC student calling plan is finalized. 	10/03	1/04
3.14.03 Pilot the College-wide plan.	<ol style="list-style-type: none"> 1. Implement pilot. 2. Compile results. 3. Review/evaluate responses. 	<ul style="list-style-type: none"> • FTIC calls are implemented college wide. • Data are reviewed. 	1/04	2/04
3.14.04 Revise implementation for ongoing College-wide use.	<ol style="list-style-type: none"> 1. Revise plan. 2. Finalize implementation schedule. 3. Provide professional development. 4. Develop system for ongoing review of information and use in improving systems. 	<ul style="list-style-type: none"> • Track retention for students who have been called. • Revise plan. • Develop system for use of feedback. • 10% increase in enrollment/retention tied specifically to calls. 	7/04	9/04

Completed

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Develop an international student services center. **3.15**

College Goal: 1; Prepare students for distinctive success in the global information age.

College Initiative:

Goal Impact Measure:

Initiative Completion Measure: **Type:**

Initiative Leader: Abdullah/McLaughlin **Advocate or Team Representatives:**

Participating Groups: Student Success Deans, Admissions, ESL/ESOL Faculty and Staff, Associate Deans, Marketing

Participating Individuals: Kathryn Birmingham, Kevin Cotton, Sandy Willis, Tracy Pierce, Mingmin Zhu, Meredith Kemper, Jennifer Rusnak, Dr. Darby, Susan Lehr

Action Item	Action Steps	Expected Outcomes	Timelines	
3.15.01 Establish the initiative team.	<ol style="list-style-type: none"> 1. Make assignment of individuals responsible for initiative. 2. Make assignment of team members. 3. Schedule and hold meetings. 4. Consult with participating groups. 	<ul style="list-style-type: none"> • The initiative team is formed. • Meeting minutes are on file. • Program guidelines are established. 		12/4
3.15.02 Develop a list of services to be provided by the center.	<ol style="list-style-type: none"> 1. Review existing services to international students. 2. Identify role and responsibilities of center staff. 	<ul style="list-style-type: none"> • A list of comprehensive services provided by the center is developed. • Staff and other resources needs are identified. 		12/04
3.15.03 Identify training needs for faculty and staff.	<ol style="list-style-type: none"> 1. Survey faculty and staff to determine available expertise and resources as well as future needs. 	<ul style="list-style-type: none"> • Training needs are identified with guidelines from NAFSA • Faculty and staff attend training sessions. 		On-going
3.15.04 Open the Center	<ol style="list-style-type: none"> 1. Center services are made available to current and prospective international students. 2. Evaluate the effectiveness of the center's services. 3. Modify services as needed. 	<ul style="list-style-type: none"> • The Center is open and current and prospective international students access the Center's services. • 90% of international students report satisfaction with the services provided by the Center. 		01/05 On-going

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Develop and implement an African American male retention program. **3.16**

College Goal: 1; Prepare students for distinctive success in the global information age.

College Initiative: 1.54; Develop a student learning communities process

Goal Impact Measure:

Initiative Completion Measure:

Type:

Initiative Leader: Abdullah/McLaughlin

Advocate or Team Representatives:

Participating Groups: Student Success Deans, retention group, Student Success Council, Adult Studies/Polytechnic, faculty

Participating Individuals: Vince Jackson, Haylan Washington

Action Item	Action Steps	Expected Outcomes	Timelines
3.16.01 Establish the initiative team.	<ol style="list-style-type: none"> 1. Make assignment of individuals responsible for initiative. 2. Make assignment of team members. 3. Schedule and hold meetings. 4. Consult with participating groups 	<ul style="list-style-type: none"> • The initiative team is formed. • Meeting minutes are on file. • Program guidelines are established. 	12/4
3.16.02 Develop a list of retention strategies for serving this population.	<ol style="list-style-type: none"> 1. Utilize focus group data to develop retention strategies. 2. Identify college and community-based resources. 3. Identify potential mentoring resources. 	<ul style="list-style-type: none"> • Retention strategies are identified and implemented. • College and community-based resources are identified and incorporated within the Program. 	1/05
3.16.03 Pilot the retention program	<ol style="list-style-type: none"> 1. Select a pilot group of students. 2. Conduct a trial of the retention strategies. 3. Evaluate the impact. 	<ul style="list-style-type: none"> • Students are identified and invited to participate in the program. • Success and retention rates for students in the pilot group are higher than for students not in the pilot group. 	9/05
3.16.04 Implement the Program	<ol style="list-style-type: none"> 1. Implement the program college-wide 2. Evaluate the program's effectiveness and modify as necessary 	<ul style="list-style-type: none"> • 85% of students from this population participate in the program. • Success and retention rates are higher compared to retention figures reported in 2002-2003 for this population. 	1/06

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Define best practices in teaching students in reading, mathematics, and language college preparatory classes and hold workshops for faculty. **4.01**

College Goal: 1; Prepare students for distinctive success in the Global Information Age.

College Initiative: 1.56 Define and make available best practices in teaching students in college preparatory reading, mathematics, and language.

Goal Impact Measure: Not Measured: direct assessment of effectiveness not possible.

Initiative Completion Measure: Document faculty participation **Type: C**

Initiative Leader: Merry Carter **Advocate or Team Representatives:** Shiela Kerr, Haylan Washington, Patti Levine-Brown

Participating Groups: College Preparatory Faculty, Liberal Arts Deans, FCCU, AVP of Liberal Arts, CATL

Participating Individuals: Linda Austin, David Bell, Deborah Berbig, Kathleen Ciez-Volz, Lynne Crosby, Margo Martin, Victoria McGlone, Deborah Morris, Denise Norris, Stephanie Powers, Joel Rappoport, Ed Watkins

Action Item	Action Steps	Expected Outcomes	Timelines	
4.01.01 Research and evaluate best practices in college preparatory instruction using both internal and external sources.	<ol style="list-style-type: none"> 1. Evaluate student success data from college preparatory classes at FCCJ. 2. Interview selected FCCJ college preparatory full-time and adjunct faculty and evaluate their teaching strategies. 3. Review successful external projects related to college preparatory instruction: FIPSE, Title III, Pew, Kellogg, etc. 4. Identify FCCJ faculty most in touch with current research on college preparatory instruction in their fields (reading, language, and math) and solicit their input on best current practices. 5. Review data on college preparatory success from other Florida community colleges as a baseline and identify best performers. 	<ul style="list-style-type: none"> • Develop best practices handbook. • Disseminate handbook. 	4/03 2/04	12/03
4.01.02 Convene College-wide meeting of the college preparatory full-time and adjunct faculty from reading, language, and mathematics areas to discuss and review published best practices (2002- Kovaly, Staver, Stratman and Williams) and recent research findings.	<ol style="list-style-type: none"> 1. Schedule event to allow maximum attendance. 2. Explore incentive for adjunct participation. 	<ul style="list-style-type: none"> • 100% of college preparatory faculty will participate. 	1/04 2/04	2/04 9/05
4.01.03 Establish a College-wide team, made up of full-time and adjunct faculty team to	<ol style="list-style-type: none"> 1. Workshops will be coordinated and sanctioned by CATL and FCCU. 	<ul style="list-style-type: none"> • Faculty will review and evaluate best practices as appropriate to their 	2/04	1/06

develop an ongoing workshop/seminar series on best practices for college preparatory.	<ol style="list-style-type: none"> 2. Incentives will be developed to promote both full-time and adjunct attendance. 3. Faculty leaders from reading, language, and mathematics will continue to meet monthly with CATL and FCCU to design workshops. 	disciplines.		
4.01.04 Conduct a pilot of the seminar offerings.	<ol style="list-style-type: none"> 1. Recruit six full-time and adjunct faculty for the Best Practices Workshop pilots in each discipline. 2. Evaluate effectiveness. 	<ul style="list-style-type: none"> • 10 full-time and adjunct faculty will attend each workshop along with key personnel from FCCU and CATL. • 80% of the participants will report satisfaction with the content, deliverables and take-aways. • The workshop program will be modified based on the evaluation results. 	5/04	7/04
4.01.05 Implement the "Best Practices" workshop to college preparatory full-time and adjunct faculty in a campus-based format.	<ol style="list-style-type: none"> 1. Schedule six campus-based workshops per year, two per college preparatory discipline. 2. Document attendance by full-time and adjunct for incentive programs. 	<ul style="list-style-type: none"> • 100% of college preparatory full-time and adjunct faculty attends at least one workshop annually. • 80% of the full-time and adjunct faculty are satisfied with the content and delivery. • 85% success rate for the outcome of increased awareness and understanding of college preparatory pedagogy, student demographics and delivery. • Full-time and adjunct faculty will adopt best practices as appropriate to their disciplines. 	8/04	9/07
4.01.06 Evaluate effectiveness of best practices adopted.	<ol style="list-style-type: none"> 1. Identify full-time and adjunct faculty adopting various best practices. 2. Evaluate success data and student feedback. 3. Compare to control groups when possible. 	<ul style="list-style-type: none"> • Certain practices will be identified as most successful for FCCJ students. 	8/05	12/05
4.01.07 Promote use of best of the Best Practices in all college preparatory solutions.	<ol style="list-style-type: none"> 1. Disseminate results of comparative evaluation. 2. Encourage full-time and adjunct faculty to adopt Best of Best through discipline group discussion. 	<ul style="list-style-type: none"> • Success rates for students will be highest for full-time and adjunct faculty adopting Best of Best. 	8/05	9/07
4.01.08 Host DCSB and NCSB share best practices for dissemination to full-time and adjunct faculty.	<ol style="list-style-type: none"> 1. Schedule meetings. 2. Prepare best practices document. 	<ul style="list-style-type: none"> • 75% of both counties participating and full-time and adjunct faculty will receive the information. 	1/06	5/06

Council Assignment

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Develop a “best practices” web site for college preparatory faculty development.				4.02	
College Goal: 1; Prepare students for distinctive success in the global information age.					
College Initiative: 1.57 Develop a best practices Web site for college-preparatory faculty development.					
Goal Impact Measure: Not Measured: direct assessment of effectiveness not possible.					
Initiative Completion Measure: Document faculty participation					Type: C
Initiative Leader: Joy Haney			Advocate or Team Representatives:		
Participating Groups: CATL, FCCU, Southeastern Center for Cooperative Learning, Faculty					
Participating Individuals: Merry Carter, Janice Hall, Sally Nielsen, Stephanie Powers, Dennis Reiman, Maria Schnitzer					
Action Item	Action Steps	Expected Outcomes	Timelines		
4.02.01 Conduct an electronic search of benchmark Web sites.	<ol style="list-style-type: none"> 1. Make assignments for the collection of data. 2. Make assignments for evaluating and determining benchmark Web sites. 3. Select design, components, content and links. 	<ul style="list-style-type: none"> • Web site guidelines are established and match FCCJ protocol and design patterns. • Data collection team will post minutes and form a consensus on design and content. 	1/04	5/04	
4.02.02 Build a Web site for full-time and adjunct faculty mentoring and faculty development with appropriate research links.	<ol style="list-style-type: none"> 1. Select design, components, content and links. 2. Assign the development. 3. Track progress. 4. Evaluate interactivity and connectivity. 	<ul style="list-style-type: none"> • Team will post minutes and form a consensus on design and content. • Web site and related links are created for beta-testing. • The Web site is modified based on evaluation. 	5/04	1/05	
4.02.03 Create a core of full-time and adjunct faculty to test the appropriateness and usability of the site.	<ol style="list-style-type: none"> 1. Select test full-time and adjunct faculty core. 2. Construct evaluation tool. 3. Test and evaluate site. 	<ul style="list-style-type: none"> • 15 full-time and adjunct faculty beta-test the faculty mentoring/resource Web site • 15 full-time and adjunct faculty assess the usability, validity and appropriateness of the Web site. 	1/05	5/05	
4.02.04 Unveil Web site College-wide.	<ol style="list-style-type: none"> 1. Make the site “active.” 2. Install a peripheral to track usage and accept comments and ideas. 	<ul style="list-style-type: none"> • Track the number of full and part-time faculty and staff. 	9/05	Ongoing	

Completed

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Make SLS1103 mandatory for certain college preparatory students. **4.03**

College Goal: 1; Prepare students for distinctive success in the Global Information Age.
College Initiative: 1.58 Make SLS1103 mandatory for select college preparatory students.

Goal Impact Measure: Measured: expected to impact all three goals.

Initiative Completion Measure: Document College policy change. **Type:** A,B,C

Initiative Leader: Jeff Hess **Advocate or Team Representatives:** Shiela Kerr, Patti Levine-Brown

Participating Groups: Faculty, Student Success Council, IAC, Administration and Professional Collaborative

Participating Individuals: Joyce Butts, Lynn Crosby, Betsy Davis, Rosemary James, Denise Norris, Lindsay Webster

Action Item	Action Steps	Expected Outcomes	Timelines	
4.03.01 Redesign the SLS course to meet the needs of the full spectrum of college preparatory students.	<ol style="list-style-type: none"> 1. Convene SLS faculty to review evaluations and success rates. 2. Conduct an electronic search on current benchmark courses nationwide. 	<ul style="list-style-type: none"> • Course content will be modified based on student as well as full-time and adjunct faculty input. • Student satisfaction with SLS 1103 Content will be 80% or higher. 	9/03	12/03
4.03.02 Investigate placement policies at FCCJ for FTIC students.	<ol style="list-style-type: none"> 1. Discuss current policy. 2. Collect data to validate a requested change. 	<ul style="list-style-type: none"> • Adopt a policy for mandatory enrollment in SLS course for students testing into 2 or more college preparatory courses. 	2/04	2/04
4.03.03 Publish and disseminate policy change.	<ol style="list-style-type: none"> 1. Publish new policy in the 2004-2005 catalog. 2. Publish information on FCCJ Web site. 3. Construct an SLS brochure available in the Assessment Centers. 	<ul style="list-style-type: none"> • Policy statement is published in the catalog and on the web. • SLS brochure is developed and distributed to 100% of all pre-enrollees at the time they take the CPT examination 	3/04 6/04	3/04 7/04
4.03.04 Implement the revised course and policy.	<ol style="list-style-type: none"> 1. Evaluate effectiveness and modify if necessary 	<ul style="list-style-type: none"> • The course is modified based on full-time and adjunct faculty recommendations and student evaluations. • 85% of college preparatory students enrolling in the modified SLS course will complete the course with a grade of C or better by September 30, 2004. • 90% of students requiring remediation in two or more college preparatory areas will enroll in SLS 1103 within their first 12 	9/04	On-going

Completed

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Provide scholarships for the SLS classes to motivate students.		4.04
College Goal: 2; Optimize access to and participation in college programs.		
College Initiative: 2.58 Provide scholarships for SLS classes.		
Goal Impact Measure: Measured: impact expected on retention and course success of select students.		
Initiative Completion Measure: Document number of scholarships.		Type: A,D
Initiative Leader: Jeff Hess	Advocate or Team Representatives: Richard Greene	
Participating Groups: Financial Aid Office, Deans of Student Success		
Participating Individuals: Lynn Crosby, Betsy Davis, Joel Friedman, Rosemary James, Sheila Kerr, Denise Norris		

Action Item	Action Steps	Expected Outcomes	Timelines	
4.04.01 Establish a recruitment and information dissemination team.	<ol style="list-style-type: none"> 1. Make assignment of individual responsible for team and actions. 2. Make action assignments for team members. 3. Schedule and hold meetings. 	<ul style="list-style-type: none"> • Team is formed. • Meeting minutes are on file. • Action plans are documented and executed. 	7/03	12/03
4.04.02 Establish a baseline of students needing scholarships.	<ol style="list-style-type: none"> 1. Financial Aid Office will establish. 2. Team will evaluate data. 	<ul style="list-style-type: none"> • Data is analyzed and scholarships are awarded. 	9/03	12/03
4.04.03 Establish a baseline of students using scholarship.	<ol style="list-style-type: none"> 1. Registrars Office will provide semester-by-semester data. 2. Team will evaluate data. 	<ul style="list-style-type: none"> • Data is analyzed and acted upon. 	9/03	On-going
4.04.04 Track progress of students who were awarded scholarships.	<ol style="list-style-type: none"> 1. Program tracking data is collected. 2. Establish data review cycle. 3. Review data. 	<ul style="list-style-type: none"> • 80% of those students who accept scholarships will complete the SLS course. • 70% of the students who complete the SLS course will be successful in the college preparatory courses and will subsequently enroll in degree credit courses. 	1/04	4/04
4.04.05 Decide on long term use of SLS scholarships.	<ol style="list-style-type: none"> 1. Analyze success rates of scholarship students compared to non-scholarship students. 2. Recommend a long-term strategy. 	<ul style="list-style-type: none"> • Scholarship recipients will outperform control group. • Scholarships will be given to motivate other students to take SLS classes. 	4/04	7/04

Completed

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Develop learning objects and concomitant student assessments for use in classes with low student success. Revise courses as appropriate. **4.06**

College Goal: 1; Prepare students for distinctive success in the Global Information Age.

College Initiative: 1.60 Find learning objects and use them in conjunction with faculty-developed practice tests.

Goal Impact Measure: Measured: impact expected on course success.

Initiative Completion Measure: Document development and usage **Type: A**

Initiative Leader: Schussler **Advocate or Team Representatives:** Kathleen Ciez-Volz

Participating Groups: Sirius Project members, ACID, FCCU, librarians, directors of learning services, faculty

Participating Individuals: David Byers, Peg Greene, Susan Hill, Marlene Kovaly, Bob McCown, Stephanie Powers, Claire Reetz, Catherine Rifkin, Shep Shepard, John Wall, Andrew A.Crawford (student)

Action Item	Action Steps	Expected Outcomes	Timelines	
4.06.01 Tutors at FCCJ's various Learning Centers tutors keep logs to identify competencies that need corresponding learning objects based on the level and amount of extra help that students receive.	<ol style="list-style-type: none"> 1. Construct logs. 2. Train tutors in documentation. 3. Submit data to Director of Program Development every four months. 	<ul style="list-style-type: none"> • 85% of identified content and competencies will be tracked and recorded. 	On-going	On-going
4.06.02 College preparatory faculty will also identify and log difficult subject areas and find corresponding learning objects.	<ol style="list-style-type: none"> 1. Construct logs. 2. Train faculty in documentation. 3. Submit data to Director of Program Development every four months. 	<ul style="list-style-type: none"> • 85% of identified content and competencies will be tracked and recorded. 	On-going	On-going
4.06.03 Librarians research and provide information about copyright and fair use guidelines for learning objects.	<ol style="list-style-type: none"> 1. Evaluate commercial learning objects 2. With full-time and adjunct faculty input confirm objects for: ENC0021/1101 MAC 1105/MAT 1033 STA 2023/MAT 0024 LIT200/HUM2211 PSY1012/DEP2004 BSC1005/BSC2085c 	<ul style="list-style-type: none"> • 100% of the course pairs will have twelve learning objects cataloged and linked to the courses. 	5/03	9/05
4.06.04 Create, capture and catalog learning objects on the Web to support instruction in college preparatory courses.		<ul style="list-style-type: none"> • 100% of the course pairs will have one or more learning objects available via the web site. • 85% of the full-time and adjunct faculty pairs will be satisfied with the selection and usability of the objects. • Students will use learning objects and find them useful. 	5/03	9/05

4.06.05 Beta test all course pairs and learning object usage and quality prior to expanding the project.	<ol style="list-style-type: none"> 1. Conduct beta-test on courses utilizing learning objects. 2. Conduct student evaluations. 3. Conduct full-time and adjunct faculty satisfaction survey. 	<ul style="list-style-type: none"> • 100% of the courses will be evaluated. • 100% of the courses will be surveyed by full-time and adjunct faculty. • 85% of the full-time and adjunct faculty will be satisfied. • Courses will be modified based on evaluation. 	9/04	On-going

Completed
Institutionalized into Sirius

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Develop specific advising system and orientation for students who desire to take on-line college preparatory classes. **4.07**

College Goal: 3; Elevate customer service to a level unsurpassed in higher education.

College Initiative: 3.35 Develop specific advising system and orientation for students who desire to take on-line developmental classes.

Goal Impact Measure: Measured: impact expected on retention and course success.

Initiative Completion Measure: Document development and usage. **Type: A,D**

Initiative Leader: Baker **Advocate or Team Representatives:**

Participating Groups: Learner Support Center, Administration and Professional Collaborative, Career Council

Participating Individuals: Paula Carpenter, Melanie Clark, Janice Hall, Denise Norris, Maria Schnitzer, Wayne Singletary

Action Item	Action Steps	Expected Outcomes	Timelines	
4.07.01 Conduct a research project to review benchmark schools to determine if other community colleges are delivering online college preparatory courses and analyze success rates.	<ol style="list-style-type: none"> 1. Conduct research project. 2. Identify benchmark schools. 3. Identify success rates or lack thereof for college preparatory on-line courses. 4. Best practices will be examined and prioritized for FCCJ use. 	<ul style="list-style-type: none"> • Ten Benchmark schools will be identified. • Data will be reviewed and analyzed. • Best practices will be identified. 	11/03	2/04
4.07.02 Utilizing benchmark school data, construct interactive advising system and orientation.	<ol style="list-style-type: none"> 1. Construct online system. 2. Beta test system with a cohort of 100 students. 3. Survey CP students for satisfaction and usefulness. 	<ul style="list-style-type: none"> • 75% participation in beta testing. • 75% student satisfaction levels. • 15% more CP students will be retained. 	12/04	6/05
4.07.03 Implement college wide process for on-line orientation and advising.	<ol style="list-style-type: none"> 1. Implement process. 2. Evaluate process. 3. Survey students. 	<ul style="list-style-type: none"> • 25% increase in retention of students. 	9/05	On-going

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Organize a process team on each campus that will meet regularly to discuss and react to the academic progress of college preparatory students and assist with learning communities on each campus specifically for college preparatory students. **4.08**

College Goal: 1; Prepare students for distinctive success in the Global Information Age.

College Initiatives: 1.61 Organize a College Preparatory Council on each campus for college preparatory students.

Goal Impact Measure: Not Measured: direct assessment of effectiveness not possible.

Initiative Completion Measure: Document development of terms and activities. **Type: C**

Initiative Leader: Charles Smires **Advocate or Team Representatives:** Shiela Kerr, Sue Buck

Participating Groups: Administration and Professional Collaborative, Career Council, faculty, Advocates

Participating Individuals: Cynthia Carter, Walter Fitzpatrick, Ella Jennings, Denise Norris

Action Item	Action Steps	Expected Outcomes	Timelines	
4.08.01 Establish and convene five campus-based learning communities task forces.	<ol style="list-style-type: none"> 1. Advocates will assist the Initiative Leader in establishing and convening campus-based teams to discuss progress and concerns about each of the respective learning communities for college preparatory students. 2. Schedule meeting each semester. 3. Identify issues of concern and inform appropriate team leaders. 	<ul style="list-style-type: none"> • Concerns will be used to refine and improve college preparatory strategies. 	9/03	On-going
4.08.02 Convene campus representatives/advocates and compare progress and problems intra-campus and college-wide.	<ol style="list-style-type: none"> 1. Schedule a College-wide meeting each semester. 2. Prepare transcripts of the discussion and follow-up action plans. 3. Disseminate via the Web site. 	<ul style="list-style-type: none"> • Information will be used to refine and improve college preparatory strategies. 	1/04	On-going

Completed

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Integrate Campus Learning Centers into college preparatory academic areas.		4.09 is now 4.01B combined 10/01/05
College Goal: 1; Prepare students for distinctive success in the Global Information Age.		
College Initiatives: 1.62 Integrate campus learner support centers into college preparatory academic areas.		
Goal Impact Measure: Not Measured: direct assessment of effectiveness not possible.		
Initiative Completion Measure: Document integrative activities.		Type: C
Initiative Leader: Norris	Advocate or Team Representatives: Shiela Kerr, Richard Greene	
Participating Groups: CATL, Learning Centers, Administration and Professional Collaborative, faculty		
Participating Individuals: Marian Beaman, Barbara Bryant, Jack Chambers, Margaret Clark, Hope Clayton, Maurice Culver, Bill DeLeeuw, Ruth Dellinger, Brian Dopson, Nancy Eschen, Hector Harima, Sue Haunty, Jeff Hess, Judy Holcombe, Kelly Horne, Sunita Kapil, Noreen Katich, Jeff Kissinger, Pam Lambert, Sibley Maddox, Mike Mance, Donna Martin, Robert McCown, Katie Myers, Jeff Olma, Paula Risko, Herschel Shepard, Cheryl Steinman, Christopher Twiggs, Ken Ward, Haylan Washington, Susan Willette, Tara Wojtczak,		

Action Item	Action Steps	Expected Outcomes	Timelines	
4.09.01 Create the opportunity for a closer link between the LSC and the college preparatory full-time and adjunct faculty.	<ol style="list-style-type: none"> Host LSC Open Houses targeted at college preparatory full-time and adjunct faculty. Provide an interactive opportunity for faculty and LSC personnel to discuss services and their relationships. Repeat this activity each term on each campus. 	<ul style="list-style-type: none"> Track user statistics fall –to-fall with the expectation of an increase in usage of 5% per year by college preparatory students. 	10/03	On-going
4.09.02 Explore Best Practices in uses of learning centers or tutoring centers to enhance college preparatory teaching and learning.	<ol style="list-style-type: none"> Research internally and externally most effective ways to link CP curricula with learning centers. Identify training needs for tutors. 	<ul style="list-style-type: none"> Learning Center support will become integral to college preparatory curricula. Students will report high degree of satisfaction with learning centers. 	9/03	5/04
4.09.03 Create marketing tools to promote the services of the Learner Support Centers.	<ol style="list-style-type: none"> Research and create a marketing brochure and web page for campus-based and college-wide learning support services for college preparatory courses. Disseminate the materials and Web site. 	<ul style="list-style-type: none"> Track user statistics fall –to-fall with the expectation of an increase in usage of 5% per year by college preparatory students. 		

<p>4.09.04 Create the opportunity for students to meet with the LSC staff.</p>	<ol style="list-style-type: none"> 1. Host LSC Open Houses targeted for college preparatory students/college preparatory communities of learners. 2. Prepare materials for CP full-time and adjunct faculty to distribute in class. 3. Survey students on the usefulness of information received. 	<ul style="list-style-type: none"> • Track user statistics fall-to-fall with the expectation of an increase in usage of 5% per year. 	<p>9/03</p>	<p>1/04</p>
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Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Identify and implement technological support to meet the needs of college preparatory students taking face-to-face, blended and on-line courses. This initiative is meant to ensure that all aspects of the learning technologies, including educational software, videoconferencing, out-sourcing of tutoring and the like are considered in attempts to provide quality equivalent services to college preparatory students in all learning centers College-wide. **4.10**

College Goal: 1; Prepare students for distinctive success in the Global Information Age.
College Initiatives: 1.63 Identify and implement technological support to meet the needs of college preparatory students.

Goal Impact Measure: Not Measured: direct assessment of effectiveness not possible

Initiative Completion Measure: Document service availability at each Learning Center **Type: C**

Initiative Leader: Jack Chambers **Advocate or Team Representatives:** Richard Greene

Participating Groups: CATL, Learning Centers, Discipline Groups, L.T. Futures Group Administration and Professional Collaborative, Faculty

Participating Individuals: Maggie Cabral-Maly, Merry Carter, Rusty Gardner, Joe Joseph, Sheilah Lynn, John Machnic, John Mullins, Denise Norris, Tracy Pierce, Maria Schnitzer

Action Item	Action Steps	Expected Outcomes	Timelines	
4.10.01 Recognize college preparatory student needs for online tutoring.	<ol style="list-style-type: none"> 1. Construct a long-range plan for online tutoring that is researched and technologically supportive. 2. Submit plan to EVP and Cabinet. 	<ul style="list-style-type: none"> • 100% of the proposal team is satisfied with the product • Cabinet will agree with and approve the plan. 	3/03	5/03
4.10.02 Construct a strategic initiative proposal and submit to FCCJ strategic planning council.	<ol style="list-style-type: none"> 1. Submit proposal for tutoring in basic skills mathematics and English for face-to-face blended and online instruction. 2. Secure Smarthinking and/or other vendors as identified by best practices research. 3. Provide training opportunities for faculty and Learning Center staff. 	<ul style="list-style-type: none"> • The plan is approved and 100% of the money is awarded. 	5/03	8/03
4.10.03 Implement Smarthinking on a pilot basis.	<ol style="list-style-type: none"> 1. Beta-test in three mathematics courses and three English courses. 2. Evaluate outcomes. 3. Compare learning outcomes with control groups. 4. Revise based on evaluations. 5. Implement revised product. 6. Survey faculty for satisfaction. 7. Continue to explore other services and products. 	<ul style="list-style-type: none"> • 100% of the control group will complete the evaluations. • 85% of the faculty using Smarthinking is satisfied with the product. • Student satisfaction with product will be high. 	9/03	9/04

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Improve learning through the use of automated essay evaluations.				4.11	
College Goal: 1; Prepare students for distinctive success in the Global Information Age.					
College Initiative: 1.64 Improve learning through the use of automated essay evaluations.					
Goal Impact Measure: Measured: expected to impact course success.					
Initiative Completion Measure: Document specific usage by faculty.					Type: A,B
Initiative Leader: Jack Chambers			Advocate or Team Representatives: Sue Buck		
Participating Groups: Administration and Professional Collaborative, Faculty					
Participating Individuals: Ed Gonzalez, Suzanne Hess, Susan Hill, Meredith Kemper, Joyce McLeod, Sally Nielsen, Gencie Rucker, Brenda Simmons, Arnold Wood					
Action Item	Action Steps	Expected Outcomes	Timelines		
4.11.01 Score 250 Essays from basic skills English.	<ol style="list-style-type: none"> 1. Score exams (six full-time and adjunct faculty). 2. Transfer 250 scored essays into electronic form and transmit to Vantage. 	<ul style="list-style-type: none"> • 100% of essays will be scored and submitted to Vantage learning. 	3/03	6/03	
4.11.02 Score 250 ENC 1101 Essays.	<ol style="list-style-type: none"> 1. Score exams (six full-time and adjunct faculty). 2. Transfer 250 scored essays into electronic form and transmit to Vantage. 	<ul style="list-style-type: none"> • 100% of essays will be scored and submitted to Vantage learning. 	3/03	6/03	
4.11.03 Vantage Learning modifies scoring algorithm.	<ol style="list-style-type: none"> 1. Modify scoring algorithm. 2. Implement modified scoring system for Fall 2003. 3. Survey full-time and adjunct faculty for satisfaction. 	<ul style="list-style-type: none"> • 85% of the full-time and adjunct faculty will be satisfied with Vantage Learning. 	9/03	On-going	
4.11.04 Evaluate benefits of automated scoring in College preparatory language instruction.	<ol style="list-style-type: none"> 1. Compare student success rates in user groups. 2. Present data to CP full-time and adjunct faculty for evaluation. 	<ul style="list-style-type: none"> • Data will allow full-time and adjunct faculty to evaluate benefit of automated essay evaluation. 	1/04	5/04	

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Determine the success of our current placement system. **5.01**

College Goal: 5; Enhance institutional performance and accountability.

College Initiative: 5.98 Determine the success of our current placement system.

Goal Impact Measure: Not Measured: direct assessment of effectiveness not possible.

Initiative Completion Measure: Report data. **Type: C**

Initiative Leader: Spalding/Schussler **Advocate or Team Representatives:** Dean Moore

Participating Groups: Information Technology/MIS, Directors of Assessment Centers, Faculty, Administrative and Professional Collaborative, Career Council

Participating Individuals: Linda Austin, Juanita Barnes, Ed Gonzalez, Carl Jowers, Ellie Minich, Chris Shaffer

Action Item	Action Steps	Expected Outcomes	Timelines	
5.01.01 Gather all College procedures on CPT administration	<ol style="list-style-type: none"> 1. Collect all APMS, collect other sources of information. 2. Examine how CPT is given. 	<ul style="list-style-type: none"> • Examine College-wide procedures on CPT administration. 	9/03	12/03
5.01.02 Run analysis of relationship between CPT and success in pre college courses.	<ol style="list-style-type: none"> 1. Run CPT against success in math, reading, and language courses for Fall 2002, 2003, 2004 and 2005. 	<ul style="list-style-type: none"> • Determine predictability of CPT in college preparatory courses. 	9/03-12/04	On-going
5.01.03 Analyze data and generate initiatives to enhance student success.	<ol style="list-style-type: none"> 1. Recommended new initiatives. 2. Recommended improvements in CPT procedures. 	<ul style="list-style-type: none"> • CPT procedures will be improved in accordance with recommended changes. 	9/03	On-going

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Determine the success of our current college preparatory courses as students progress (all delivery methods). **5.02**

College Goal: 5; Enhance institutional performance and accountability
College Initiatives: 5.99 Determine the success of our current college preparatory courses.

Goal Impact Measure: Not Measured: direct assessment of effectiveness not possible

Initiative Completion Measure: Report data. **Type: C**

Initiative Leader: Spalding/Schussler **Advocate or Team Representatives:** Shiela Kerr

Participating Groups: Information Technology/MIS, Administrative and Professional Collaborative, Career Council, Faculty

Participating Individuals: Judy Batson, Shiela Kerr, Linda Martin, Margo Martin, Deborah Morris, Michael Nuetzel, Chris Shaffer, Charles Smires, Kathy Thoma, Larry Woodward

Action Item	Action Steps	Expected Outcomes	Timelines	
5.02.01 Gather and run data for Fall 2002 and Fall 2003 FTIC for all college preparatory courses.	<ol style="list-style-type: none"> 1. Construct the parameters for the data reports. 2. Run reports at the end of the Fall 2003 semester. 3. Cross check for data reliability. 	<ul style="list-style-type: none"> • 100% of the data will be captured, mined and analyzed for the student success rates in the college preparatory classes. 	12/03	Ongoing
5.02.02 Gather and run data to determine factors in student performance.	<ol style="list-style-type: none"> 1. Construct variables of student demographic cohorts. 2. Produce a regression study to determine cohort risk factors. 	<ul style="list-style-type: none"> • Determine the variations in student success, performance and retention factored by course, instructor and method of delivery. 	12/03	Ongoing
5.02.03 Hold College-wide and campus-based meetings to discuss the research implications	<ol style="list-style-type: none"> 1. Twice a year, a College-wide and campus-based faculty meeting will be hosted by the QEP advocates and co-chairs to discuss the mined data and research assumptions and to engage in the process of "Issue Discovery." 	<ul style="list-style-type: none"> • 100% of the data will be captured, mined and analyzed for the student success rates in the college preparatory classes. 	12/03	Ongoing

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Evaluate each area of student services from the student perspective. **5.03**

College Goal: 5; Enhance institutional performance and accountability.

College Initiative: 5.100 Evaluate each area of student services from the student perspective.

Goal Impact Measure: Not Measured: direct assessment of effectiveness not possible.

Initiative Completion Measure: Report data. **Type: D**

Initiative Leader: Spalding/Schussler **Advocate or Team Representatives:**

Participating Groups: Institutional Accountability, Administrative and Professional Collaborative, Career Council

Participating Individuals: Bill Barfield, Scott Schnappauf, Terri Serman, Karen Stearns, Standralyn Terry, IR Director, Chris Shaffer

Action Item	Action Steps	Expected Outcomes	Timelines	
5.03.01 Conduct an in-depth analysis of student services from the student perspective.	1. Survey FTIC – college preparatory students to assess satisfaction with student services. 2. Administer the Noel-Levitz Survey annually.	<ul style="list-style-type: none"> • 75% of the FTIC students will evaluate the services annually. • Survey administered and results distributed to appropriate areas to effect improvements. 	5/05	On-going
			11/03	On-going

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Monitor, evaluate, and communicate to the College community each goal and objective of the Q.E.P. as it is implemented (special reports on web and in print). **5.04**

College Goal: 5; Enhance institutional performance and accountability.

College Initiative: 5.101 Monitor, evaluate, and communicate to the college community each goal and objective of the Q.E.P. as it is implemented.

Goal Impact Measure: Not Measured: direct assessment of effectiveness not possible.

Initiative Completion Measure: Document reporting. **Type: C**

Initiative Leader: Spalding/Cabral-Maly/Levine-Brown **Advocate or Team Representatives:**

Participating Groups: Administrative and Professional Collaborative, Career Council

Participating Individuals: Jill Bradberry, Lynne Crosby, Karen Stearns

Action Item	Action Steps	Expected Outcomes	Timelines	
5.04.01 Create QEP Web Page.		<ul style="list-style-type: none"> Web page created and tested. 	07/03	07/03
5.04.02 Create QEP Newsletter.	1. Sent monthly, beginning Fall 2003	<ul style="list-style-type: none"> Newsletter designed and launched. 	9/03	10/03
5.04.03 Get monthly updates from each process team leader.	2. Set monthly meetings with leadership team and seek input on Access or Excel. 3. Monitor progress. 4. Produce progress reports using Microsoft Project Manager.	<ul style="list-style-type: none"> Document progress on each initiative monthly. Publish monthly progress reports. 	07/03	On-going

Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Develop a Management Information System that will give College employees easy access to data that is relevant to each person's unique situation. **5.05**

College Goal: 5; Enhance institutional performance and accountability.

College Initiative: 5.102 Develop a management information system.

Goal Impact Measure: Not Measured: direct assessment of effectiveness not possible.

Initiative Completion Measure: Document usage. **Type: C**

Initiative Leader: Spalding/Rennie

Advocate or Team Representatives:

Participating Groups: FCCU, Administrative and Professional Collaborative, Career Council

Participating Individuals: Linda Austin, Lori Collins, Paul Freeman, Ed Gonzalez, Michael Harrison, Beth Harvey, Susan Huggins, Dennis Reiman, Norm Schussler, Jim Simpson, Terry West

Action Item	Action Steps	Expected Outcomes	Timelines	
5.05.01 Create and implement a Management Information System that will assist employees in decision-making and tracking data.	<ol style="list-style-type: none"> 1. Establish and assign system development team-COMPLETED 2. Develop requirements analysis and initial MIS specification-COMPLETED 3. Establish project scope and depth framework-COMPLETED 4. Create project plan with time-boxed deliverables and task assignments and schedules-COMPLETED 5. Develop storyboard of user experience, interface, and capabilities-COMPLETED 6. Create proof of concept interface, logic, and first trial application-COMPLETED 7. Review and refine proof of concept to establish MIS standard –COMPLETED 8. Implement MIS in a continuous roll-out model starting with the first (one of four) topic areas delivered to College in production status on 01/14/04-IN PROGRESS 9. Train appropriate staff in system use consistent with the implementation/roll-out schedules – IN PROGRESS 10. Continuously evaluate efficiency and quality of MIS/DSS system and take action as necessary to ensure continuous improvement-CONTINUING 	<ul style="list-style-type: none"> • Increase the college’s capacity for decision-making (in accordance with the frequency requested by the Decision Support Task Force). • Produce timely reports. • 85% of the users will be satisfied with the MIS. 	9/03	On-going
5.05.02 Provide the professional development	1. FCCJ has developed and is offering a series of video-based	• 100% of the required user group will attend	1/04	On-

opportunities for all employee groups for the MIS.	MIS workshops and training materials to correspond with the implementation of the MIS project- CONTINUING 2. Offer video workshops collegewide-CONTINUING 3. Evaluate effectiveness of training-NOT YET STARTED	the FCCU training. • 85% of those trained will agree that the training was effective.	6/04	going On-going
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Quality Enhancement Plan Goal Implementation and Assessment Form

Process Goal and Initiative: Develop an ongoing process for assessing the effectiveness of QEP initiatives that will assist QEP leaders and advocates in discovering new, and perhaps, unanticipated issues regarding the QEP (cycle of issue discovery). 5.06

College Goal: To ensure that as new issues/problems are identified they are incorporated into the QEP process.

Goal Impact Measure: Not Measured: direct assessment of effectiveness not possible.

Initiative Completion Measure: Document the process of implementation, and report enhancements to initiatives due to research results. **Type: C**

Initiative Leader: Spalding/Cabral-Maly/Levine-Brown **Advocate or Team Representatives:** All QEP Advocates

Participating Groups: QEP leaders and QEP Advocates and their communities.

Participating Individuals: College president, Dr. Steven Wallace, Executive Vice President, Dr. Don Green, and QEP Advocates, Sue Buck, Kathleen Ciez-Volz, Dominique Dieffenbach, Richard Greene, Shiela Kerr, Dean Moore, Betty Neyer, and Haylan Washington.

Action Item	Action Steps	Expected Outcomes	Timelines	
5.06.01 Conduct meetings with QEP leaders and advocates to discover/identify issues that need further study and may require changes to be made to the QEP.	<ol style="list-style-type: none"> Establish times and dates for ongoing monthly meetings with QEP leaders and advocates. Collect information on any potential issues/problems that advocates discover through their participation in the QEP. 	<ul style="list-style-type: none"> Implement any necessary changes that would improve, enhance, and increase the success of programs implemented through the QEP. 	On-going	On-going
5.06.02 Conduct Issue of Discovery sessions with FCCJ faculty and staff involved in the college preparatory program to discover/ identify issues that need further study and may require changes to be made to the QEP.	<ol style="list-style-type: none"> Establish times and dates for on-going discovery sessions with FCCJ faculty and staff involved in the college preparatory program. Collect information on any potential issues/problems that FCCJ faculty and staff discover through their participation in the QEP. 	<ul style="list-style-type: none"> Implement any necessary changes that would improve, enhance, and increase the success of programs implemented through the QEP. 	On-going	On-going
5.06.03 Conduct focus group meetings on all campuses with students taking college preparatory classes to discover/ identify issues that need further study and may require changes to be made to the QEP.	<ol style="list-style-type: none"> Establish times and dates for ongoing focus group meetings on all campuses with students taking college preparatory classes. Collect information on any potential issues/problems that students discover through their participation in the college preparatory program. 	<ul style="list-style-type: none"> Implement any necessary changes to the QEP that would enhance the satisfaction of students enrolled in college preparatory classes. Implement necessary changes to the QEP that would increase the academic success of students enrolled in college preparatory classes. Implement changes to the QEP that would help eliminate or reduce systemic barriers that keep students in the college preparatory classes from being successful. Increase the involvement and engagement of college preparatory students in the larger life of the community college. 	On-going	On-going