

Pensacola State College



Quality Enhancement Plan

Pirate PATH to Success

Submitted: August 31, 2017

On-site Committee Visit: October 2 – 5, 2017

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Message from the President

After being awarded the national 2017 Bellwether Award in the category of Instructional Programs and Services, being inducted into the 2017 Achieving the Dream cohort, and seeing an increase in enrollment as well as retention and completion rates, the faculty and staff at Pensacola State College have a renewed focus and heightened energy in working toward increasing student success rates; this momentum will drive us forward as we assist more students in achieving their academic, career, and personal goals.

As an institution, we are gratified when a student leaves us prepared to compete in an ever-challenging world. Whether the student's plans include a job requiring high-level skills or the baccalaureate degree program of choice, we are rewarded knowing that the future of our students is brighter and the economic security of our graduates will result in a better quality of life for them and their families and contribute to a stronger community.

Pensacola State College's Quality Enhancement Plan, *Pirate PATH to Success*, is an intentional and focused student success initiative targeting first-time-in-college students and based upon best practices. This project demonstrates our long-term, sustainable commitment to transforming our College to better meet the individual needs of each student by delivering intentional student support services, through an integrated, collaborative, and personalized approach. As President of Pensacola State College, I am fully-committed to providing the financial, physical, and human resources necessary to ensure the success of our QEP: *Pirate PATH to Success*.

We begin the *Pirate PATH to Success* with enthusiasm, optimism, and a shared commitment for the success of this project and, more importantly, the success of our students.

A handwritten signature in blue ink, appearing to read "C. Meadows", is written over a solid black horizontal line.

C. Edward Meadows, President

Executive Summary

As a result of a logical and methodical process that garnered information and ideas from a wide range of constituents and included key issues that emerged from institutional assessment, Pensacola State College (PSC) identified its focused topic and subsequent Quality Enhancement Plan (QEP): *Pirate PATH to Success*. Concentrating on the environment that supports student learning and in direct support of the College's mission, this QEP is focused on the implementation of an institutionally designed guided pathways model.

The College adapted the nationally recognized guided pathways model, customizing it to meet the needs of PSC students. The PSC guided pathways model is enhanced with an intentional advising component to assist with keeping each student on the path toward completion. The four major student treatment components of the *Pirate PATH to Success* are aimed at first-time-in-college students and include 1) mandatory orientation for first-time-in-college students, 2) intentional advising, 3) clear, structured degree plans, and 4) referrals to quality academic and student support services. The acronym PATH underscores this four component focus.

Preparing Students for Success Through Orientation

Advising Students for Success

Tracking Degree Plans to Guide Students to Success

Helping Students Through Academic and Student Support Services to Ensure Success

These four major student treatment components are research-based and rest firmly on best practices.

Because all first-time-in-college students will be affected by this QEP, the scope of this initiative is significant to the College and will serve as a major enhancement to retention and program completion. More specifically, the *Pirate PATH to Success* includes the following key components for first-time-in-college students: required orientation; career assessment as a part of orientation; an assigned advisor; a review of the career assessment with the assigned advisor; required advising through successful completion of 50% of the required credit or clock hours in the program of study; defined points of contact during the semester for advisors to contact assigned students; degree MAPs (Minimum Academic Pathways) based upon the national guided pathways model to keep students on track to completion; and referrals by advisors to appropriate academic and student support resources.

These components are intended to work in concert to ensure students are on the most effective path to completion by 1) helping students decide on a goal through career assessment and select the appropriate degree program and 2) helping students stay on the path to completion through intentional advising, structured degree plans, and appropriate academic and student support services.

Topic selection was led by the QEP Steering Committee, which was chaired by the College President and included representatives from faculty, staff, and students. After the College community submitted suggestions for topics, the Steering Committee analyzed institutional, state college system, and national retention and completion data and narrowed the focus of the QEP. Subcommittees conducted research and further developed the proposal and identified program goals and student learning outcomes.

Institutional Background

Pensacola State College (hereafter PSC or the College) began in 1947 as Pensacola Junior College (PJC), Florida's first public junior college established under the Minimum Foundation Program Law. Florida Pulp and Paper Company provided two years of rent for the College to occupy a boarding house on Palafox Street in downtown Pensacola. A Historical Marker commemorating the first location of the College was placed near this location in 2009. In 1953, the College relocated one block south to the former Pensacola High School facility.

In 1955, funding was secured to relocate the College to an eighty acre parcel of property on 9th Avenue. This campus, now referred to as the Pensacola Campus, has grown to consist of 125 acres and serves as the administrative campus of Pensacola State College, providing support to the two additional campuses and three centers. Accreditation was granted by the Southern Association of Colleges and Secondary Schools in December 1956.

In 1965, PJC and Booker T. Washington Junior College, the first black junior college built in Florida, merged. In 1968, the Florida Legislature passed a bill changing authority over community colleges from a local board of advisors reporting to the county school board to a local board of trustees reporting to the State Board of Education. Although the coordination at the state level has changed several times, the College is still governed by a local District Board of Trustees. The Division of Florida Colleges under the State Board of Education provides state level coordination. The College service area is defined as Escambia and Santa Rosa Counties.

In August 1977, the Warrington Campus was established and currently houses all nursing and health science programs and the Associate in Science degree in Veterinary Technology. In 1980, a Milton center was established and in 1982 eighty acres was purchased along US Highway 90 in Milton, where the Milton Center, now designated as the Milton Campus, was relocated in 1985.

A four story former bank building was purchased in 1989 and designated as the Downtown Center. This center currently provides non-credit corporate and professional development training and includes leased space for a business incubator. In 2010, new college centers were opened in Century, Florida and south Santa Rosa County. The Century Center is located in an elementary school facility purchased from the Escambia School District, and the South Santa Rosa Center is comprised of a new 33,000 square foot facility on 108 acres between Gulf Breeze and Navarre.

Pensacola State College is an open enrollment institution requiring the completion of a high school diploma or the General Education Development (GED) diploma for general admission. In 2010, the Pensacola State College District Board of Trustees and the Florida State Board of Education approved the College to offer workforce baccalaureate degree programs, and the College was approved as a Level II institution by the Southern Association of Colleges and Schools Commission on Colleges. The name of the College was changed to Pensacola State College at that time.

Pensacola State College offers two bachelor of applied science degrees, a bachelor of science degree in nursing, the associate in arts degree, associate in science degrees, career and technical certificates (vocational certificates), a standard high school diploma, and preparation for the GED test.

The College student body is primarily female (61%), the average age of the student body is 27, and the student body reflects the ethnic diversity of the area. Enrollment for the 2016 – 2017 academic year included a duplicated headcount of 31,025 and an unduplicated headcount of 18,061.

Selection of the QEP Topic

Two distinct processes occurred to guide Pensacola State College in the selection of the Quality Enhancement Plan (QEP) topic. The first was the institutional process; during this process, the College identified issues, solicited input, and reviewed student success data and information on national best practices. In support of that process was the institution's response to the implementation of a legislatively mandated Performance Funding Model in the State of Florida and a resulting review of and focus on student success data.

Institutional Process for Topic Selection

In the spring of 2016, input was solicited from across the College on potential topics for the QEP (Appendix A). All employees of the College had the opportunity to provide input. The topics suggested most often were financial literacy, mandatory student orientation, advising, and success in mathematics courses. Because the College had spent a significant amount of time over multiple years focusing on financial literacy, that topic was not considered for the QEP. Therefore, three areas were targeted for further exploration through a committee process. The three areas identified were

1. Mandatory student orientation;
2. Advising; and
3. Success in mathematics courses.

The College President tasked the Vice President of Academic and Students Affairs, Vice President of Administrative Services, and Vice President of Business Affairs with chairing committees to research each of these areas to determine suitability as a topic for the College's QEP. Each committee was charged with developing a purpose statement and a short abstract about the assigned potential QEP topic. The information from each committee was submitted to the QEP Steering Committee for consideration (Appendix B).

The QEP Steering Committee first met in fall of 2016. A concerted effort was made to recruit faculty, staff, and students, whose diversity and expertise would be a catalyst for high levels of commitment and communication college-wide, to the QEP Steering Committee. The table below includes the names and titles of individuals serving on the QEP Steering Committee.

QEP Steering Committee Members	
Name	Title
C. Edward Meadows	President
Lisa Bartusik	Department Head, Libraries
Hikmat BC	Associate Professor, Physics
Kirk Bradley	Dean, Baccalaureate Studies and Academic Support
Wendy Carden	Instructor, Mathematics and Computer Science
Monique Collins	Assistant Dean, Student Services
Debbie Douma	Dean, Grants and Federal Programs
Kathy Dutremble	Dean, Student Services
Gean Ann Emond	Vice President, Business Affairs
Tom Gilliam	Vice President, Administrative Services and General Counsel
Nan Jackson	Director, Student Financial Services
Mike Johnston	Director, Institutional Research
Brenda Kelly	Dean, General Studies
Katie Lewis	Instructor, Psychology
Sheila Nichols	Director, Marketing and College Information

QEP Steering Committee Members	
Name	Title
Blaine Richardson, Jr.	Student*
Kaitlin Santiago	Student*
Haley Schipper	Student
Erin Spicer	Vice President, Academic and Student Affairs

*Student member who has since graduated

During the full QEP Steering Committee meeting on October 11, 2016, the President reviewed the process associated with regional accreditation and reviewed previous work toward selection of the QEP topic. Committee reports from the topic committees were examined and a discussion of the findings ensued.

Additionally, results of several years of Student Satisfaction Surveys were reviewed. Because the survey is home-grown and questions had changed over the years, it was difficult to garner specific information relative to these topics. However, it was noted that there was a significant percentage of students who marked “not applicable” on questions related to the advising process.

The Steering Committee voted to develop and pilot an institutionally designed holistic guided pathways model titled *Guided Pathways to Success (GPS)*, focusing on a mandatory intentional advising process for the College’s largest at-risk student population, first-time-in-college students. It was noted that this topic tied together the three researched areas: orientation, advising, and success in mathematics. At the conclusion of the discussion, the vote was unanimous for the committee to accept the task of developing the QEP topic (Appendix C). The title of the QEP was later changed to *Pirate PATH to Success*.

During discussion, it was agreed that the 2016 – 2017 academic year would serve as a year to build the foundation for the program including changes in facility infrastructure. The First-Time-in-College Advising Center was designed and renovations began. Institutional Research and Information Technology Services personnel began collecting baseline data measurements and developing a dashboard to flag student issues. Advisors were trained, and the existing student success mentor roles were expanded so that all mentors would serve as advisors.

Implementation subcommittees were then established:

- Development/Implementation – chaired by Kathy Dutremble, Dean, Student Services
 - Committee members: Hikmat BC, Monique Collins, Gean Ann Emond, Blaine Richardson (student), Erin Spicer;
 - Subcommittee on Advising – chaired by Monique Collins;
 - Conceptually expand model into activities and develop timeline for implementing activities.
- Assessment – chaired by Mike Johnston, Director, Institutional Research
 - Committee members: Lisa Marie Bartusik, Kirk Bradley, Wendy Carden, Debbie Douma, Kaitlin Santiago, Erin Spicer;
 - Gather baseline data, determine instruments for measurement of activities.
- Marketing – chaired by Sheila Nichols, Director, Marketing and College Information
 - Committee members: Debbie Douma, Tom Gilliam, Katie Lewis, Haley Schipper (student);
 - Understand primary goal to ensure an effective marketing plan.

In addition to the QEP Steering Committee, the QEP topic was approved by the President’s Cabinet, the Executive Council, the President’s Council, and the Board of Trustees.

Information on Performance Funding and a Review of Associated Data

The second process informing the selection of the QEP topic was the review of data and strategies included in the institutional response to the implementation of the legislatively mandated Performance Funding Model. Effective with the 2015 – 2016 fiscal year, the state of Florida implemented performance funding for the Florida College System (FCS), of which Pensacola State College is a part. Four measures were included in the model: fall-to-fall retention of first-time-in-college students, completion rates for full-time first-time-in-college students, job placement or continuing education rates of graduates, and wages of graduates. One unfortunate aspect of the model is the State’s use of data that is considerably out of date. To be clear, the rankings of the FCS institutions beginning in the 2015 – 2016 fiscal year through the present year have been based on data which is 3 – 5 years old.

Although Pensacola State College performs above the national averages in retention and completion, the College received a low score in the 2015 – 2016 model. This score can be explained in part by the following: 1) the specifics of the measures included in the Performance Funding Model, 2) the geographic location of Pensacola, which is bordered on two sides by Alabama, a state that does not share employment or salary data, and 3) the high retention and completion rates of the Florida College System. When the 2016 – 2017 model was released, Pensacola State College had improved, but more improvement was imperative. The 2017 – 2018 model showed additional improvement for Pensacola State College.

Thus, the implementation of the Performance Funding Model also served as a catalyst for the institution to heighten focus on retention and completion rates. Knowing that improvements will take 3 – 5 years to be realized in the rankings by the State of Florida, the College continues to monitor the State’s data while also recognizing that current institutional data will be critical to the assessment and evaluation of the *Pirate PATH to Success*.

Retention Rates

The data provided for the first year of the Performance Funding Model in 2015 – 2016 showed that, in comparison to other institutions in Florida, Pensacola State College needed to improve both full-time and part-time student retention rates. The table below includes retention rates for full-time first-time-in-college students in descending order of the institutional 3-year average. Information for Pensacola State College is in red.

Fall-to-Fall Retention Rate Measure for Full-Time First-Time-in-College Students by Florida College System Institution				
Institution	Fall 2009 to Fall 2010	Fall 2010 to Fall 2011	Fall 2011 to Fall 2012	Average of 3 Prior Years
Santa Fe	79.67%	78.57%	78.94%	79.06%
Broward	77.27%	76.35%	71.38%	75.00%
Valencia	76.09%	73.75%	71.59%	73.81%
Palm Beach	75.15%	72.59%	71.50%	73.08%
North Florida	70.34%	71.91%	74.38%	72.21%
Seminole	73.50%	71.54%	70.52%	71.85%
Eastern Florida	72.35%	75.06%	67.73%	71.71%
St. Petersburg	73.10%	71.55%	68.83%	71.16%

Fall-to-Fall Retention Rate Measure for Full-Time First-Time-in-College Students by Florida College System Institution				
Institution	Fall 2009 to Fall 2010	Fall 2010 to Fall 2011	Fall 2011 to Fall 2012	Average of 3 Prior Years
Miami Dade	74.06%	67.80%	71.18%	71.01%
Lake Sumter	67.92%	71.84%	72.67%	70.81%
Chipola	69.13%	71.79%	70.16%	70.36%
Indian River	69.08%	70.45%	69.68%	69.74%
Gulf Coast	66.06%	72.20%	67.45%	68.57%
St. Johns River	70.14%	72.97%	61.87%	68.33%
Central Florida	67.47%	69.08%	65.74%	67.43%
Manatee-Sarasota	64.87%	68.39%	68.44%	67.23%
Pasco-Hernando	70.67%	67.46%	63.49%	67.21%
Hillsborough	66.55%	66.32%	67.55%	66.80%
Tallahassee	66.45%	65.99%	66.76%	66.40%
Pensacola State College	67.23%	68.06%	63.43%	66.24%
Polk	72.94%	66.27%	58.36%	65.86%
South Florida	66.96%	65.67%	61.47%	64.70%
FSCJ	63.11%	66.29%	63.59%	64.33%
Northwest Florida	65.21%	62.04%	65.36%	64.20%
Daytona	67.45%	60.67%	63.27%	63.79%
Florida Southwestern	63.18%	64.78%	62.16%	63.37%
FKCC	61.54%	60.64%	61.11%	61.10%
Florida Gateway	59.03%	61.17%	62.58%	60.93%

Source: Florida College System 2015 – 2016 Performance Funding Model

The table below includes retention rates for part-time first-time-in-college students in descending order of the institutional 3-year average. Again, information for Pensacola State College is in red.

Fall-to-Fall Retention Rate Measure for Part-Time First-Time-in-College Students by Florida College System Institution				
Institution	Fall 2009 to Fall 2010	Fall 2010 to Fall 2011	Fall 2011 to Fall 2012	Average of 3 Prior Years
Broward	60.62%	59.91%	58.73%	59.75%
Palm Beach	57.51%	57.29%	58.11%	57.64%
Valencia	59.79%	57.58%	55.39%	57.58%
St. Petersburg	57.34%	58.38%	55.73%	57.15%
Santa Fe	58.71%	55.60%	55.12%	56.48%
Miami Dade	58.44%	55.42%	53.36%	55.74%
St. Johns River	53.65%	53.14%	55.14%	53.98%
Daytona	55.09%	49.87%	53.60%	53.85%
Manatee-Sarasota	50.24%	54.77%	54.23%	53.08%
Seminole	51.76%	51.95%	55.25%	52.99%
Florida Southwestern	53.23%	53.35%	51.02%	52.53%
Central Florida	46.68%	56.99%	52.20%	51.96%
Hillsborough	51.68%	52.38%	51.81%	51.96%

Fall-to-Fall Retention Rate Measure for Part-Time First-Time-in-College Students by Florida College System Institution				
Institution	Fall 2009 to Fall 2010	Fall 2010 to Fall 2011	Fall 2011 to Fall 2012	Average of 3 Prior Years
Lake-Sumter	50.40%	53.25%	51.13%	51.59%
Tallahassee	51.52%	54.10%	46.16%	50.59%
South Florida	52.60%	48.82%	50.00%	50.48%
Pasco-Hernando	51.35%	51.13%	47.39%	49.96%
Pensacola State College	49.56%	51.46%	48.76%	49.93%
Eastern Florida	47.29%	53.27%	48.85%	49.81%
FSCJ	47.93%	52.52%	47.77%	49.41%
Polk	48.23%	52.18%	46.55%	48.98%
Indian River	45.56%	48.79%	50.00%	48.11%
Gulf Coast	45.06%	44.96%	47.23%	45.75%
Northwest	44.92%	49.18%	42.94%	45.68%
Chipola	42.31%	39.39%	50.00%	43.90%
Florida Gateway	35.68%	47.37%	48.57%	43.87%
North Florida	42.11%	40.00%	47.83%	43.31%
FKCC	48.42%	33.33%	33.33%	38.36%

Source: Florida College System 2015 – 2016 Performance Funding Model

The table below includes Pensacola State College’s fall-to-fall retention rates of first-time-in-college students as reported by the Florida College System in the 2016 – 2017 Performance Funding Model.

Fall-to-Fall Retention Rate Measure for Full-Time and Part-Time First-Time-in-College Students for Pensacola State College				
Measure	Fall 2010 to Fall 2011	Fall 2011 to Fall 2012	Fall 2012 to Fall 2013	Fall 2013 to Fall 2014
Retention Full-Time	69.12%	64.93%	63.00%	63.72%
Retention Part-Time	52.14%	49.45%	50.25%	50.86%

Source: Florida College System 2016 – 2017 Performance Funding Model

Comparing the retention rates for Pensacola State College to state averages and national data shows that Pensacola State College trails behind the state average.

Pensacola State College Fall-to-Fall Retention Rate Measure for Full-Time and Part-Time First-Time-in-College Students Compared to State and National Averages			
Measure	Pensacola State College 3 year average 2011 – 2013	Florida College System 3 year average 2011 – 2013	ACT National Average 2014 – 2015
Retention Full-Time	65.69%	69.65%	First to second year retention 2 year public institutions national average (full-time and part-time combined)

Pensacola State College Fall-to-Fall Retention Rate Measure for Full-Time and Part-Time First-Time-in-College Students Compared to State and National Averages			
Measure	Pensacola State College 3 year average 2011 – 2013	Florida College System 3 year average 2011 – 2013	ACT National Average 2014 – 2015
Retention Part-Time	50.61%	52.52%	56.4%

Source: Florida College System 2016 – 2017 Performance Funding Model and ACT 2015

Completion Rates

Additionally, completion rate data for full-time first-time-in-college students also showed that, while Pensacola State College performs well compared to national averages, at the state level there was improvement needed.

The table below includes completion rates within 150% time-to-degree for full-time first-time-in-college students in descending order of the institutional 3-year average. The information for Pensacola State College is in red. As a reminder, the data used in the Performance Funding Model is several years old.

Completion Rate Within 150% Time-to-Degree for Full-Time First-Time-in-College Students by Florida College System Institution				
Institution	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Average of 3 Prior Years
Santa Fe	74.00%	67.46%	62.97%	68.15%
Chipola	58.52%	55.96%	64.04%	59.50%
South Florida	47.16%	61.82%	57.40%	55.46%
North Florida	50.00%	59.65%	52.94%	54.20%
Valencia	50.86%	50.37%	49.09%	50.11%
Eastern Florida	52.47%	44.97%	50.19%	49.21%
St. Johns River	46.51%	43.47%	49.36%	46.45%
Lake-Sumter	48.56%	40.76%	48.03%	45.79%
Florida Gateway	53.57%	39.19%	43.93%	45.56%
Central Florida	46.23%	44.26%	44.85%	45.11%
Tallahassee	47.12%	41.25%	41.80%	43.39%
Northwest	44.61%	42.16%	41.37%	42.71%
Indian River	44.09%	40.47%	43.35%	42.64%
Seminole	42.94%	42.10%	40.46%	41.83%
FKCC	38.10%	38.10%	46.51%	40.90%
FSCJ	40.78%	39.01%	41.13%	40.27%
Daytona	40.77%	37.89%	40.81%	39.82%
Palm Beach	37.53%	40.61%	39.71%	39.28%
St. Petersburg	41.53%	39.45%	36.18%	39.05%
Pasco-Hernando	39.23%	37.64%	39.74%	38.87%
Florida Southwestern	38.72%	37.15%	38.83%	38.24%

Completion Rate Within 150% Time-to-Degree for Full-Time First-Time-in-College Students by Florida College System Institution				
Institution	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Average of 3 Prior Years
Broward	39.65%	37.67%	36.47%	37.93%
Miami Dade	37.10%	39.60%	34.14%	36.95%
Manatee-Sarasota	35.54%	34.08%	40.71%	36.78%
Gulf Coast	36.80%	25.93%	44.00%	35.57%
Pensacola State College	36.03%	34.26%	33.68%	34.65%
Polk	32.48%	33.11%	37.27%	34.29%
Hillsborough	32.97%	32.22%	27.79%	30.99%

Source: Florida College System 2015 – 2016 Performance Funding Model

The table below includes completion rates within 200% time-to-degree for full-time first-time-in-college students in descending order of the institutional 3-year average. Information for Pensacola State College is in red.

Completion Rate Within 200% Time-to-Degree for Full-Time First-Time-in-College Students by Florida College System Institution				
Institution	Fall 2006 Cohort	Fall 2007 Cohort	Fall 2008 Cohort	Average of 3 Prior Years
Santa Fe	67.50%	81.83%	75.17%	74.83%
Chipola	61.62%	64.80%	58.13%	61.52%
Valencia	59.75%	61.66%	62.30%	61.23%
North Florida	60.14%	56.90%	61.65%	59.56%
Tallahassee	60.31%	58.60%	54.95%	57.95%
St. Johns River	61.09%	54.90%	56.80%	57.59%
South Florida	61.13%	53.26%	57.86%	57.42%
Eastern Florida	57.40%	60.50%	53.42%	57.11%
Lake-Sumter	55.20%	61.54%	52.61%	56.45%
Central Florida	60.53%	55.66%	52.72%	56.31%
Northwest	56.60%	51.44%	52.91%	53.65%
Indian River	55.16%	53.46%	51.19%	53.27%
Seminole	53.88%	52.83%	51.75%	52.82%
Broward	53.86%	51.71%	51.49%	52.35%
Palm Beach	53.54%	49.06%	53.46%	52.02%
Florida Gateway	47.37%	61.38%	45.48%	51.41%
St. Petersburg	48.61%	50.99%	50.02%	49.87%
Daytona	52.38%	49.12%	46.58%	49.36%
Pasco-Hernando	48.70%	50.21%	48.28%	49.06%
FSCJ	48.26%	49.84%	48.70%	48.93%
Miami Dade	47.22%	41.24%	49.47%	47.97%
Florida Southwestern	46.95%	49.56%	46.59%	47.70%
FKCC	54.84%	47.27%	39.08%	47.06%
Manatee-Sarasota	51.69%	44.75%	44.67%	47.03%

Completion Rate Within 200% Time-to-Degree for Full-Time First-Time-in-College Students by Florida College System Institution				
Pensacola State College	46.07%	46.64%	46.28%	46.33%
Gulf Coast	47.60%	48.20%	40.30%	45.37%
Polk	48.75%	43.14%	43.99%	45.29%
Hillsborough	48.30%	44.11%	42.71%	45.04%

Source: Florida College System 2015 – 2016 Performance Funding Model

The table below includes Pensacola State College’s completion rates for previous full-time first-time-in-college cohorts as reported by the Florida College System in the 2016 – 2017 Performance Funding Model.

Pensacola State College Completion Rate Measure for Full-time First-Time-in-College Students				
Measure	Fall 2008 cohort	Fall 2009 cohort	Fall 2010 cohort	Fall 2011 cohort
Completion Within 150% Time-to-Degree	38.61%	37.07%	39.18%	38.65%
Completion Within 200% Time-to-Degree	50.62%	52.19%	49.44%	51.92%

Source: Florida College System 2016 – 2017 Performance Funding Model

Comparing Pensacola State College data to the Florida College System average shows room for improvement.

Completion Rate Measure for Full-Time First-Time-in-College Students Compared to State and National Averages			
Measure	Pensacola State College 3 year average 2011 – 2013	Florida College System 3 year average 2011 – 2013	ACT National Average 2014 – 2015
Completion Within 150% Time-to-Degree	38.29%	48.76%	22.1%
Completion Within 200% Time-to-Degree	50.75%	59.32%	25.3%

Source: Florida College System 2016 – 2017 Performance Funding Model and ACT 2015

A focus on and review of retention and completion data made it clear that the College needed to take some action to impact student success rates for first-time-in-college students. The College began multiple initiatives in an attempt to impact the retention and completion rates; however, because of the urgent need for action, the approach was scattered, not based upon research, and not well-focused. The multiple initiatives did result in some improvements.

Please note that the following data on retention and completion rates provided internally by the Office of Institutional Research differs from data received from the Florida College System. The Florida College System has access to additional transfer information to which the College does not have access.

Retention Rates

In the summer of 2016, the College began offering a re-designed, more robust orientation for incoming students; however, no requirement for attending orientation was implemented. Nonetheless, the College saw some interesting results.

Fall-to-Spring Retention Rate Measure for First-Time-in-College Students Who Attended Orientation vs. Those Who Did Not Attend Orientation for Fall 2016 Pensacola State College		
Fall-to-Spring Retention	Attended Orientation	Did Not Attend Orientation
Full-Time First-Time-in-College Students	85.56%	83.92%
Part-Time First-Time-in-College Students	81.25%	69.77%

Source: Pensacola State College Office of Institutional Research

In fall of 2016, the College began assigning advisors to students; however, no requirement for advising was implemented. For those students who had an assigned advisor, a difference in fall-to-spring retention was noted.

Fall-to-Spring Retention Rate Measure for First-Time-in-College Students Who Were Assigned an Advisor vs. Those Who Were Not Assigned an Advisor		
Fall-to-Spring Retention	Advisor Assigned	No Advisor Assigned
Full-Time First-Time-in-College Students	84.29%	50.00%
Part-Time First-Time-in-College Students	71.78%	60.42%

Source: Pensacola State College Office of Institutional Research

Completion Rates

Because impacting completion rates at 150% time-to-degree or 200% time-to-degree can take several years, the College tracked the completion of required credit hours for various programs and saw improvement.

Percent of Required Credit Hours Completed in the First Academic Year by Academic Program					
Measure	Associate in Arts	Associate in Science	Bachelor of Applied Science	Bachelor of Science	Vocational Certificate
Fall 2013 cohort	22.5%	13.23%	65.35%	77.97%	45.07%
Fall 2014 cohort	25.25%	17.38%	65.68%	78.58%	52.40%
Fall 2015 cohort	26.57%	16.37%	65.98%	73.68%	54.27%
Fall 2016 cohort	27.19%	18.72%	66.83%	76.79%	63.65%

Source: Pensacola State College Office of Institutional Research

Effects of Academic Support Services Enhancements

Furthermore, the additional resources provided by the virtual tutoring program, primarily in mathematics, showed promise.

Success Rates for Students in Mathematics Who Utilized Virtual Tutoring vs. Students Who Did Not Utilize Virtual Tutoring Fall 2016 Pensacola State College		
Measure Mathematics Course Success	Did Not Utilize Virtual Tutoring	Utilized Virtual Tutoring
College Algebra	69.83%	81.32%
Plane Trigonometry	73.61%	91.67%
Precalculus Algebra	66.67%	84.62%
Precalculus Algebra/Trigonometry	45.45%	100%
Business Calculus	72.88%	90.00%
Calculus I	61.90%	66.67%
Calculus II	60.00%	100%
Developmental Mathematics I	38.91%	54.55%
Developmental Mathematics II	48.57%	51.85%
Intermediate Algebra	58.04%	67.92%
Liberal Arts Mathematics I	68.06%	76.47%
Liberal Arts Mathematics II	65.38%	81.82%
Elementary Statistics	70.66%	75.68%

Source: Pensacola State College Office of Institutional Research

While some of this data was encouraging, following a considerable amount of research and, based upon national best practices, it was clear that the student treatments needed to be more focused and some, such as orientation and advising, needed to be required.

The research of the QEP Steering Committee, coupled with a review of performance funding related data and data related to initiatives undertaken to impact retention and completion rates, helped the institution focus on a comprehensive, guided pathways model specifically targeting first-time-in-college students as a QEP topic. Thus, the *Pirate PATH to Success* was created.

Actions to Be Implemented

As a result of a logical and methodical process that generated information and ideas from a wide range of constituents and included key issues that emerged from institutional assessment, Pensacola State College (PSC) identified its focused topic and subsequent Quality Enhancement Plan (QEP): *Pirate PATH to Success*. Concentrating on the environment that supports student learning and in direct support of the College's mission, this QEP is focused on the implementation of a guided pathways model. The College adapted the nationally recognized guided pathways model, customizing it to meet the needs of PSC students and aiming to optimize the student experience from the onboarding process through the student's completion of his or her desired program of study. The PSC guided pathways model is enhanced with an intentional (intrusive) advising element. The four student treatment components of the *Pirate PATH to Success* are aimed at first-time-in-college students and include 1) mandatory orientation, 2) intentional advising, 3) structured degree plans, and 4) referrals to quality academic and student support services. The acronym PATH underscores this four element focus:

Preparing Students for Success Through Orientation;

Advising Students for Success;

Tracking Degree Plans to Guide Students to Success; and

Helping Students through Academic and Student Support Services to Ensure Success.

Because all first-time-in-college students will be affected by this QEP, the scope of this initiative is significant to the College and will serve as a major enhancement to retention and program completion rates. The *Pirate PATH to Success* includes the following key components for first-time-in-college students:

Preparing Students for Success Through Orientation;

- Required orientation; and
- Career assessment as a part of orientation.

Advising Students for Success;

- An assigned advisor;
- A review of the career assessment with the assigned advisor;
- Required advising through successful completion of 50% of the required credit or clock hours in the program of study; and
- Defined points of contact during the semester and program for advisors to reach out to assigned students.

Tracking Degree Plans to Guide Students to Success; and

- Degree MAPs (Minimum Academic Pathways) based upon the national guided pathways model to keep students on track to completion;
- Degree MAPs include MAP2 for two-year completion, MAP3 for 3-year completion, and MAP4 for 4-year completion; and

- Degree MAPs specify enrollment in mathematics and English classes early in the program and identify courses essential to student progression.

Helping Students Through Academic and Student Support Services to Ensure Success.

- Referrals to appropriate academic and student support resources.

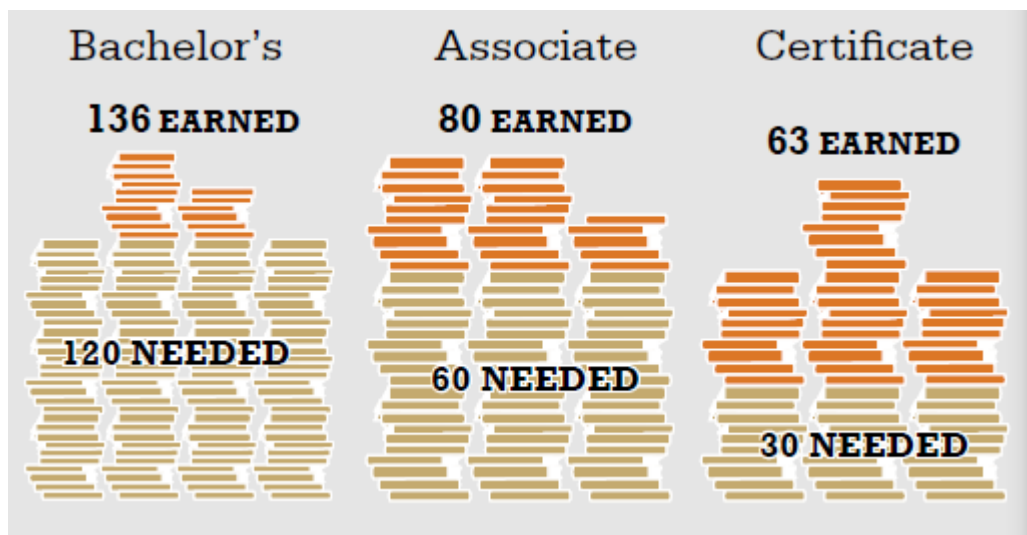
Supporting Research and Best Practices

The *Pirate PATH to Success* was inspired, in part, by statistics like those below which show that despite student success initiatives of many kinds, community colleges are still struggling to retain and complete students.



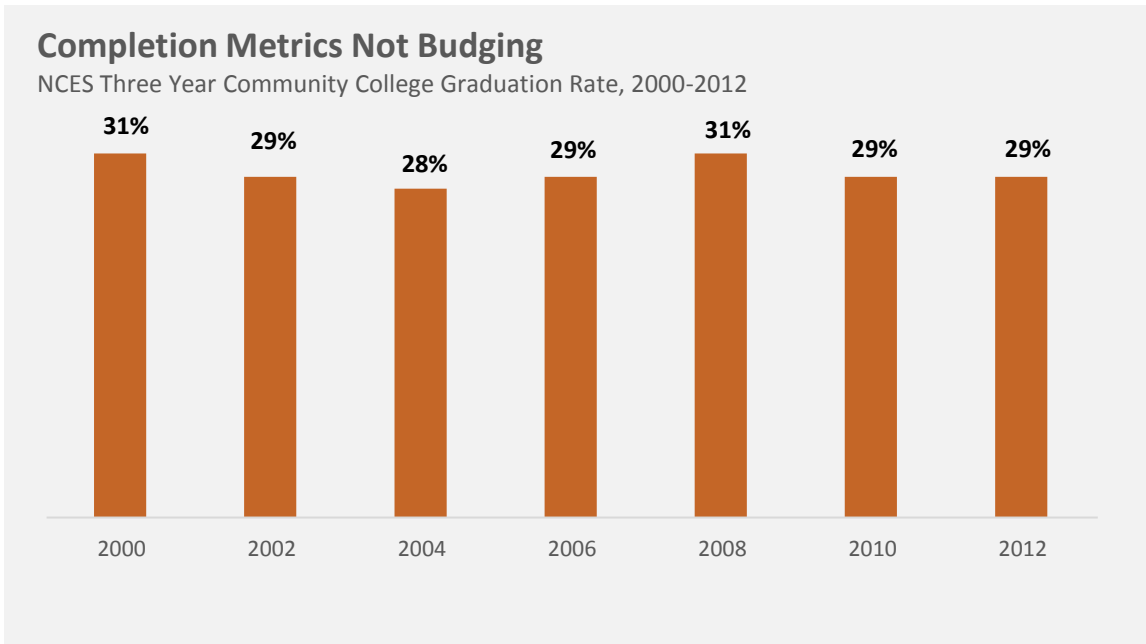
Source: EAB, Preventing Early Attrition: Pathing Student to Success from Application Through the First Year, Community College Executive Forum, 2015.

And according to Complete College America, when students do complete, many have earned unnecessary credits, costing both time and money.



Source: Complete College America, Guided Pathways to Success Boosting College Completion, http://completecollege.org/docs/GPS_Summary_FINAL.pdf.

The bottom line is that completion metrics are not improving fast enough. According to the National Center for Education Statistics, the three year community college graduation rate has remained flat.



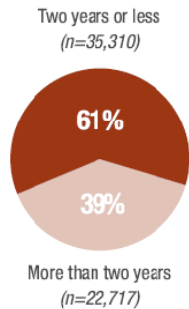
Source: EAB, Achieving Pathways Goals with Student-Centered Design. National Center for Education Statistics, Beginning Postsecondary Students, 2017.

Interestingly, however, the data shows that the majority of community college students believe they will complete on time.

Most Students Expect to Attain Their Academic Goals Within Two Years

Based on my academic goals at this college, I believe it will take me about this long to reach them:

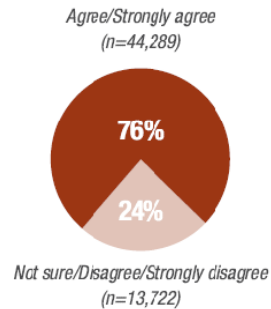
WHO ARE THESE RESPONDENTS?
Entering students who responded to the SENSE 2014 Promising Practices items (N=58,027)



Most Students Believe They Are On Track to Attain Their Academic Goals

I feel that I am on track to reach my academic goals at this college within my expected time frame.

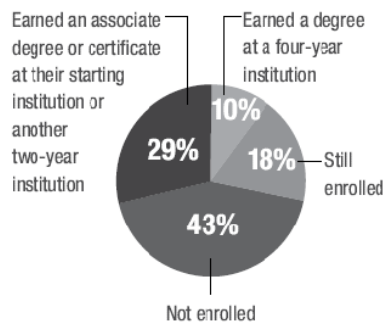
WHO ARE THESE RESPONDENTS?
Entering students who responded to the SENSE 2014 Promising Practices items (N=58,011)



Yet Only 39% of Students Earn a Degree or Certificate Within Six Years

Six-year outcomes for first-time-in-college, degree-seeking students

Source: Shapiro, D., Dundar, A., Yuan, X., Harrell, A., & Wakhungu, P.K. (2014, November). *Completing college: A national view of student attainment rates—fall 2008 cohort* (Signature Report No. 9). Retrieved from National Student Clearinghouse Research Center website: <http://nscresearchcenter.org/wp-content/uploads/SignatureReport8.pdf>



Source: National Report Center for Community College Student Engagement, Expectations Meet Reality: The Underprepared Student and Community Colleges, 2016.

In an effort to help more students reach their goals on time, Pensacola State College developed the *Pirate PATH to Success*, PSC's adaptation of the guided pathways model. The PATH includes four major student treatments—mandatory orientation, intentional advising, degree plans, and support services—all of which are research-based and rest firmly on best practices. Below are selections highlighting these best practices.

Guided Pathways

In *Redesigning America's Community Colleges: A Clearer Path to Student Success* (2015), Bailey, Jaggars, and Jenkins describe several common barriers to student success: too many choices, too little guidance; unclear paths to end goals; confusion regarding career advancement versus transfer; and no monitoring of student progress. They urge college leaders to discard the cafeteria model where students freely choose courses with little guidance in favor of a guided pathways model, which includes highly structured programs of study along with regular feedback and support to lead students to their end goals.

In "What is the 'Pathways Model'?" the American Association of Community Colleges (AACC) further defines this model:

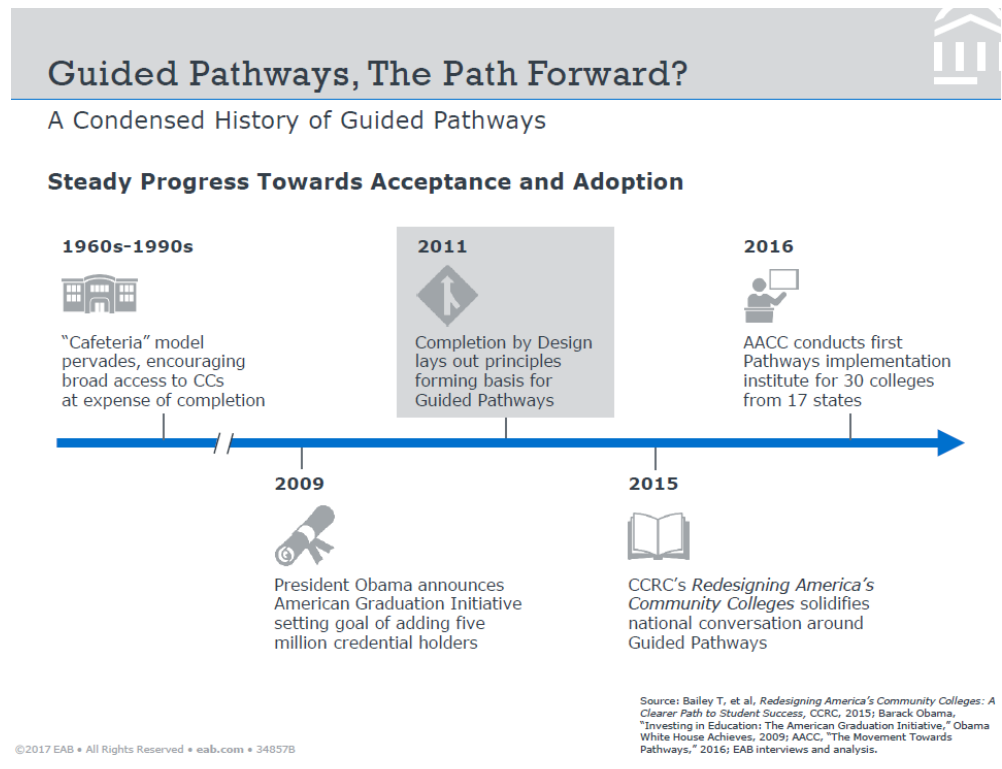
The Pathways Model is an *integrated, institution-wide* approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market. Central to the pathways model are clear, educationally coherent program maps—which include specific course sequences, progress milestones, and program learning outcomes—that are aligned to what will be expected of students upon program completion in the workforce and in education at the next level in a given field. Students are helped from the start to explore academic and career options, choose a program of study, and develop a plan based on the program maps. These plans simplify student decision-making, and they enable colleges to provide predictable schedules, frequent feedback, and targeted support as needed to help students stay on track and complete their programs more efficiently. They also facilitate efforts by faculty to ensure that students are building the skills across their programs that they will need to succeed in employment and further education.

The Community College Research Center (CCRC) (2015), which assesses the problems and performance of community colleges, also recommends the guided pathways approach: "College students are more likely to complete a degree in a timely fashion if they choose a program and develop an academic plan early on, have a clear road map of the courses they need to take to complete a credential, and receive guidance and support to help them stay on plan." CCRC research also indicates that "Many community college reform efforts have sought to improve rates of student completion by scaling up discrete interventions focused on only one element of the college experience. The guided pathways model, in contrast, entails a systemic redesign of the

student experience from initial connection to college through to completion, with changes to program structure, new student intake, instruction, and support services.”

Achieving the Dream (ATD) (2017), yet another leader in evidence-based higher education reform, promotes the guided pathways model as well: “Across the United States, a growing number of colleges are redesigning their programs and student support services according to the ‘guided pathways’ model. Central to this approach are efforts to clarify pathways to program completion, career advancement, and further education. Equally essential are efforts to help students explore college and career options and choose a program of study early on, help them make steady progress on their program plans, and ensure that they are building essential skills across their programs.”

In addition to the AACC, CCRC, and ATD, other national leaders like the American Association of Colleges and Universities (AACU), Complete College America (CCA), and the Educational Advisory Board (EAB) recommend the guided pathways model and its comprehensive and systematic redesign of the student experience from initial intake to completion.



Source: EAB, Achieving Pathways Goals with Student-Centered Design ,Community College Executive Forum, 2017.

Required Orientation and Career Assessment

The *Pirate PATH to Success* will require orientation of all first-time-in-college students, and this requirement along with mandatory career assessment is also based on sound research. According to the National Academic Advising Association (NACADA), “An excellent way to be intrusive with students is to begin at orientation: have a formal orientation and make it mandatory that students attend. Learn who the new students are and what their concerns may be.”

In its Community College Forum (2014), the Educational Advisory Board (EAB) also promotes mandatory orientation: “Implement a mandatory new student orientation to increase retention. Across profiled institutions, student services staff were motivated to establish a mandatory new student orientation program by the following institutional goals: improve semester-to-semester student retention; increase new student enrollment; improve the graduation rate; optimize student use of college resources (e.g., library, office of financial aid); facilitate academic advising and registration; and serve specific student populations (e.g., veterans).”

And in its Student Affairs Forum, EAB (2013) recommends mandatory career exploration and assessment “...institutions must do more to engage students earlier with career development activities. Rather than encouraging students to explore a single career path from their first day of college, our definition of early engagement involves pulling forward opportunities for students to explore their interests, strengths, and values.” And importantly, “...several experts argued that creating a mandate is really the only way to ensure that every student receives career counseling and preparation, and that without a career development requirement, institutions will see the same story with career services as with other on-campus resources: the students who seek resources out and make use of them are those who are more organized and ambitious—those who actually need to access career resources the least.”

Achieving the Dream (ATD) (2017) also learned that not only should orientation be required of all first-time-in-college students, but career exploration should be a component of that orientation as well: “Prior to Completion by Design, most colleges held orientations for some cohorts of students, but not all, and they were not mandatory. Now, all of them require first-time-in-college students to attend an orientation before starting their first semester of college.” Furthermore, “Community colleges often do little to help entering students explore options for college and careers and choose a program of study. This is the case even though many students arrive without clear goals for college and careers. New students are generally asked to identify a program of study when they apply so they can receive financial aid. They can, if they choose, visit a career center for more in-depth assessment and advising. However, most students do not make use of the career center until they near graduation, if they do so at all...Under the pathways model, colleges redesign their new student experience to help students explore career and college options and choose a program or meta-major and develop a full-program plan early on.”

Intentional (Intrusive) Advising

Following the guided pathways model, *Pirate PATH to Success* focuses on intrusive advising, a model the College has renamed intentional advising. The National Academic Advising Association (NACADA) defines this model: “Intrusive Advising involves proactive interactions with students, with the intention of connecting with them before a situation occurs that cannot be fixed. Intrusive Advising is not ‘hand-holding’ or parenting, but rather active concern for students’ academic preparation; it is a willingness to assist students in exploring services and programs to improve skills and increase academic motivation (Upcraft & Kramer, 1995).”

The Academic Affairs Forum of EAB (2014) advocates for an intentional advising model with each student having one assigned advisor: “Personal relationships with faculty and staff provide a tremendous boost to student engagement, and advisors are often expected to establish and expand those connections. Ensuring that each student has one primary advising contact

responsible for their progress and compliance is the first, most important step in preventing most causes of attrition. Advisors with consistent caseloads are better able to leverage both data and time with individual students to assist those in need with the right advice.” These assigned advisors regularly contact students and know them as individuals, not numbers.

The Community College Forum of EAB (2012) writes “Effective intrusive advising requires timely meetings and students following through with guidance provided during advising sessions.” Moreover, “In the intrusive advising model, advisors are familiar with students’ backgrounds, goals, and challenges and can tailor advising conversations to students’ individual needs. Advisors aim to maintain a friendly, welcoming demeanor and reassure students that early alerts are not punitive, but meant to assist students, and that early alerts will not be reflected on their transcripts.” EAB clarifies, “During advising conversations, advisors try to uncover the source of problems. If the advising conversation was triggered by an instructor submitting an early alert, the advisor enquires about why the student has been absent, failing quizzes, disrupting classes, or whichever concern the instructor indicated. If the advising session was initiated for more general purposes, the advisor asks the student about general challenges that might impede academic success or class attendance.”

In “Academic Advising in the New Global Century,” the Association of American Colleges and Universities (AACU) asserts that “...quality academic advising is at the very core of successful student success initiatives, for it reflects an institution’s commitment to the education of its students.” AACU emphasizes the intentional nature of advising activities: “...the activities of academic advising are intentional and occur throughout a student’s undergraduate experience and not merely in the first year, first semester, or until a program of study has been developed.”

Achieving the Dream (ATD) (2017) connects guided pathways and intentional advising as well: “Under the guided pathways model, advisors monitor which program every student is in and how far along the student is toward completing his or her program plan. Students too can easily see their progress and what they need to do to complete their program. Advisors and students are alerted when students deviate from their plans, and policies and supports are in place to help students get back on track. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing, to redirect them to a more viable path to credentials and a career.”

Degree Plans/MAPs

The third treatment of the *Pirate PATH to Success* is well-defined degree plans or MAPs, Minimum Academic Pathways. Achieving the Dream (ATD) (2017) addresses the need for these plans: “At community colleges, the paths into and through programs of study are often unclear and not well aligned with students’ end goals...Academic maps are clear outlines of the courses students need to complete to earn a credential (certificate, diploma, degree) in as little time and with as little cost as possible. Courses are sequenced from beginning to end in a specific order to build/leverage foundational skills, and meet all pre-requisite requirements. Academic maps for Associate of Arts and Associate of Science degrees also identify the courses that are required to transfer with Junior Status to an in-state public four-year college or university. Academic maps may also include recommended elective courses based on transfer institution and program of study.”

Other national leaders such as the American Association of Community Colleges, the American Association of Colleges and Universities, Complete College America, and the Education Advisory Board advocate that institutions create clear, semester to semester paths to on time completion. These paths help students understand the time and money consequences of making changes with the goal of more students staying on track to graduation.

Below is an illustration of a clear, concise map design.

Tactic #5: Jargon-Free Map Design

Create a Clear Vision of Completion

Jargon-Free Maps Minimize Confusion, Ensure Clarity for Students

Simplified Maps Enable Easier Self-Navigation

Abridged Screenshot of MCC Business Program Map

START here

SEMESTER 1 – FALL	CREDITS	MILESTONE	COMPLETED
ENG 101 – English Composition I	3		<input type="checkbox"/>
BUS 110 – Introduction to Business	3		<input type="checkbox"/>
CAP 101 – Computer Applications	3		<input type="checkbox"/>
Behavioral Science elective – Recommended: PSY 101 – Intro to Psychology	3		<input type="checkbox"/>
MAT 120, MAT 177, MAT 182 – or – higher level math	3		<input type="checkbox"/>
IDS 101 – First Year Experience	1		<input type="checkbox"/>
TOTAL CREDITS 16			

SEMESTER 4 – SPRING	CREDITS	MILESTONE	COMPLETED
BUS 224 – Intermediate Accounting	3		<input type="checkbox"/>
Science Elective	3-4		<input type="checkbox"/>
BUS 226 – Computerized Accounting	3		<input type="checkbox"/>
BUS 227 – Taxation	3		<input type="checkbox"/>
BUS 214 – Business Internship	3		<input type="checkbox"/>
TOTAL CREDITS 15-16			

You've FINISHED!

Milestone Markers Create Clarity

- 1 Indicate a clear start and end point
- 2 Denote essential degree-advancing courses
- 3 List course names in simple terms
- 4 Adopt colors consistent with college brand

12%

Percentage of reduced advising errors since maps launched in 2015

Source: EAB, Achieving Pathways Goals with Student-Centered Design, Community College Executive Forum, 2017.

Academic and Student Support Services

The fourth treatment of the *Pirate PATH to Success* is appropriate referrals to academic and student support resources. Michelle Cooper from the Institute of Higher Education Policy (2010) emphasizes the importance of these services: “One strategy for increasing student persistence and achievement outcomes lies in the area of student support services. These types of services are a standard feature at most higher education institutions...student support services play a role in promoting successful outcomes for community college students.”

Studies from the Community College Resource Center (CCRC) (2011) further advise colleges to “Make non-academic supports intrusive so that students are forced to encounter them. Students are often unaware that they need non-academic support, and some may regard the use of support services as an indication that they ‘do not belong in college.’ Making non-academic support an

22

integral part of every student's experience means that all students will receive help, even if they think they do not need it."

EAB (2014) urges colleges to proactively match students with relevant resources at the institution as a way to increase usage of the support services: "Rather than receive a list of 30 to 40 resources available to them, students receive customized invitations to participate in right-fit clubs, programs, and services."

Plan of Action and Timeline

Building a Foundation 2016 – 2017

In an institutional process for QEP topic selection, the *Pirate PATH to Success* evolved from an array of student success initiatives the College was implementing, and the focused topic crystalized, resulting in the PATH. The components below were implemented during the 2016-2017 academic year:

Preparing Students for Success Through Orientation

During this foundation year, 7 orientation sessions were held with 343 students participating. Based on feedback received on student surveys and recommendations from faculty and staff who participated in the orientation sessions, the orientation format was revised and improved.

Advising Students for Success

During this foundation year, the College redesigned the intake and advising requirements and processes to align them with the intentional (intrusive) advising model. As a result, 100% of students who were first-time-in-college during the fall semester were assigned an advisor; however, no requirement for advising was implemented.

The College experienced a 332.33% increase in the number of interventions by advisors for fall and spring compared to the previous year. And there was a 7.6% lower student-initiated course withdrawal rate for fall 2016 compared to the previous fall semester. There was also a 6.5% decrease in student-initiated course withdrawal rates for fall 2016 and spring 2017 compared to the previous academic year.

Tracking Degree Plans to Guide Students to Success

During this foundation year, Minimum Academic Pathways (MAPs) were drafted for 100% of the programs offered at the College (Appendix D).

As a result, the College experienced a 2% increase in the percentage of first-time-in-college students from fall 2016 who enrolled in the first necessary mathematics course.

Helping Students Through Academic and Student Support Initiatives to Ensure Success

During this foundation year, the College continued to expand its virtual tutoring program, offering live virtual access to professional tutors to students from the comfort of their home or mobile device. Students received virtual tutoring in the following disciplines: mathematics, chemistry, physics, composition, and all writing emphasis courses. The College also hired a full-time Coordinator for Virtual Tutoring to oversee the virtual tutoring schedule, tutor training, and expansion of the project.

Pensacola State College is committed to its QEP, the *Pirate PATH to Success*, and the operational plan which follows describes the implementation, maintenance, assessment, and completion of this project.

Pilot Year 2017 – 2018

The College recognizes that the plans for this year are quite ambitious and understands that these plans will allow for full implementation of all four student treatments effective in the first year, 2018 – 2019. The College, furthermore, is committed to this plan in an effort to achieve a significant impact, seeking the highest returns on time and investment toward increased student success.

Preparing Students for Success Through Orientation

During the 2017–2018 academic year, all fall semester first-time-in-college students will be required to attend orientation prior to registration for fall 2018 classes.

Each orientation will last approximately 3 hours and include the following topics:

- Introduction to Spyglass, the student portal;
- Introduction to PirateMail, the student email system;
- Completion of the Kuder Journey career assessment;
- Information on Financial Aid and Scholarships;
- Tour of academic and student support services;
- Information on faculty expectations;
- How to choose a program of study or major; and
- How to register for classes.

Although each orientation session exposes students to a wide variety of College staff members from Student Affairs, Academic Affairs, and Business Affairs, students do not remain passive; several topics are addressed in a computer lab and require hands-on experiences that lead to each student leaving an orientation, during registration periods, with a schedule of classes.

Because the College recognizes that all students will not be available to attend an on campus orientation, during this year of the QEP, all modules for the Online Orientation will be completed. Below are the various modules currently in development:

- President's Welcome;
- Introduction and Welcome;
- Academics and Studies;
- Support Services;
- Policies and Safety;
- Student Life;
- Paying for College; and
- Next Steps.

Additional online orientation modules, such as Career Assessment with Kuder Journey, an online platform which allows a student to explore career and educational options, will be developed.

Advising Students for Success

During the 2017 – 2018 academic year, all fall semester first-time-in-college students will be assigned an advisor, who will work with the student to ensure enrollment in appropriate courses.

Programming will be initiated to restrict registration until the advisor approves of the schedule; the restriction will be implemented no later than fall 2018.

In order to offer consistent outreach and support, each first-time-in-college student will be contacted by his or her advisor at designated points throughout the year and using a schedule of required contacts. A sample schedule of required contacts for a 16 week semester follows: 2nd week of the semester—welcome and suggestions for success; 5th week of the semester—report on completion of orientation, career assessment, etc.; 6th week of semester—support services reminder and midterm preparation recommendations; 7th week of semester—registration for next semester information and other reminders; 11th week of semester—withdrawal date information and advice on academic and financial impact of withdrawal; 13th week of semester—tips for final exam preparation; and ongoing communication throughout the semester regarding instructor early alerts, withdrawals, meetings with advisor, and words of encouragement and kudos.

Throughout this year, advisors will continue to manage alerts for each first-time-in-college student by using the eStudent Success Module, the College's internal student tracking system. That management includes direct contact, via text message, PirateMail, phone call, videoconference, or on campus visit. The eStudent Success alerts are

- On track to completion;
- Withdrawal;
- Early F;
- Failing final grade;
- Instructor early alert;
- Preregistration;
- Fees paid;
- Fall to fall retention; and
- Major changes/excess hours.

Additional alerts will be programmed, such as a Kudos alert for those achieving or maintaining high grade point averages.

By the end of this academic year, advisors will review the results of the career assessment with each student and discuss the student's program of study.

To facilitate these intentional advising strategies, the College will implement virtual advising through the adoption of Zoom, a video-conferencing software package, or other technology to integrate into Canvas, the College's Learning Management System.

Tacking Degree Plans to Guide Students to Success

During the 2017 – 2018 academic year, the drafts of the degree MAPs (Minimum Academic Pathways) will be revised to

- Require mathematics in the first semester for full-time degree-seeking students;
- Require English in the first semester for full-time degree-seeking students; and
- Require foreign language in the first semester for full-time degree-seeking students.

MAPs that are designed for degree-seeking students enrolled full-time will illustrate 30 credit hours per year, thus encouraging on time program completion.

Programming will take place to ensure the restrictions above can be tested this year for full implementation during the 2018 – 2019 academic year.

In addition, the change of major process will be revised to require submission of an appeal by the student and review of that appeal for approval or denial. The necessary form(s) and procedure will be developed, and related programming will be tested this year for full implementation during the 2018 – 2019 academic year.

The College will also collaborate with the University of West Florida to develop program specific articulation agreements to facilitate transfer and to ensure that PSC students complete appropriate courses while enrolled at the College.

Helping Students Through Academic and Student Support Initiatives to Ensure Success

During the 2017 – 2018 academic year, the College will expand tutoring, both on campus tutoring and virtual tutoring, to additional disciplines. The College currently offers on campus tutoring in the Math Lab for all mathematics courses and in the Writing Lab for assistance with any type of writing assignment. The College currently offers virtual tutoring to students enrolled in Introduction to College Chemistry and General Chemistry; any mathematics course; Introduction to Physics, General Physics, and Physics with Calculus; and all writing emphasis courses.

The College will also create a Student Resource Manual. This manual will provide a description of the services provided by each College resource as well as other important information, such as contact information and hours of service. Upon completion, the Student Resource Manual will be posted on the College website and will be referenced during each orientation session.

Advisors will refer students to academic and support services for assistance as appropriate throughout this year.

The College will also reserve scholarship funds to assist first-time-in-college students, when appropriate.

Additional Tasks

In addition to the plans associated with each of the four student treatments explained above, the College will complete the following additional tasks, all of which support the *Pirate PATH to Success*:

Continue to market the QEP via social media and campus communications and displays;

Work with the Education Advisory Board (EAB) to integrate Navigate for use by first-time-in-college students, faculty, and staff, effective fall 2018. Navigate is EAB's direct-to-student technology platform designed to bring the principles of Guided Pathways to life by providing personalized communication and support, tracked degree plans, faculty alerts, and other information designed to increase student success. The implementation is scheduled to occur over 9 – 12 months;

Begin training advisors and others on use of the Navigate platform;

Develop a dashboard for tracking retention and completion rates;

Develop a dashboard for tracking course success rates, program completion rates, high D, F, W courses, toxic course combinations, etc.;

Continue evaluation of data from the Foundation Year and previous years;

Analyze course schedules from previous academic years;

Continue to improve the degree audit in preparation for EAB Navigate implementation; and

Continue to improve the College application in preparation for EAB Navigate implementation.

YEAR 1 2018 – 2019

Full implementation of all four student treatments will take effect this year. Furthermore, across each of the four student treatment components of the PATH, the College will monitor progress, benchmark performance, and develop action plans for improvement.

Preparing Students for Success Through Orientation

During the 2018 – 2019 academic year, all fall semester first-time-in-college students will be required to attend orientation, either on campus or online. Those students not attending orientation before classes start for fall will be required to complete orientation prior to registration for the spring semester, approximately November 1, 2018. Programming will be in place to restrict registration for spring semester unless the student has completed orientation.

All students will be encouraged to complete the orientation as soon after submitting an application and acceptance as possible.

Advising Students for Success

During the 2018 – 2019 academic year, EAB's Navigate platform will be used to provide personalized and proactive guidance to students, responsive interventions to early warning system alerts, and connections to academic and support services. Tracked degree plans as well as instructor early alerts will be housed within this platform.

Students will be required to meet with an advisor, on campus or via videoconferencing, prior to registration through successful completion of at least 50% of the required clock or credit hours.

Programming will be in place to restrict registration until the student has received approval for the schedule from the advisor.

Tracking Degree Plans to Guide Students to Success

During the 2018 – 2019 academic year, the College will review and revise all MAPs, considering State-level curriculum changes and PSC curriculum changes.

The College will also expand the development of program-specific articulation agreements to include additional Florida State University System institutions.

Additionally, the College will develop a yearlong (fall, spring, summer) schedule for the 2019 – 2020 academic year; this schedule will be available during spring 2019 in time for fall registration.

Helping Students Through Academic and Student Support Initiatives to Ensure Success

During the 2018 – 2019 academic year, the College will develop analytics and track the use of various academic and support services, to include the tutoring labs, to analyze usage of the services and effectiveness of those services, considering such factors as course-level and fall-to-fall retention, course completion and final grade, and overall gpa, etc.

Additional Activities

In addition to the plans associated with each of the four student treatments explained above, the College will complete the following additional tasks, all of which support the *Pirate PATH to Success*:

- Continue professional development for faculty and staff on Navigate and other student success topics;

- Continue evaluation of data from the Pilot Year.

- Review Associate in Science degree programs and vocational certificate programs for block scheduling consideration.

- Review data for consideration of other policy changes, such as no registration allowed for a class that has already met and no application fee.

The Remaining Years

The College will focus on the following ongoing activities during the remaining four years (2019 – 2020, 2020 – 2021, 2021 – 2022, and 2022 – 2023) of the *Pirate PATH to Success*:

- Expand this QEP project to include other populations of at risk students, such as Veterans, first-generation-in-college students, Pell-eligible students, and other identified at risk populations.

- Continue data analysis.

- Continue to assess student learning outcomes.

- Continue professional development training.

Share QEP data and other results with the College community and other stakeholders.

Review, update, and share advising policies and procedures.

Prepare SACSCOC 5th year interim report due 2023.

Organizational Structure

The QEP Steering Committee, chaired by the College President (membership listed on pages 5 – 6), was instrumental in the selection of the QEP topic and the development of the QEP project. Because of the broad nature of the *Pirate PATH to Success* project, which encompasses both academic and student affairs, the President has appointed the Vice President, Academic and Student Affairs to serve as QEP director and to be responsible for the implementation and oversight of the program, including all initiatives, related budget items, and assessment and evaluation activities.

The Vice President, Academic and Student Affairs reports directly to the President and will regularly update the President on the status of all initiatives contained in the QEP.

Central to the organizational structure of the QEP is the QEP Leadership Team (QLT), which is comprised of the following individuals:

- Erin Spicer, Vice President, Academic and Student Affairs;
- Kirk Bradley, Dean, Baccalaureate Studies and Academic Support;
- Brenda Kelly, Dean, General Studies;
- Kathy Dutremble, Dean, Student Services;
- Mike Johnston, Director, Institutional Research (added effective fall 2017); and
- Monique Collins, Assistant Dean, Student Services.

The duties associated with the oversight and implementation of the QEP have been incorporated into the job descriptions of the individuals listed above.

The organizational structure of the College was changed in fall 2016 when Student Affairs was moved to report to the Vice President, Academic Affairs, whose title became Vice President, Academic and Student Affairs. This reorganization has facilitated strong communication and collaboration between the two areas.

During the development of the QEP topic and due to the multiple tasks related to setting the foundation of the QEP, in the fall of 2016 the QLT began meeting weekly. These weekly meetings helped to ensure that swift progress was made on a number of tasks. Each week, the members reviewed the progress made on tasks assigned the previous week and agreed on tasks due for the following week.

To assist with the development and oversight of the QEP, each member of the QLT has been assigned a leadership role for at least one component of the QEP. This component team leader will collaborate with the Vice President, Academic and Student Affairs in the oversight and management of all aspects of that component.

The five main components of the Quality Enhancement Plan include

- Four student treatment components:
 - o Mandatory orientation;
 - o Intentional advising;
 - o Degree plans; and
 - o Referrals to academic and student support services.
- The evaluation and assessment plan.

The QEP Steering Committee included a Development and Implementation sub-committee, which was subdivided into two committees – the Orientation Committee and the Advising Committee.

Though the work of the Steering Committee concluded with the final development of the QEP, additional work is needed in these two components. Therefore, the College has formed two implementation and oversight committees, one focused on the implementation of Mandatory Orientation and the other on Intentional Advising.

Mandatory Orientation Committee

Serving as the chair of the Mandatory Orientation Committee is the Dean, Student Services. This committee will complete the development of the online orientation modules, review the current face-to-face orientation design for needed changes, ensure that necessary programming is completed to restrict enrollment for students who have not completed orientation, and review student data to identify students who have not completed orientation so that advisors may proactively follow up to ensure the students do complete the required sessions prior to pre-registration.

Members of this committee include

- Kathy Dutremble, Dean, Student Services (Chair);
- Samantha Hill, Director, Student Leadership and Activities;
- ITS Representative to be named;
- Lindsey Bryd, FTIC Advisor;
- Amber Carey, Faculty Member;
- Vacant, Coordinator, Student Leadership and Activities; and
- Haley Schipper, Student Representative.

Intentional Advising Committee

The Assistant Dean, Student Services serves as chair of the Intentional Advising Committee. This committee will recommend the schedule of contacts for advisors to make with students, will recommend changes to the current eStudent Success module, and will ensure that programming restrictions related to required advising are in place.

Members of this committee include

- Monique Collins, Assistant Dean, Student Services (Chair);
- Beau McHenry, Director, MIS;
- Savana Hatten, Information Technology Services;
- Rafael Deliz, Coordinator, FTIC Advising Center;
- Al Huffman, Advisor;
- Rob Nickles, Advisor;
- Cammie Buchanan, Advisor;
- Edith Fox, Student Services Advisor; and
- Debbie Gerard, Student Services Advisor.

Two additional committees were formed to ensure progress on the third and fourth student treatment components.

Degree Plans Ad Hoc Committee

The Dean, Baccalaureate Studies and Academic Support and the Dean, General Studies will co-chair the committee charged with completing appropriate degree plans for each degree and certificate. While the College has drafted MAPs (Minimum Academic Pathways) for programs, revision is needed to ensure all common pre-requisites for transfer are included, that mathematics

and English courses are specified early, and that, if required, foreign language is included early. This committee will function as an ad hoc committee with the two deans chairing this committee and working with academic departments to finalize each degree plan or MAP.

Members of this committee include

- Kirk Bradley, Dean, Baccalaureate Studies and Academic Support (Co-Chair);
- Brenda Kelly, Dean, General Studies (Co-Chair); and
- Academic Department Heads and related faculty, as needed.

Academic and Student Support Services committee

The Dean, Baccalaureate Studies and Academic Support and the Dean, General Studies will also co-chair the committee providing oversight of the Academic and Student Support Services. Since the library, tutoring labs, and eLearning report to these two individuals, their collaboration on ensuring appropriate academic support is available will be key to this component. This committee will be charged with creation of the Student Resource Manual as well as the evaluation of the sufficiency of current academic and student support. If necessary, this committee will have the authority to recommend additional support services for implementation at the College.

Members of this committee include

- Kirk Bradley, Dean, Baccalaureate Studies and Academic Support (Co-Chair);
- Brenda Kelly, Dean, General Studies (Co-Chair);
- Bill Waters, Director, eLearning;
- Lisa Bartusik, District Academic Department Head, Libraries;
- Susan Stanton, Coordinator, Virtual Tutoring;
- Mike Sabroski, Coordinator, Math Lab;
- Jessica Millis, Coordinator, Writing Lab;
- Debbie Douma, Dean, Federal Programs and Grants, and
- Samantha Hill, Coordinator, Student Engagement and Leadership.

Assessment and Evaluation Committee

Additionally, a substantial component of the QEP is the assessment and evaluation of the project. An Assessment and Evaluation Committee will continue work on the assessment and evaluation of the QEP. The committee will be responsible for finalizing all assessment instruments and rubrics, reviewing and reporting on results of that assessment, and reviewing all evaluation data. This committee will also be tasked with the development of dashboards to assist in the oversight of student success data. Examples of dashboards to be created include a fall-to-spring retention dashboard, a fall-to-fall retention dashboard, and completion dashboards for 100% time-to-degree, 150% time-to-degree, and 200% time-to-degree. The Director of Institutional Research and the Dean, Baccalaureate Studies and Academic Support, who oversees all institutional assessment processes, serve as co-chairs of this committee.

Members of this committee include

- Mike Johnston, Director, Institutional Research (Co-Chair);
- Kirk Bradley, Dean, Baccalaureate Studies and Academic Support (Co-Chair);
- Brenda Kelly, Dean, General Studies;
- Morris Buchanan, District Academic Department Head, Mathematics and Computer Science;
- Tracy Peyton, District Academic Department Head, English and Communications;

- Vacant, Coordinator of Assessment; and
- Mike Walker, Assistant Professor of Mathematics.

Because the QLT is active and has regularly scheduled weekly meetings, the collaboration of the associated individuals is well-established. The weekly meetings promote robust communication and also ensure accountability for assigned tasks.

An additional component vital to the success of the QEP will be the strong coordination with Information Technology Services (ITS). During the fall of 2016, the QLT began meeting weekly with staff from ITS to work on issues related to the Student Record System. All members of the QLT regularly attend this meeting, along with the Vice President, Administrative Services (who supervises ITS), the Executive Director of ITS, the Director of MIS support, and the Systems Coordinator for SRS. Additional staff, such as the College Registrar, are also invited to the meeting as needed.

Though, as the QEP Director, the Vice President, Academic and Student Affairs is ultimately responsible for all aspects of the QEP and all items listed below, the strong leadership of the QLT will be central to the success of the project. Items of responsibility are outlined in the table below.

Year	Action	Responsible Person(s)	In Coordination with
2016 – 2017	Pilot orientation sessions held.	Dean, Student Services	Director, Student Leadership and Activities
	100% of fall first-time-in-college students assigned an advisor.	Dean, Student Services	Assistant Dean, Student Services Director, MIS support Director, Institutional Research
	Minimum Academic Pathways (MAPs) drafted for 100% of programs offered.	Dean, Baccalaureate Studies and Academic Support Dean, General Studies	Academic Departments
	Expand virtual tutoring program.	Dean, Baccalaureate Studies and Academic Support Dean, General Studies	Coordinator, Math lab Coordinator, Writing Lab Coordinator, Virtual Tutoring
2017 – 2018	Communicate all changes in requirements and processes to students.	Dean, Student Services	Mandatory Orientation Committee Intentional Advising Committee Advising Staff
	All fall first-time-in-college students	Dean, Student Services	Mandatory Orientation Committee

Year	Action	Responsible Person(s)	In Coordination with
	required to complete orientation prior to registration for fall 2018.		
	Complete programming for enrollment restrictions if orientation is not completed.	Dean, Student Services	Director, MIS Mandatory Orientation Committee
	All fall first-time-in-college students assigned an advisor.	Dean, Student Services	Assistant Dean, Student Services Director, MIS support Director, Institutional Research
	Points during the semester for student contact by advisor designated.	Dean, Student Services Assistant Dean, Student Services	Intentional Advising Committee
	Each first-time-in-college student contacted by his or her advisor at designated times throughout the year.	Dean, Student Services	Assistant Dean, Student Services Advising Staff
	Advisors manage alerts for each first-time-in-college student by using the eStudent Success Module.	Dean, Student Services	Assistant Dean, Student Services Advising Staff
	Advisors review the results of the career assessment with each student.	Dean, Student Services	Assistant Dean, Student Services Advising Staff
	Implement virtual advising through the adoption of Zoom.	Dean, Baccalaureate Studies and Academic Support Dean, General Studies Dean, Student Services	Assistant Dean, Student Services Advising Staff
	Complete programming on restrictions for enrollment unless student receives advising.	Dean, Baccalaureate Studies and Academic Support Dean, General Studies Dean, Student Services	Assistant Dean, Student Services Director, MIS support

Year	Action	Responsible Person(s)	In Coordination with
	Finalize degree MAPs.	Dean, Baccalaureate Studies and Academic Support Dean, General Studies	Academic Departments
	Develop program specific articulation agreements with UWF.	Dean, Baccalaureate Studies and Academic Support Dean, General Studies	Academic Departments
	Expand tutoring to additional disciplines (including virtual tutoring).	Dean, Baccalaureate Studies and Academic Support Dean, General Studies	Math and Writing lab personnel Coordinator, Virtual Tutoring
	Create Student Resource Manual of academic and student support services.	Dean, Baccalaureate Studies and Academic Support Dean, General Studies Dean, Student Services	Academic and Student Support Services Committee Dean, Student Services
	Advisors refer students to assistance.	Dean, Student Services	Assistant Dean, Student Services Advising Staff
	Implement EAB Navigate (integrate into College's SRS).	Vice President, Academic and Student Affairs	QEP Leadership Team Director, MIS Support
	Train advisors and others on use of the Navigate platform.	Dean, Baccalaureate Studies and Academic Support Dean, General Studies Dean, Student Services	Assistant Dean, Student Services
	Develop a dashboard for tracking retention and completion rates.	Director, Institutional Research Dean, Baccalaureate Studies and Academic Support	Assessment and Evaluation Committee
	Develop a dashboard for tracking course success rates, program completion rates, high D, F, W courses, and toxic course combinations.	Director, Institutional Research Dean, Baccalaureate Studies and Academic Support	Assessment and Evaluation Committee

Year	Action	Responsible Person(s)	In Coordination with
	Continue evaluation of data from the Foundation Year and previous years.	Director, Institutional Research Dean, Baccalaureate Studies and Academic Support	Assessment and Evaluation Committee
	Analyze course schedules from previous academic years.	Dean, Baccalaureate Studies and Academic Support Dean, General Studies Dean, Warrington Campus Dean, Workforce Education and Vocational Support	Academic Departments Dean, Milton Campus Director, Century Center Director, South Santa Rosa Center
	Continue to improve the degree audit.	Dean, Baccalaureate Studies and Academic Support Dean, General Studies Dean, Student Services	Assistant Dean, Student Services Director, MIS Support MIS personnel
	Revise the College application.	Dean, Student Services	Registrar Director, MIS
Year 1 2018 – 2019	All fall first-time-in-college students required to attend orientation, either on campus or online.	Dean, Student Services	Mandatory Orientation Committee
	Students not attending orientation before classes start for fall will be required to complete orientation prior to registration for the spring semester.	Dean, Student Services	Director, Student Leadership and Activities Assistant Dean, Student Services Advising Staff
	Students required to meet with advisor prior to registration through the successful completion of at least 50% of the required hours.	Dean, Student Services Assistant Dean, Student Services	Intentional Advising Committee Advising Staff

Year	Action	Responsible Person(s)	In Coordination with
	Update MAPs with any curriculum changes.	Dean, Baccalaureate Studies and Academic Support Dean, General Studies	Academic Departments
	Expand the development of program-specific articulation agreements to include additional Florida State University System institutions.	Dean, Baccalaureate Studies and Academic Support Dean, General Studies	Academic Departments
	Develop a yearlong (fall, spring, summer) course schedule for the 2019 – 2020 academic year.	Dean, Baccalaureate Studies and Academic Support Dean, General Studies Dean, Warrington campus Dean, Workforce Education and Vocational Support	Academic Departments Dean, Milton Campus Director, Century Center Director, South Santa Rosa Center
	Develop analytics and track the use of various student support services, to include the tutoring labs, to analyze usage of the services and effectiveness of those services, considering such factors as course-level and fall-to-fall retention, course completion and final grade, and overall GPA.	Dean, Baccalaureate Studies and Academic Support Dean, General Studies Director, Institutional Research	Assessment and Evaluation Committee
	Continue professional development for faculty and staff on Navigate and other student success topics.	Dean, Baccalaureate Studies and Academic Support Dean, General Studies Dean, Student Services	Academic Departments Assistant Dean, Student Services
	Continue evaluation of data from the Pilot Year.	Dean, Baccalaureate Studies and Academic Support	Assessment and Evaluation Committee

Year	Action	Responsible Person(s)	In Coordination with
		Dean, General Studies Dean, Student Services Director, Institutional Research	
	Review Associate in Science degree and Career and Technical Education (vocational) certificate programs for block scheduling.	Dean, Baccalaureate Studies and Academic Support Dean, General Studies Dean, Warrington Campus Dean, Workforce Education and Vocational Support	Academic Departments
	Review data for consideration of other policy changes, such as no registration allowed for a class that has already met and no application fee.	Dean, Baccalaureate Studies and Academic Support Dean, General Studies Dean, Student Services	Registrar Director, Institutional Research
	Begin using EAB Navigate.	Vice President, Academic and Student Affairs QLT	Advising Staff Director, Student Leadership and Activities
Years 2 – 5 2019 – 2020 2020 – 2021 2021 – 2022 2022 – 2023	Expand QEP to include other populations of at-risk students. Consider populations such as Veterans, first-generation-in-college students, Pell-eligible students, and other identified at risk populations.	Dean, Baccalaureate Studies and Academic Support Dean, General Studies Dean, Student Services	Assistant Dean, Student Services Director, Institutional Research
	Collect and analyze assessment data.	Dean, Baccalaureate Studies and Academic Support Director, Institutional Research	Assessment and Evaluation Committee

Year	Action	Responsible Person(s)	In Coordination with
	Collect and analyze variety of student success data.	Dean, Baccalaureate Studies and Academic Support Director, Institutional Research	Assessment and Evaluation Committee

Resources

The following is a list of resources necessary for the implementation of the QEP. Much of the investment will be early on to lay the foundation for the project, though many of the expenditures are multi-year expenditures (such as personnel expenditures). Salary amounts reflect an increase of 2% per year for budget estimation purposes.

Year	Item	Amount
Foundation year 2016 – 2017		
Facilities	Renovation of Advising Center	\$154,514.00
	Renovation/Development of Contact Center	\$93,708.07
Other Materials and Supplies	Marketing Materials and Other Supplies	\$3,998.00
Personnel	Coordinator, FTIC Advising Center	Salary \$32,950.00 Benefits \$6,141.00
	FTIC advisor	Salary \$30,038.00 Benefits \$12,681.00
	FTIC advisor	Salary \$23,908.00 Benefits \$9,331.00
	FTIC advisor	Salary \$30,038.00 Benefits \$11,582.00
Professional Development	Travel to Education Advisory Board (EAB) conference	\$652.51
	Travel to Achieving the Dream (ATD) conference	\$8,173.10
Software/Memberships	Tableau with 20 users	\$17,100.00
	SAS (statistics software)	No cost version
	Achieving the Dream Year 1 of 3	\$75,000.00
Pilot year 2017 – 2018		
Facilities	Renovation of Offices of Dean, Student Services	\$43,675.89
Other Materials and Supplies	Marketing Materials and Other Supplies	\$25,000.00
Personnel	10% of salary of Vice President, Academic and Student Affairs	Salary \$14,559.58 Benefits \$4,322.01
	10% of salary of Dean, Student Services	Salary \$8,059.42 Benefits \$1,254.85
	10% of salary of Dean, Baccalaureate Studies and Academic Support	Salary \$8,058.00 Benefits \$1,254.63
	10% of salary of Dean, General Studies	Salary \$8,726.71 Benefits \$2,649.43

Year	Item	Amount
	10% of salary of Assistant Dean, Student Services	Salary \$6,413.56 Benefits \$998.59
	10% of salary of Director, Institutional Research	Salary \$6,120.00 Benefits \$985.32
	Additional Student Affairs staff, Milton Campus New Position	Salary \$21,280.00 Benefits \$11,947.00
	Coordinator, FTIC Advising Center	Salary \$40,800.00 benefits \$7,803.96
	FTIC advisor	Salary \$32,640.00 Benefits \$13,648.00
	FTIC advisor	Salary 32,640.00 Benefits \$13,648.00
	FTIC advisor	Salary \$32,640.00 Benefits \$13,648.00
	Contact Center advisor	Salary \$32,896.00 Benefits \$13,841.00
	Contact Center advisor	Salary \$32,896.00 Benefits \$13,841.00
Professional Development	ATD DREAM conference in Nashville	\$10,000.00
	Additional estimated conference attendance	\$10,000.00
Software and Memberships	EAB Navigate technical implementation	\$65,000.00
	EAB Navigate Year 1 of 5	\$94,000.00
	Tableau basic	\$3,900.00
	Additional 50 users for Tableau	\$34,250.00
	ZOOM video conferencing software	\$1,800.00
	SAS	\$2,600.00
	Achieving the Dream Year 2 of 3	\$75,000.00
Year 1 2018 – 2019		
Other Materials and Supplies	Promotional Materials	\$1,500.00
Personnel	10% of salary of Vice President, Academic and Student Affairs	Salary \$14,850.77 Benefits \$4,408.00
	10% of salary of Dean, Student Services	Salary \$8,220.61 Benefits \$1,280.00
	10% of salary of Dean, Baccalaureate Studies and Academic Support	Salary \$8,219.16 Benefits \$1,280.00
	10% of salary of Dean, General Studies	Salary \$8,901.24 Benefits \$2,702.00

Year	Item	Amount
	10% of salary of Assistant Dean, Student Services	Salary \$6,541.83 Benefits \$1,019.00
	10% of salary of Director, Institutional Research	Salary \$6,242.40 Benefits \$1,005.00
	Additional Student Affairs staff, Milton Campus	Salary \$21,706.00 Benefits \$12,186.00
	Coordinator, FTIC Advising Center	Salary \$41,616 .00 benefits \$13,921.00
	FTIC advisor	Salary \$33,293.00 Benefits \$13,920.00
	FTIC advisor	Salary \$33,293.00 Benefits \$13,920.00
	FTIC advisor	Salary \$33,293.00 Benefits \$13,920.00
	Contact Center advisor	Salary \$33,554.00 Benefits \$14,118.00
	Contact Center advisor	Salary \$33,554.00 Benefits \$14,118.00
	Additional advisors x 2 New Positions	Salary \$64,000.00 Benefits \$27,038.00
Professional Development	ATD DREAM conference	\$10,000.00
	Additional estimated conference attendance	\$10,000.00
Software and Memberships	EAB Navigate Year 2 of 5	\$129,000.00
	Tableau basic	\$3,900.00
	Additional 50 users for Tableau	\$34,250.00
	ZOOM video conferencing software	\$1,800.00
	SAS	\$2,600.00
	Achieving the Dream Year 3 of 3	\$75,000.00
Year 2 2019 – 2020		
Other Materials and Supplies	Promotional Materials	\$2,000.00
Personnel	10% of salary of Vice President, Academic and Student Affairs	Salary \$15,147.79 Benefits \$4,496.00
	10% of salary of Dean, Student Services	Salary \$8,385.02 Benefits \$1,306.00
	10% of salary of Dean, Baccalaureate Studies and Academic Support	Salary \$8,383.54 Benefits \$1,306.00
	10% of salary of Dean, General Studies	Salary \$9,079.26 Benefits \$2,756.00
	10% of salary of Assistant Dean, Student Services	Salary \$6,672.67 Benefits \$1,039.00

Year	Item	Amount
	10% of salary of Director, Institutional Research	Salary \$6,367.25 Benefits \$1,025.00
	Additional Student Affairs staff, Milton Campus	Salary \$22,140.00 Benefits \$12,430.00
	Coordinator, FTIC Advising Center	Salary \$42,449.00 Benefits \$14,200.00
	FTIC advisor	Salary \$33,959.00 Benefits \$14,199.00
	FTIC advisor	Salary \$33,959.00 Benefits \$14,199.00
	FTIC advisor	Salary \$33,959.00 Benefits \$14,199.00
	Contact Center advisor	Salary \$34,225.00 Benefits \$14,400.00
	Contact Center advisor	Salary \$34,225.00 Benefits \$14,400.00
	Additional advisors x 2 carryover	Salary \$65,280.00 Benefits \$27,579.00
	Additional advisor x 1 New Position	Salary \$32,000.00 Benefits \$13,519.00
Professional Development	ATD DREAM conference	\$10,000.00
	Additional estimated conference attendance	\$10,000.00
Software and Memberships	EAB Navigate Year 3 of 5	\$129,000.00
	Tableau basic	\$3,900.00
	Additional 50 users for Tableau	\$34,250.00
	ZOOM video conferencing software	\$1,800.00
	SAS	\$2,600.00
Year 3 2020 – 2021		
Other Materials and Supplies	Promotional Materials	\$2,000.00
Personnel	10% of salary of Vice President, Academic and Student Affairs	Salary \$15,450.75 Benefits \$4,586.00
	10% of salary of Dean, Student Services	Salary \$8,552.72 Benefits \$1,332.00
	10% of salary of Dean, Baccalaureate Studies and Academic Support	Salary \$8,551.21 Benefits \$1,332.00
	10% of salary of Dean, General Studies	Salary \$9,260.85 Benefits \$2,811.00
	10% of salary of Assistant Dean, Student Services	Salary \$6,806.12 Benefits \$1,060.00
	10% of salary of Director, Institutional Research	Salary \$6,494.60 Benefits \$1,046.00

Year	Item	Amount
	Additional Student Affairs staff, Milton campus	Salary \$22,583.00 Benefits \$12,679.00
	Coordinator, FTIC Advising Center	Salary \$43,298.00 Benefits \$14,484.00
	FTIC advisor	Salary \$34,639.00 Benefits \$14,483.00
	FTIC advisor	Salary \$34,639.00 Benefits \$14,483.00
	FTIC advisor	Salary \$34,639.00 Benefits \$14,483.00
	Contact Center advisor	Salary \$34,910.00 Benefits \$14,688.00
	Contact Center advisor	Salary \$34,910.00 Benefits \$14,688.00
	Additional advisors x 3 carryover	Salary \$99,226.00 Benefits \$41,920.00
	Additional advisor x 1 New Position	Salary \$32,000.00 Benefits \$13,519.00
Professional Development	Additional estimated conference attendance	\$10,000.00
Software and Memberships	EAB Navigate Year 4 of 5	\$129,000.00
	Tableau basic	\$3,900.00
	Additional 50 users for Tableau	\$34,250.00
	ZOOM video conferencing software	\$1,800.00
	SAS	\$2,600.00
Year 4 2021 – 2022		
Other Materials and Supplies	Promotional Materials	\$2,000.00
Personnel	10% of salary of Vice President, Academic and Student Affairs	Salary \$15,759.77 Benefits \$4,678.00
	10% of salary of Dean, Student Services	Salary \$8,723.77 Benefits \$1,359.00
	10% of salary of Dean, Baccalaureate Studies and Academic Support	Salary \$8,722.23 Benefits \$1,359.00
	10% of salary of Dean, General Studies	Salary \$9,446.07 Benefits \$2,867.00
	10% of salary of Assistant Dean, Student Services	Salary \$6,942.24 Benefits \$1,081.00
	10% of salary of Director, Institutional Research	Salary \$6,624.49 Benefits \$1,067.00
	Additional Student Affairs staff, Milton Campus	Salary \$23,035.00 Benefits \$13,933.00
	Coordinator, FTIC Advising Center	Salary \$44,164.00 Benefits \$14,774.00

Year	Item	Amount
	FTIC advisor	Salary \$35,322.00 Benefits \$14,773.00
	FTIC advisor	Salary \$35,322.00 Benefits \$14,773.00
	FTIC advisor	Salary \$35,322.00 Benefits \$14,773.00
	Contact Center advisor	Salary \$35608.00 Benefits \$14,982.00
	Contact Center advisor	Salary \$35608.00 Benefits \$14,982.00
	Additional advisors x 4 carryover	Salary \$133,851.00 Benefits \$56,548.00
	Additional advisor x 1 New Position	Salary \$32,000.00 Benefits \$13519.00
Professional Development	Additional estimated conference attendance	\$10,000.00
Software and Memberships	EAB Navigate Year 5 of 5	\$129,000.00
	Tableau basic	\$3,900.00
	Additional 50 users for Tableau	\$34,250.00
	ZOOM video conferencing software	\$1,800.00
	SAS	\$2,600.00
Year 5 2022 – 2023		
Other Materials and Supplies	Promotional Materials	\$1,500.00
Personnel	10% of salary of Vice President, Academic and Student Affairs	Salary \$16,074.97 Benefits \$4,772.00
	10% of salary of Dean, Student Services	Salary \$8,898.25 Benefits \$1,386.00
	10% of salary of Dean, Baccalaureate Studies and Academic Support	Salary \$8,896.67 Benefits \$1,386.00
	10% of salary of Dean, General Studies	Salary \$9,635.63 Benefits \$2,924.00
	10% of salary of Assistant Dean, Student Services	Salary \$7,081.08 Benefits \$1,103.00
	10% of salary of Director, Institutional Research	Salary \$6,756.98 Benefits \$1,088.00
	Additional Student Affairs staff, Milton Campus	Salary \$23,496.00 Benefits \$13,192.00
	Coordinator, FTIC Advising Center	Salary \$45,047.00 Benefits \$15,069.00
	FTIC advisor	Salary \$36,039.00 Benefits \$15,068.00
	FTIC advisor	Salary \$36,039.00 Benefits \$15,068.00

Year	Item	Amount
	FTIC advisor	Salary \$36,039.00 Benefits \$15,068.00
	Contact Center advisor	Salary \$36,320.00 Benefits \$15,282.00
	Contact Center advisor	Salary \$36,320.00 Benefits \$15,282.00
	Additional advisors x 5 carryover	Salary \$166,491.00 Benefits \$71,468.00
Professional Development	Additional estimated conference attendance	\$10,000.00
Software and Memberships	EAB Navigate (approximate; amount may change with new contract)	\$129,000.00
	Tableau basic	\$3,900.00
	Additional 50 users for Tableau	\$34,250.00
	ZOOM video conferencing software	\$1,800.00
	SAS	\$2,600.00

Budget expenditures associated with this QEP will not adversely affect other institutional programs or priorities. Pensacola State College exercises sound budget management practices and the College is fully-prepared for and fully-committed to fiscal support of all aspects of the *Pirate PATH to Success*.

Assessment and Evaluation Plan

The *Pirate PATH to Success* has three program goals each with associated student learning outcomes:

- 1) Program Goal 1: Increase retention of first-time-in-college students.
 - a. Student Learning Outcome 1: Students will demonstrate knowledge of institutional policies and resources.
 - b. Student Learning Outcome 2: Students will access various technologies for academic success.
 - c. Student Learning Outcome 3: Students will evaluate career options.

- 2) Program Goal 2: Improve academic progress and degree completion.
 - a. Student Learning Outcome 1: Students will meet with an academic advisor.
 - b. Student Learning Outcome 2: Students will select a program of study and develop a minimum academic pathway to completion.
 - c. Student Learning Outcome 3: Students will enroll in essential courses early in the program.
 - d. Student Learning Outcome 4: Students will utilize minimum academic pathways to stay on track for program completion.

- 3) Program Goal 3: Enhance student success through expanded academic and student support services.
 - a. Student Learning Outcome 1: Students will utilize academic support services to enhance student success in core courses.

Program Goal 1: Increase retention of first time in college students.

Baseline Data	5 year Achievement Target
Percentage of full-time first-time-in-college Students Retained Fall-to-Fall Pensacola State College Three Year Average 2011 – 2013 = 65.69% Source: Florida College System 2015	≥ 67.00% by the 2021 – 2022 academic year
Percentage of part-time first-time-in-college Students Retained Fall-to-Fall Pensacola State College Three Year Average 2011 – 2013 = 50.61% Source: Florida College System 2015	≥ 52.00% by the 2021 – 2022 academic year

Goal 1 Student Learning Outcomes

Student Learning Outcome	Assessment Strategy	Assessment Instrument	Assessment Target	Assessment Timeline
Students will demonstrate knowledge of	Required orientation sessions for first-time-in-college students.	Pre and post orientation questionnaires (Appendix E)	At least 75% of first-time-in-college students will	Pre and post assessments will be completed before

Student Learning Outcome	Assessment Strategy	Assessment Instrument	Assessment Target	Assessment Timeline
institutional policies and resources.			have an improved assessment score.	registration for the second semester.
Students will access various technologies for academic success.	Through required orientation, first-time-in-college students will learn to access and utilize academic success technologies, including PirateMail, Spyglass, Canvas, Online Library Services, and EAB.	Embedded Assessment Questions on Post Orientation Questionnaire	Baseline data will be established during the 2017 – 2018 academic year. Targets for improvement will be set following the baseline data establishment.	Assessment will be completed before registration for the second semester.
Students will evaluate career options.	Through required orientation, first-time-in-college students will complete the Kuder Journey Career Assessment to evaluate career options.	Kuder Journey Career Assessment	85% of first-time-in-college students will complete the Kuder Journey Career Assessment.	Prior to the first meeting with the assigned academic advisor during the first semester in college.

Program Goal 2: Improve academic progress and degree completion.

Baseline Data	5 year Achievement Target
Percentage of first-time-in-college Students Completing a degree or certificate within 150% time to completion Pensacola State College Three Year Average 2011 – 2013 = 38.29% Source: Florida College System 2015	≥ 40.00% by the 2021 – 2022 academic year
Percentage of first-time-in-college Students Completing a degree or certificate within 200% time to completion Pensacola State College Three Year Average 2011 – 2013 = 50.75% Source: Florida College System 2015	≥ 53.00% by the 2021 – 2022 academic year
Percentage of Required Credit Hours Successfully Completed within the First Year	≥ 35.00% by the 2021 – 2022 academic year

Baseline Data	5 year Achievement Target
<p>Pensacola State College 2016 Cohort = 32.61%</p> <p>Source: Pensacola State College Office of Institutional Research</p>	

Goal 2 Student Learning Outcomes

Student Learning Outcome	Assessment Strategy	Assessment Instrument	Assessment Target	Assessment Timeline
Students will meet with an academic advisor.	First-time-in-college students will be assigned an academic advisor and will meet with the academic advisor at least two times during the first semester to evaluate progress, discuss early alerts, and complete registration for the following semester.	Advising check sheet SRS System Check for Student Initiated Withdraw	Advising check sheet will be completed for 80% of first-time-in-college students.	Prior to the end of the first semester.
Students will select a program of study and develop a minimum academic pathway to completion.	Through collaboration with an academic advisor and using the Kuder Journey Career Assessment Results, students will select a program of study and a minimum academic pathway (MAP) to completion.	Program Selection Verification in Spyglass	100% of first-time-in-college students will select a program of study and a minimum academic pathway (MAP) to completion.	Prior to the end of the first academic year.
Students will enroll in essential courses early in the program.	Degree MAPS will specify enrollment in mathematics and English courses within the first semester of enrollment.	First-time-in-college Student Registration Verification	An increase of 2 percentage points in the number students enrolled in the first required mathematics or English courses	End of the first year in college.

Student Learning Outcome	Assessment Strategy	Assessment Instrument	Assessment Target	Assessment Timeline
			<p>within the first semester is targeted.</p> <p>Baseline data will be established during the 2017–2018 academic year.</p>	
<p>Students will utilize minimum academic pathways to stay on track for program completion.</p>	<p>First-time-in-college students will utilize MAPS.</p> <p>Full-time first-time-in-college students use MAP2 for two-year completion. Part-time first-time-in-college students use MAP3 for three-year completion or MAP4 for four-year completion.</p>	<p>SRS System (Credit Hours Enrolled)</p>	<p>An increase of 3 percentage points in the number of full-time first-time-in-college students who enroll in at least 30 hours during the first academic year is targeted. Baseline data (18.27% fall 2016 full-time first-time-in-college students)</p> <p>An increase of 3 percentage points in the number of part-time first-time-in-college students who enroll in at least 12 credit hours per year is targeted. Baseline data (86.80% fall 2016 part-time first-time-in-college students)</p>	<p>End of First Academic Year</p>

Program Goal 3: Enhance student success through expanded academic and student support services.

Baseline Data	5 year Achievement Target
Percentage of Students Successfully Completing the First Required Math Class within the first semester Pensacola State College Three Year Average 2014 – 2016 = 50.26% Source: Pensacola State College Office of Institutional Research	≥ 55% by the 2021 – 2022 academic year
Percentage of Students Successfully Completing the First Required English Class within the first semester Pensacola State College Three Year Average 2014 – 2016 = 66.47%	≥ 70% by the 2021 – 2022 academic year

Goal 3 Student Learning Outcomes

Students will utilize academic support services to enhance student success in core courses.	The College will provide and enhance physical and virtual academic support services in core and barrier program courses.	Student Success Rates in Core Courses	An increase of at least 2 percentage points in success rates in core courses as compared to the following 2015–2016 Baseline Data Communications: 83.2% Humanities: 79.9% Mathematics: 79.4% Social Sciences: 84.2%	End of First Academic Year
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Marketing and Communications

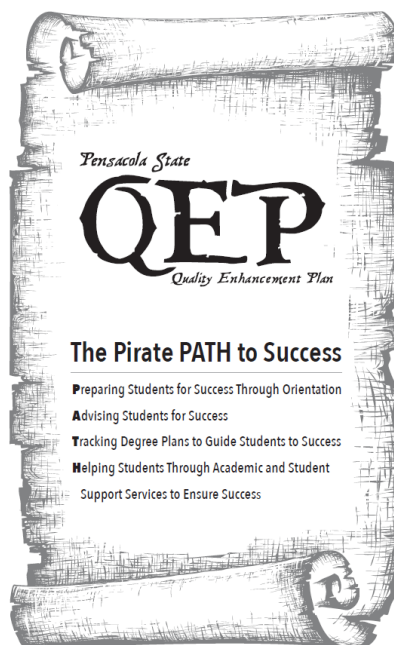
The Marketing sub-committee of the QEP Steering committee developed the *Pirate PATH to Success* logo along with a marketing plan to ensure that all constituencies of the College are fully informed about the QEP. The marketing plan includes sharing information about the *Pirate PATH to Success* on the College website and via social media and campus communications, such as the digital monitors located in various building across the campuses.



Students

Once the logo was developed, the committee worked with Student Affairs to provide t-shirts as giveaways during orientation sessions and for Welcome Back Week. Additionally, the logo was displayed on the front of the Student Planner, a datebook provided to students each year.

The Student Planner also contained the summary of the QEP shown below.



Additional student marketing will include a video module explaining the *Pirate PATH to Success* to students. This module will be available on the website as well as placed in Spyglass, the student portal.

College Staff

During the annual Convocation lunch on August 16, 2017, welcoming all faculty back for the fall semester, the Vice President, Academic and Student Affairs made a presentation on the QEP topic and actions planned. The Vice President, Academic and Students Affairs also conducted the Board of Trustees workshop on the QEP on August 22, 2017.

On September 8, 2017, the Vice President, Academic and Student Affairs is scheduled to present at a meeting of all Advising staff and the focus will be specifics of the QEP.

Since the Convocation activities are specifically for Academic Affairs personnel, the College holds campus meetings for all other employees. The meetings this year are scheduled for September 25 and 28 and will focus on the QEP.

Additional materials such as tumblers and flash drives containing the QEP logo will be ordered for staff and students.

Conclusion

The *Pirate PATH to Success*, which concentrates on the environment that supports student learning and directly supports the College's mission, is an intentional and focused student success initiative based on the national guided pathways model. Broad-based participation from the College community was ensured through input gathered and the membership of the QEP Steering committee.

Supported by appropriate professional development, strong collaboration with Information Technology Services, a strong assessment plan, and appropriate fiscal, human, and physical resources, the *Pirate PATH to Success* will increase student success through improving the environment that supports student learning.

While parts of this plan are ambitious, particularly the current year of laying the foundation for full implementation in year one, the College community is excited about the implementation of the *Pirate PATH to Success* and is committed to increasing the success rates of our students.

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Appendix A

Suggestions for QEP Topic

QEP Topics – Spring 2016 Survey

Financial Literacy
Writing Across the Curriculum
Gen-Ed Component Addressing Writing Across the Curriculum
Student Participation in Overall Curriculum Evaluation
Improving Math Skills
Increase Persistence & Success Rate in Math Courses
Free and Embedded Textbooks
Affordable Textbooks
Development of Resources Labs in each Academic Building (Increase usage of and access to student resources)
Learning Environment - Student Study Area
Area for students to Meet/talk/study
Increase Hybrid Course Offerings & Hybrid Programs
Computer Access for Online Components
Tutors
Tutoring Sessions
Virtual Tutoring Services (expand)
Increase F2F and On-line Tutoring
Use Structured Program Tracks to Increase Student Progression and Completion
Mid-term Notices – to students regarding progression
Establish “Check Points” for Student Progress/Mastery
Development of Rapport / Relationship with Students
Mentorship Program – limited access programs
College Wide Mentorship Program
Honor Society Students Mentor Advanced ESOL and GED students
Orientation – “boot camps” to help students succeed in programs
Enhancing Orientation
Develop Intrusive Advisement
Improving Advising
Remediation Labs
Use Service Learning to Increase Student Engagement
Student Life Skills – mandate for all students
Workshops on General Topics (test taking, study habits, pharm, AP)
Help Students Overcome Test Anxiety
Increasing Success Rates in Math Classes
Goal Setting & Goal Achievement
Motivational Speakers/Presentations
Replicate HOPG
Help with childcare, transportation, afterschool
Family Days – for new students – Nursing
Increasing Student Engagement on Campus
Increase awareness of ways for students to participate/volunteer on campus
Cultural Awareness – International Fair
Focus on Student Learning in STEM areas

QEP Topics – Spring 2016 Survey

Measure Critical Thinking

Measure Cultural Literacy – Allen Bloom’s definition

Required Poetry Class

Increasing Cultural Awareness

Adult Education – option of paying activity fee

Global Communication Skills

Make Career Advising part of the Admissions Process for FTIC & Returning Students

Centralize Student Support Services

Career Advising for FTIC Students & Students Changing their Degree Plan/Career Exploration

Additional Cross-training for Front-line Staff

Two-way Web Cam in Classrooms

Better Campus Signage

Alumni Mentor Network

First Year Experience Program

Appendix B

QEP Topic Purpose Statements

**Pensacola State College QEP Planning
Math Success Subcommittee**

Purpose Statement

As a part of the College's broad-based effort to select a topic for its Quality Enhancement Plan, the QEP steering committee has solicited input from employees of the College. That effort resulted in a substantial number of suggested topics. Three primary areas were suggested more than others, and have been targeted for further exploration through a committee process. The three primary areas are (1) mandatory student orientations, (2) math assistance, and (3) student academic advisement. A committee has been formed to investigate each of these areas to determine whether any of them would be suitable topics for the College's QEP. The three topics will be presented to a wider audience including College employees, student groups, and program Advisory Committees for feedback and input.

The charge of this subcommittee is to develop a proposal for addressing improving success rates in math courses or addressing the issue of math as a barrier to completion.

The committee shall explore possible strategies to address student success in mathematics and will propose a project that will include items such as:

1. creation of a remediation boot camp to provide mathematics remediation for students who are not college-ready;
2. creation of separate sections of general education math courses targeted at students who have previously been unsuccessful in completing the course;
3. creation of enrichment activities or additional support to be aligned with #2;
4. creation of enrichment activities or additional support to be aligned with developmental education mathematics courses, Intermediate Algebra, or general education mathematics courses; or
5. creation of a TABE tracking and remediation program to assist students in PSAV programs with completion.

The proposed project may include any of the above items or any other items agreed upon by the committee. The project will be based upon research, will identify strategies aligned with specific goals in addressing math completion, and will have defined, measurable outcomes.

**Pensacola State College QEP Planning
Student Orientation Subcommittee**

Purpose Statement

As part of the College's broad-based effort to select a topic for its Quality Enhancement Plan, the QEP steering committee has solicited input from employees of the College. That effort resulted in a substantial number of suggested topics. Three primary areas were suggested more than others, and have been targeted for further exploration through a committee process. The three primary areas are (1) mandatory student orientations, (2) math assistance and (3) student academic advisement. A committee has been formed to investigate each of these areas to determine whether any of them would be suitable topics for the College's QEP. These topics will be shared with College advisory groups to ensure input from the community.

The charge of this subcommittee is to develop a proposal for a mandatory student orientation process. The committee should explore alternative methodologies and propose a framework for an orientation process that shall:

1. assure compliance by every incoming student
2. provide simplicity in compliance from a student perspective
3. Identify elements of orientation content in priority of importance of student needs as determined by demographic and other data
4. Identify student cohorts that would place students in areas of greatest need of selected elements of orientation content
5. provide an effective method of delivering content
6. provide delivery of content that will improve learning outcomes
7. result in measurable outcomes

The focus of this committee should be on all aspects of orientation other than academic advising and career counseling.

Possible processes for consideration include delivering a one credit, non-fee course in the nature of a first-year experience program that is required for every student enrolling at the College for the first time.

Pensacola State College QEP Planning Student Academic Advising Subcommittee

Purpose Statement

As part of the College's broad-based effort to select a topic for its Quality Enhancement Plan, the QEP steering committee has solicited input from employees of the College. That effort resulted in a substantial number of suggested topics. Three primary areas were suggested more than others, and have been targeted for further exploration through a committee process. The three primary areas are (1) mandatory student orientations, (2) math assistance and (3) student academic advisement. A committee has been formed to investigate each of these areas to determine whether any of them would be suitable topics for the College's QEP. These topics will be shared with College advisory groups to ensure input from the community.

The charge of this subcommittee is to develop a proposal for student academic advising. The committee should explore all aspects of student advising in order to help the student develop a defined academic pathway achieve their career goals.

Advising might include:

1. Creating a new advising syllabus outlining learning outcomes for students as they work with advisors
2. Providing professional development for faculty and staff
3. Researching ratios for number of students per advisor
4. Providing information that is easily accessed by students, faculty and staff
5. Creating appropriate space for the advising to take place with service to students being the priority
6. Educating students to take an active role in the planning so they control their own success
7. Focusing on student learning outcomes and success

The committee should focus on advising students.

Appendix C
QEP Steering Committee
Minutes

QEP Steering Committee

October 11, 2016

- I. Call to Order – Dr. Meadows called the meeting to order at 2 p.m.
- II. Introductions

Name	Department	Contact Information
Lisa Bartusik	Department Head, Libraries	lbartusik@pensacolastate.edu /484-2007
Debbie Douma	Dean, IEG	ddouma@pensacolastate.edu /484-1705
Sheila Nichols	Director, PR & Marketing	snichols@pensacolastate.edu /484-1428
Hikmat BC	Associate Professor, Physics	hbc@pensacolastate.edu /484-1115
Katie Lewis	Instructor, Psychology	kwlewis@pensacolastate.edu /484-2536
Mike Johnston	Director, Institutional Research	mjohnston@pensacolastate.edu /484-1717
Gean Ann Emond	VP, Business Affairs	gemon@pensacolastate.edu /484-1728
Wendy Carden	Instructor, Mathematics	wcarden@pensacolastate.edu /484-1123
Tom Gilliam	VP, Administrative Services	tgilliam@pensacolastate.edu /484-1500
Monique Collins	Director, Center for Advising & Career Services	mcollins@pensacolastate.edu /484-1552
Erin Spicer	VP, Academic & Student Affairs	espicer@pensacolastate.edu /484-1706
Kathy Dutremble	Dean, Student Services	kdutremble@pensacolastate.edu /484-2706
Kaitlin Santiago	Student	KIS1011@students.pensacolastate.edu /602-5147
Haley Schipper	Student	HMS1092@students.pensacolastate.edu /982-6319
Blaine Richardson, Jr.	Student	BAR1103@students.pensacolastate.edu /760-7423

- III. Dr. Meadows gave an overview of SACSCOC and Regional Accreditation
- IV. QEP statement in SACSCOC Comprehensive Standards
The Quality Enhancement Plan (QEP) is a document developed by the institution that (1) includes a process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement.
- V. Began work a year ago to identify key issues
 - A. Surveys, and retention and graduation data discovered:
 1. Low achievement in mathematics success; and,
 2. Lack of mandatory advising and mandatory orientation, as identified as key success strategies in Guided Pathways.
 - B. Subcommittees were formed to research #1 and #2:
 1. It was determined that all issues could be addressed by adapting the Guided Pathways model, focusing on a mandatory intentional advising process that identifies Pensacola State College’s largest at-risk student population (First Time in College).

- i. Requires orientation;
 - ii. Requires career assessment;
 - iii. Requires advisement;
 - iv. Tracks retention and completion with intentional advising; and,
 - v. Provides support for retention (e.g., financial aid, tutoring, and mentoring).
- C. Specific at-risk target populations (e.g., veterans, minorities, etc.) were discussed
 - 1. 1st time in College
 - 2. Future: Veterans, minorities, etc.
- D. Fall 2016 48 advisors/1500 students
- E. A motion was made by the QEP Steering Committee to develop and pilot the GPS Model of intentional advising, folding in the other initiatives (math & orientation).
 - 1. Motion to Accept
 - a. 1st – Tom Gilliam
 - b. 2nd – Katie Lewis/Mike Johnston

Discussion:

- Dr. Meadows: FTIC Center designed and is a work in progress
IR/MIS developing Dashboard to flag student issues (e.g. financial, tutoring, family issues).
- Intentional advisement can be via phone, email, text, in-person, or social media
 - Student requirements –
Attend meeting with advisor;
Attend orientation; and,
Take Kuder Assessment.
 - Advisor responsibilities
Advisor must contact student “intentionally” and periodically
(Advisors as generalists or specific to discipline) – must be determined
- QEP must be “researched based,” data driven, and measurable
 - This year (2016-2017) “pilot” to build program and facility infrastructure
FTIC Center;
Advisors trained;
Mentor role expanded so all are advisors;
Baseline measurements; and,
Dash board, map-curriculum guide, etc.
- Vote
 - Unanimous to accept task of developing and implementing QEP topic.

The QEP topic, GPS (Guided Pathways to Success), has been approved by the President’s Cabinet, the College Executive Committee, the President’s Council, and the QEP Steering Committee.

- VI. Subcommittees (*Chair)
 - A. Marketing:
 - Sheila Nichols*
 - Haley Schipper
 - Tom Gilliam
 - Katie Lewis
 - Debbie Douma
 - B. Assessment:
 - Erin Spicer
 - Mike Johnston*
 - Kaitlin Santiago
 - Lisa Marie Bartusik
 - Wendy Carden
 - C. Development/Implementation:
 - Kathy Dutremble*
 - Monique Collins
 - Erin Spicer
 - Hikmat BC
 - Blaine Richardson
 - Gean Emond
- VII. First order of business
 - A. Development
 - 1. Conceptually expand model into activities; and,
 - 2. Timeline for implementing activities.
 - B. Marketing
 - 1. Decide on additional members for committee; and,
 - 2. Understand primary goal to ensure an effective marketing plan.
- VIII. QEP to be submitted in early August 2017
- IX. Steering Committee
 - A. Meet once a month; and,
 - B. Tuesday afternoons; next meeting November 8th @ 2 pm.
- X. Subcommittees take notes and attendance records at each of their meetings
- XI. Budget needs
 - A. Marketing;
 - B. Renovation plan; and,
 - C. Advisors.
- XII. Office of 1st time in College Advising Center
- XIII. How should focus groups be organized?
 - A. Random?
 - B. Student organizations?
 - C. Student led?
- XIV. What questions?

Meeting adjourned at 3:00 pm.

Appendix D
Minimum Academic Pathways
(MAPs)

Accounting Technology Associate in Science degree

MAP2 Full-time enrollment leading to 2-year completion

Semester 1
ACG 2001 Accounting I 3 credit hours
ENC1101C English Composition I 3 credit hours
MAC 1105 College Algebra 3 credit hours
Natural Sciences Gen Ed course 3 credit hours
Humanities Gen Ed Core Course 3 credit hour
Semester TOTAL 15 credit hours

Semester 2
ACG 2011 Accounting II 3 credit hours
BUL 2241 Business Law 3 credit hours
ECO 2013 Macroeconomics 3 credit hours
FIN 2100 Personal Finance & Money Management 3 credit hours
GEB 1011 Introduction to Business 3 credit hours
Semester TOTAL 15 credit hours

Semester 3
APA 2147 Accounting Software Applications 3 credit hours
ACG 2002 Computerized Accounting 3 credit hours
CGS 1570 Computer Concept & Application 3 credit hours
COM 2100 Business Communications 3 credit hours
GEB 2430 Business Ethics 3 credit hours
Semester TOTAL 15 credit hours

Semester 4
ACG 2071 Intro to Managerial Accounting 3 credit hours
CGS 2510 Spreadsheet 3 credit hours
ACO 1806 Payroll Accounting 3 credit hours
TAX 2000 Income Tax Procedures 3 credit hours
Choose one of the following: ACG 2949 ACO 2943 MNA 1161 3 credit hours
Semester TOTAL 15 credit hours

Degree TOTAL 60 credit hours
--

MAP3

Semester 1
ACG 2001 Accounting I 3 credit hours
ENC1101C English Composition I 3 credit hours
MAC 1105 College Algebra 3 credit hours
Natural Sciences Gen Ed course 3 credit hours
Semester TOTAL 12 credit hours

Semester 2
ACG 2011 Accounting II 3 credit hours
Humanities Gen Ed Core Course 3 credit hour
FIN 2100 Personal Finance & Money Management 3 credit hours
ECO 2013 Macroeconomics 3 credit hours
Semester TOTAL 12 credit hours

Semester 3
APA 2147 Accounting Software Applications 3 credit hours
CGS 1570 Computer Concept & Application 3 credit hours
ACG 2002 Computerized Accounting 3 credit hours
BUL 2241 Business Law 3 credit hours
Semester TOTAL 12 credit hours

Semester 4
ACG 2071 Introduction to Managerial Accounting 3 credit hours
CGS 2510 Spreadsheet 3 credit hours
COM 2100 Business Communications 3 credit hours
Semester TOTAL 9 credit hours

Semester 5
GEB 1011 Introduction to Business 3 credit hours
GEB 2430 Business Ethics 3 credit hours
ACO 1806 Payroll Accounting 3 credit hours
Semester TOTAL 9 credit hours

Semester 6
TAX 2000 Income Tax Procedures 3 credit hours
Choose one of the following courses: ACG 2949 ACO 2943 MNA 1161 3 credit hours
Semester TOTAL 6 credit hours

Degree TOTAL 60 credit hours
--

MAP4

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
ENC1101C English Composition I 3 credit hours	ACG 2001 Accounting I 3 credit hours	ACG 2011 Accounting II 3 credit hours	CGS 1570 Computer Concept & Application 3 credit hours	CGS 2510 Spreadsheet 3 credit hours	GEB 2430 Business Ethics 3 credit hours	GEB 1011 Introduction to Business 3 credit hours	TAX 2000 Income Tax Procedures 3 credit hours
MAC 1105 College Algebra 3 credit hours	Humanities Gen Ed Core Course 3 credit hours	FIN 2100 Personal Finance & Money Management 3 credit hours	APA 2147 Accounting Software Applications 3 credit hours	COM 2100 Business Communications 3 credit hours	ACG 2071 Introduction to Managerial Accounting 3 credit hours	ACO 1806 Payroll Accounting 3 credit hours	Choose one of the following courses: ACG 2949 ACO 2943 MNA 1161 3 credit hours
Natural Sciences Gen Ed course 3 credit hours	ECO 2013 Macroeconomics 3 credit hours		ACG 2002 Computerized Accounting 3 credit hours	BUL 2241 Business Law 3 credit hours			
Semester TOTAL 9 credit hours	Semester TOTAL 9 credit hours	Semester TOTAL 6 credit hours	Semester TOTAL 9 credit hours	Semester TOTAL 9 credit hours	Semester TOTAL 6 credit hours	Semester TOTAL 6 credit hours	Semester TOTAL 6 credit hours

Degree TOTAL
60 credit hours

Appendix E
Pre and Post Orientation
Questionnaire

Pirate PATH to Success Pre/Post Orientation Questionnaires

1. Do you know your student ID number?

YES

NO

2. Do you know where to locate the student handbook?

YES

NO

3. On a scale of 1 to 5, rate your level of familiarity with the policies outlined in the student handbook.

Circle:

1 2 3 4 5

1 = not at all familiar

2 = slightly familiar

3 = somewhat familiar

4 = moderately familiar

5 = extremely familiar

4. On a scale of 1 to 5, rate your level of familiarity with the student activities and support services available to you at Pensacola State College?

Circle:

1 2 3 4 5

1 = not at all familiar

2 = slightly familiar

3 = somewhat familiar

4 = moderately familiar

5 = extremely familiar

Pirate PATH to Success Pre/Post Orientation Questionnaires



5. Answer the following questions relating to the electronic academic success resources available to you at Pensacola State College.

	Piratemail	Spyglass	Canvas	Library Services	EAB
Do you know the purpose of the resource?	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
Have you had training on how to access and utilize the resource?	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
Do you know your login and password for the resource?	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
Have you ever accessed the resource?	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
On a scale of 1 to 5, rate your level of familiarity with accessing and utilizing the resource? 1 = not at all familiar 2 = slightly familiar 3 = somewhat familiar 4 = moderately familiar 5 = extremely familiar	Circle: 1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Pirate PATH to Success Pre/Post Orientation Questionnaires



6. Answer the following questions relating to academic and student support services at Pensacola State College:

	Financial Aid	Scholarships	Tutoring Labs	Library	Student Activities
Do you know how to find and access the service?	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
On a scale of 1 to 5, rate your level of familiarity with accessing utilizing the resource? 1 = not at all familiar 2 = slightly familiar 3 = somewhat familiar 4 = moderately familiar 5 = extremely familiar	Circle: 1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

7. Do you know who to contact for academic advising?

YES NO

8. On a scale of 1 to 5, rate your level of familiarity with the academic advising center?

Circle:

1 = not at all familiar
 2 = slightly familiar
 3 = somewhat familiar
 4 = moderately familiar
 5 = extremely familiar

1 2 3 4 5

Pirate PATH to Success Pre/Post Orientation Questionnaires



9. Are you currently registered for classes?

- YES NO

10. Did you receive assistance from an academic advisor to register for classes?

- YES NO

11. On a scale of 1 to 5, rate your level of satisfaction with your academic advising session?

Circle:

- 1 = not applicable
- 2 = dissatisfied
- 3 = unsure
- 4 = satisfied
- 5 = very satisfied

1 2 3 4 5

12. Have you received information on how to complete the Kuder Career Interest assessment?

- YES NO

13. On a scale of 1 to 5, rate the level of consideration you would give to choosing a program aligned with the results from the Kuder Career Interest assessment?

Circle:

- 1 = not applicable
- 2 = would not consider
- 3 = might or might not consider
- 4 = probably consider
- 5 = definitely consider

1 2 3 4 5

Pirate PATH to Success Pre/Post Orientation Questionnaires

14. On a scale of 1 to 5, rate the level of agreement that Orientation helped you feel prepared for classes?

Circle:

1 2 3 4 5

- 1 = not applicable
- 2 = disagree
- 3 = neither agree nor disagree
- 4 = agree
- 5 = strongly agree

15. What is the **most beneficial** strategy or resource that you learned about in Orientation and how will you use this strategy or resource to be successful in college?