Fayetteville Technical Community College

Quality Enhancement Plan

Developmental Student Success

Through

October 19-21, 2010

Commission on Colleges

Southern Association of Colleges and Schools

Developmental Student Success

Through

I-PASS

Fayetteville Technical Community College

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October 19-21, 2010

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I. Executive Summary

Developmental Student Success through *I-PASS*

The primary objective of Fayetteville Technical Community College's (FTCC) Quality Enhancement Plan is to address an issue or concern of the College which will result in maximum positive benefit to students. FTCC's greatest potential exists in the area of helping students make a successful transition from developmental studies to academic course work.

Nearly 70% of all students entering FTCC require some developmental coursework prior to traditional academic studies. FTCC's faculty have developed the Quality Enhancement Plan (QEP) through broad-based involvement consisting of discussions, focus groups, blogs, research, and telephone/email with faculty, staff, and students. The outcome of this collaboration resulted in the identification of a critical need for successful student engagement and retention upon the student's initial entry to FTCC's academic programs.

The proposed QEP sets the stage for developmental students to take personal responsibility for their own education with assistance from ***I-PASS*** faculty and staff.

> **I-PASS** - The students' role in the plan includes their commitment to the I-PASS concept (**I**-**P**ersist, I-**A**chieve, I-**S**tudy, and I-**S**ucceed).

Faculty committees identified four activities with the greatest potential for a successful transition from developmental studies to academic course work.

- Intrusive Advising by ***I-PASS*** faculty and counselors
- Early alert system for regular classroom attendance and behavioral issues
- Development of interactive educational relationships with faculty, staff, and students
- Significant use of educational resources beyond the classroom

II. Process Used to Develop the QEP

The development phases of the FTCC QEP topic have involved a wide range of students, faculty, administrators, and staff. The SACS Implementation Team appointed the initial QEP team members and charged the team with identifying possible quality enhancements in areas such as, but not limited to, improved student engagement or retention and graduation success, improved student learning outcomes, or enhancements of processes that would lead to a better prepared 21st Century workforce. The team identified possible QEP topics:

- Information competency through writing, communications, and computer technologies
- Increasing student readiness in the online environment
- Enriching student learning through technology readiness
- Freshman seminar
- First-Year seminar
- First-Year experience through orientation, freshman seminar and learning communities/block courses
- Improving success in developmental education
- Curriculum realignment in developmental education
- College-wide professional development
- Campus “Common Read”, to be followed by discussion and assignment in all courses across curriculum
- Enhancing the reading environment and literary assets at FTCC
- Student peer mentoring programs/ first generation peer mentoring
- Internationalizing the Curriculum - Preparing Students for Success in a Global Society

The team researched, discussed and narrowed these topic areas to one that would have the greatest impact on student morale, performance, and success. This was accomplished through formal and informal conversations and information exchange as follows.

A. Development Timeline

Date	Activity
2007	FTCC did not meet the Critical Success Factor (see Appendix I) for Developmental Students which stated that 75% or more will pass with a grade of "C" or higher
September 2008	QEP Team met to begin research, data collection, and discussion of possible focus areas for the QEP
March 2009	FTCC students participated in *CCSSE*© (see Appendix II)
April 2009	QEP Team administered the FTCC Faculty Survey of Student Engagement, based on the *CCSSE*© to the same cohort of instructors whose students took the *CCSSE*©
July 2009	QEP Co-Chair attended SACS Summer Institute
July 2009	FTCC received and reviewed *CCSSE*© Data
September-October 2009	QEP Team conducted 15 Focus groups, consisting of college stakeholders: students, staff, faculty, and administrators
September 2009-May 2010	QEP Team met weekly and often collaborated with various stakeholders from across the college, including Financial Aid, Registrar, Testing Administrator, Counselors, Faculty, Chairs, Management Information Systems, Media Services, The Foundation, Institutional Effectiveness, Students, Basic Skills staff, SACS Leadership Team, Council on Academic and Student Services and senior administrators
December 2009	QEP Team members attended SACS Annual Meeting
January 2010	QEP Team began narrowing the focus of the QEP
April 2010	Summary Proposal of the narrowed QEP was presented to the President and administrators of FTCC
June 2010	QEP Team presented the QEP plan to FTCC's SACS Representative, Dr. Sheeley, and to FTCC stakeholders
June 2010	QEP Team presented the QEP plan to the Developmental and General Studies math, English, reading, and Study Skills (ACA) faculty
June 2010	QEP Team opened an ***I-PASS*** blog for FTCC's faculty to acquire information for "The Successful Learner Profile"
June – July 2010	Began ***I-PASS*** advising and registration pilot Began Basic Skills mathematics refresher pilot
August 2010	The President presented the QEP to the faculty and staff at Convocation and to the Board of Trustees
September 2010	Professional development, intense advertising and marketing were rolled out to faculty, staff, students and the Board of Trustees
September 2010	QEP submitted to SACS and On-Site Committee members

B. Evolution of the Focus of the QEP

QEP Participants

FTCC supports the concept that student learning outcomes, measures, achievement targets and methods of continuous quality improvement belong to the faculty. Accordingly, the President and the Executive Council decided early in the QEP process to develop a QEP Team that was largely comprised of both Academic and Continuing Education faculty. The original committee membership established in August 2008 included:

- Karis King, Committee Co-Chair and English College Transfer Program Coordinator
- Dr. Anthony Hubert, Committee Co-Chair and Psychology Instructor
- Janis Holden-Toruno, Committee Secretary and Basic Skills Curriculum Specialist in the Continuing Education Division
- Susan Hawkins, Business Instructor
- James Steadman, Student Services Counselor
- Mary Kilgore, Early Childhood Instructor

In academic year 2009-2010, the QEP Team consulted with the following faculty:

- Dr. Kristen Lawson, Developmental Division Chairperson (position created in 2009)
- Sarah Bruton, Developmental Reading Program Coordinator

FTCC participated in the Community College Survey of Student Engagement (CCSSE©) with the following faculty leading the CCSSE© effort. These faculty members joined the QEP Team following their analysis of the CCSSE© results in September 2009:

- Ross Brown, Business Instructor
- Dr. John Edwards, Communications Instructor
- Lonnie Griffin, Sociology Instructor

As the QEP topic was narrowed in scope from an analysis of the data collected from research, CCSSE© outcomes, focus group discussions and interactive email and telephone conversations of College faculty, additional faculty and staff were consulted for their expertise in specific activities:

- Dr. DeSandra Washington, Director of Counseling
- JoAnn Helmer, Study Skills (ACA) Program Coordinator
- Carl Mitchell, Director of Institutional Effectiveness and Assessment (IEA)
- Roger Dostall, Director of Success Center
- Beverly Hall, Developmental Math Coordinator and Lead Faculty for College-Wide Assessments
- Chris Diorietes, Division Chair for College Transfer and General Education
- Melissa Ann Jones, Registrar
- Evelyn Bryant, Assistant Registrar
- Stephanie Altamirano, Testing Coordinator
- Dr. Louanna Castleman, Spring Lake Campus Counselor

- Harper Shackelford, Dean of Enrollment Management
- Dr. Joe Mullis, Associate Vice President for Continuing Education
- Brent Michaels, Vice President for Institutional Advancement
- Kristin Jones, Director of Basic Skills
- Dr. Barbara Tansey, Vice President for Academic and Student Services
- Various staff members from Media Services, Financial Aid Office, and the Special Populations office

The combination of the original faculty QEP Team, with the additional expertise of Dr. Lawson, Sarah Bruton and the CCSSE© Committee members ensured a faculty-driven QEP project for the College. Additionally, the many faculty and staff who were used as QEP consultants to acquire their specialized knowledge, skills and abilities ensured a broad-based involvement as the project topic developed.

Launching the QEP Team

To launch the original QEP Team and establish baseline goals and the team charter, the Vice President for Institutional Advancement, SACS/QIP Leadership Team Co-Chair, and the Vice President for Academic and Student Services, facilitated the initial team meeting on September 17, 2008. The team members were given the following charges:

- Creation of team co-chairs and secretary
- Coordination with faculty and staff across the College to identify possible QEP topics
- Identification of the "lynchpin topic" that would most enhance the quality of overall student learning at FTCC
- Exploration of source information and data related to the lynchpin topic
- Collection of data to support the "needs assessment" for a proposed QEP topic
- Preparation of the QEP document to meet SACS Principle Statements regarding QEP compliance

2008

Following the initial meeting, the team members met monthly during the Fall 2008 semester both in person and via email to gather, review, and discuss information about the SACS reaffirmation process and role of the QEP in continuous quality improvement.

The initial team process included a review of FTCC procedures, observations by team members, and over 50 QEP Executive Summaries accepted by SACS at other educational institutions. The QEP Team considered the vast amount of in-house research to be conducted and established a timeline and work flow for development of the QEP.

2009

In January 2009, the QEP Team began meeting on a weekly basis, as well as attending national conferences. Karis King, QEP Team Co-Chair, attended the 2009 SACS Summer Institute and Janis Holden-Toruño and Susan Hawkins attended the 2009 SACS Annual Meeting. Attendance at these QEP professional development activities

supported their research indicating more support must be provided to developmental students to ensure their academic success and retention to program completion. It became obvious to the QEP members attending these conferences that nationally and locally developmental students have greater challenges than non-developmental students in achieving their educational goals.

The QEP team reviewed FTCC's collection of data and found that FTCC, like other community colleges across the nation, was experiencing developmental success challenges. As more discussions occurred, support increased for developmental studies to become the primary focus of FTCC's QEP.

C. Focus of the QEP

The QEP Team narrowed the focus of the QEP initiative and established the desired outcomes, measures and benchmarks for successful implementation of the QEP. The Committee first addressed the outcomes desired that would indicate success. The discussions with faculty and staff plus all research and data collected helped the QEP team reach consensus on the measurable outcomes:

1. **State Measure: Meet the Critical Success Factors numbers set forth by the North Carolina Community College System (NCCCS) related to developmental education** (see Appendix I):

    a. Seventy-five percent (75%) of students who completed a developmental course in English, reading, and mathematics will have a grade of "C" or better for that course.
    b. Eighty percent (80%) of students who completed a developmental course and completed a subsequent college-level course will have a passing grade for the college-level course.

    Evaluation of Outcomes: Critical Success Factor reports distributed annually by the NCCCS Office will provide the measurements to track success for this outcome.

2. **Short-Term Measure: Increasing the retention of students in all developmental course sections (duplicated headcount)**

    a. Creation of the baseline will be established by collection of retention data of all duplicated developmental students for Fall/Spring 2010-2011 classes as reported in percentage of students completing.

    Formula a: (see Appendix III)

    b. A comparison of "by-class" Fall/Spring 2011-12 classes will reflect an overall improvement of an additional 2% from the Fall/Spring 2010-11 retention rates.

    Formula b: (see Appendix III)

c. A comparison of "by-class" Fall/Spring 2012-13 classes will reflect an overall improvement of an additional 2% from the Fall/Spring 2011-12 retention rates.

Formula c: (see Appendix III)

d. A comparison of "by-class" Fall/Spring 2013-14 classes will reflect an overall improvement of an additional 2% from the Fall/Spring 2012-13 retention rates.

Formula d: (see Appendix III)

e. A comparison of "by-class" Fall/Spring 2014-15 classes will reflect an overall improvement of an additional 2% from the Fall/Spring 2013-14 retention rates.

Formula e: (see Appendix III)

f. A comparison of "by-class" Fall/Spring 2015-16 classes will reflect an overall improvement of an additional 2% from the Fall/Spring 2014-15 retention rates.

Formula f: (see Appendix III)

Evaluation of Outcomes: Data will be provided and analyzed by Developmental Studies Division Chair, Director of IEA, Registrar, Director of MIS, Curriculum Data Management Office, QEP Director and the QEP team.

3. **Affective Measures**: Improvement in perceptions of student engagement, student and faculty interaction, available support for learners and sense of community will be measured by CCSSE© with the 2009 CCSSE© results as baseline data for future comparisons.

   Evaluation: Baseline CCSSE© of 2009 will be compared to CCSSE© Spring 2012 and Spring 2014 for trend analysis.

4. **Longitudinal Measure**: Increasing the retention of developmental students' completion of the developmental studies program in the cohort, (identified as the Fall 2010 first year developmental students enrolled in two areas of developmental courses; e.g. reading, English and/or developmental mathematics in only MAT 070, 080, or 090).

   a. By August 2011, the baseline of developmental students completing their developmental education requirements will be established
   b. By Fall 2012, the number of developmental students who complete the developmental requirements will increase by 5%
   c. By Fall 2013, 60% of the retained cohort will successfully complete the required developmental courses and enter a collegiate program
   d. By Fall 2014, 20% of the remaining cohort will begin the last 30 credit hours of their degree or have graduated
   e. By Fall 2015, 20% of the remaining cohort will begin the last 15 credit hours of their degree or have graduated

f. By Fall 2015, 40% of the cohort degree completers will be employed in their degree field or transferred to a 4-year college

Evaluation of Outcomes: Data will be provided and analyzed by Developmental Studies Division Chair, Director of IEA, Registrar, Director of MIS, Curriculum Data Management Office, QEP Director and the QEP team.

D. Support Activities

The QEP Team and College faculty recognize that in order to achieve the desired outcomes set forth in the QEP, the following support activities must be implemented at FTCC.

1. Meet the Critical Success Factors set forth by the NCCCS:

a. The QEP Team in collaboration with the Director of IEA discussed the need for a professional development workshop for faculty and staff on the importance of meeting the Critical Success Factors. The professional development workshop will include in-depth training in the study of analysis trends of NCCCS developmental performance measures.

b. Existing policies and procedures will continue to be reviewed, discussed and modified, as needed, for the improvement of the Critical Success Factors.

2. Increase the retention of students in developmental studies:

a. Intrusive Advising: Implementation of ***I-PASS*** intrusive advising and registration will lead to higher retention of developmental students. This early intervention will lead to improved success for developmental students. ***I-PASS*** will serve all developmental students through completion of developmental and ACA required courses.

The ***I-PASS*** Center will create an environment for effective advising that will also promote higher levels of student and faculty interactions for improved student persistence rates.

Typical activities in the ***I-PASS*** Center:

- Successful orientation of developmental students
- Analysis of placement testing results
- Referrals to alternative methods of instruction
- Establishment of a positive relationship among students and their advisors
- Explanation of the impact of developmental coursework on financial aid
- Development of an appropriate semester schedule
- Discussion of class attendance, study skills and time management
- Explanation of the course repeat policy
- Clarification of career or higher education goals
- Development/identification of a personal support system

- Identification of campus resources for ensuring success
- Explanation of basic communication and registration techniques

b. Addition of ACA 118 course: Many FTCC students are first-generation college students; therefore, the faculty recognized the need for an academic skills course targeted specifically to the needs of developmental students. Beginning with Fall 2011, new students who test into a developmental course will be advised to enroll in ACA 118.

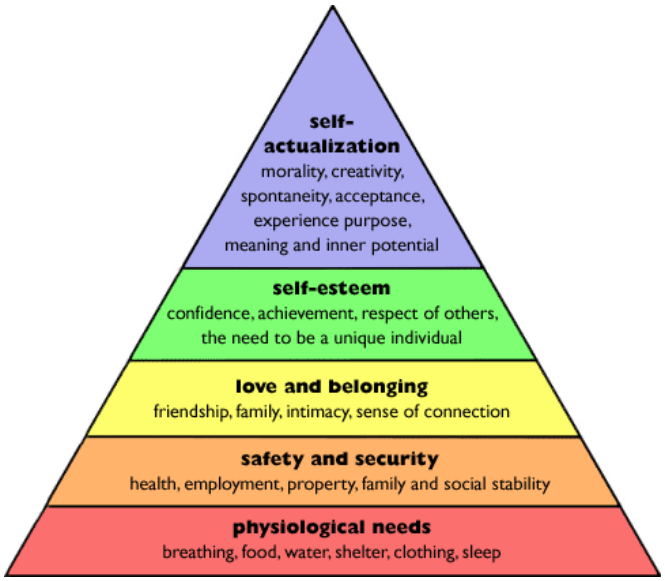
   The NCCCS combined course library description for ACA 118 follows:

   This course covers skills and strategies designed to improve study behaviors. Topics include time management, note taking, test taking, memory techniques, active reading strategies, critical thinking, communication skills, learning styles, and other strategies for effective learning. Upon completion, students should be able to apply appropriate study strategies and techniques to the development of an effective study plan.

c. Implementation of an Early Alert System: The ***I-PASS*** Center will implement an Early Alert System to identify and contact students with a pattern of poor attendance or who lack academic progress in a developmental course. The QEP Director, ***I-PASS*** Counselor and ***I-PASS*** Advisors will contact these students to encourage regular attendance and/or to discuss other issues or barriers students are experiencing.

d. Utilization of Employee/Student Assistance Program (EAP/SAP) counseling: The ***I-PASS*** Center Counselors will provide assessment, support and referrals to additional college or community resources.

e. Utilization of the ***I-PASS*** Center for assistance and tutoring: The ***I-PASS*** Center is founded on the theory of Maslow's Hierarchy of Needs. ***I-PASS*** will create an environment and academic support system where students can progress as each level of need is met.



Adapted from Huitt, W. (2007). Maslow's hierarchy of needs. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved August 16, 2010 from, http://www.edpsycinteractive.org/topics/regsys/maslow.html

f. Professional Development for retention and engagement: Professional development will be an ongoing program that includes topics such as:

- Incorporating best practices, innovation and technology in the classroom
- Engaging students through use of learning style identification and instructional techniques
- Improving support services and access for students
- Providing subject-specific instructional techniques
- Facilitating intrusive advising strategies
- Conducting courageous conversations
- Establishing professional connections with students
- Identifying characteristics of students in crisis

E. Community College Survey of Student Engagement (CCSSE© Findings)

Findings from the 2009 CCSSE© Report for FTCC were also used to support the QEP topic. An analysis of the FTCC CCSSE© data revealed that students perceived inadequate support for learning, whether this perception was real or not. Students reported:

- a perceived lack of sense of community
- higher levels of academic performance than their actual grades reflected
- a need for improved institutional support services to assist them

While the following topics were above the CCSSE© mean (see Appendix II and Appendix IV), they do not meet the expectations of the FTCC faculty and staff. Therefore, the faculty and staff in pursuit of quality improvement initiatives will encourage students to:

- Work with classmates outside of class to prepare for class assignments
- Tutor or teach other students (paid or voluntary)
- Have serious conversations with students who differ from them in terms of their religious beliefs, political opinions, or personal values
- Knowledge about career counseling
- Career counseling satisfaction
- Helping students cope with their non-academic responsibilities
- Work with others on projects during class periods
- Prepare two or more drafts of a paper or assignment before turning it in for grading
- Plan to enroll in developmental/remedial reading course
- Plan to enroll in a developmental/remedial mathematics course
- Plan to enroll in a study skills course within their first two semesters

Additionally, faculty and staff will:

- Incorporate career counseling into classes
- Promote classroom processes that help students cope with their non-academic responsibilities (work, family, etc.)
- Assist students to prepare course schedules that ensure a timely and proper sequence of developmental courses

III. Identification of the QEP Topic

FTCC's QEP topic is "Developmental Student Success through ***I-PASS***." This topic was chosen for its potential to impact the successful transition of developmental students to their academic programs of study.

The QEP topic also supports the College Mission Statement:

> *Serve our community as a learning-centered institution to build a globally competitive workforce supporting economic development.*

The final QEP topic selection was made based on information from CCSSE©, NCCCS Critical Success Factors, Ethnograph© analysis of focus groups, FTCC developmental grade distribution reports (see Appendix V) and the faculty's interest in improving success for developmental students. The faculty, staff and students concluded that successful implementation of this QEP topic would most improve the developmental and academic student learning outcomes.

I-PASS supports CCSSE©'s national summary report (2009). It referred to a lack of "sense of community" among community college students across the nation and mirrored the FTCC CCSSE© results. To improve sense of community, the FTCC QEP focused on increased engagement and retention via encouragement of developmental students to persist, achieve, study and succeed.

It is anticipated that the College will experience many indirect benefits from the QEP as follows:

- Extensive professional development for **All** faculty and staff
- Involvement of Continuing Education through referrals to Mathematics Refresher and Basic Skills courses
- Change in the culture of classes throughout the College to a culture of success and higher standards for all
- Increased student responsibility for their own learning and career path
- More financial aid remaining to complete academic courses
- More knowledge about our college through new data and data trends
- Change in the behavior of students in and out of class
- Strengthening of faculty-student relationships across the college
- More students accessing support services for their success
- Smoother transition of developmental students to academic programs
- Greater likelihood of a higher grade point average in academic programs of study

IV. Desired Student Learning Outcomes

Successful students in developmental studies will demonstrate the following behaviors:

- Regular attendance
- Significant educational relationships with faculty, staff and students
- Frequent interaction with their advisor
- Significant use of educational resources beyond the classroom

1. Developmental students will attend class regularly in order to achieve success in their developmental coursework, as measured by a comparison of the attendance records for the previously defined cohort students who continue and those who dropout or fail courses.

2. Developmental students will establish a relationship with a faculty and/or staff member in order to fully appreciate and understand the college community experience, as measured by CCSSE©.

3. Developmental students will consistently have contact with their advisors in order to understand the registration process, their academic requirements, and their chosen career expectations, as measured by the number of documented meetings with advisors and comparing the cohort students who continue with those who dropout or fail courses.

4. Developmental students will utilize the ***I-PASS*** Center to improve their study skills, as documented by the amount of time recorded in PLATO® and comparing the cohort students who continue with those who dropout or fail courses.

V. Literature Review and Best Practices

Literature Review

According to The National Association of Developmental Education (NADE), developmental education is a comprehensive process that focuses on the intellectual, social, and emotional growth and development of students (McCabe, 2003). Developmental education includes, but is not limited to tutoring, personal/career counseling, academic advisement, and coursework.

Good developmental education programs focus on the academic success of students by providing professional development, supporting student learning, providing models of exemplary practices, and facilitating communication among developmental education professionals. Robert McCabe defines developmental education as "courses or services provided for the purpose of helping underprepared college students attain their goals. The term underprepared students refers to any student who needs to develop their cognitive or affective abilities in order to succeed in a postsecondary experience" (McCabe, 2003).

Underprepared students are offered a second chance to acquire a degree from a postsecondary institution by the extension of the opportunity to take remedial courses (Hoyt, 1999). Nearly two-thirds of successful remedial students finish their remedial coursework in less than one year (Guernsey, 1996). According to Hoyt (1999), 45% of remedial students who complete one remedial course actually earned a degree.

On many occasions, students come to college not mentally or academically prepared. Students enrolled in remedial classes have not typically developed general life skills that help them to succeed academically (Grunder & Hellmich, 1996). That is, students enrolled in remedial classes are often at-risk of dropping out (Fralick, 1993). Disturbingly, students in community colleges experience a high rate of dropout, approximately 60% (Fralick, 1993). Furthermore, the more remedial classes in which at-risk students are enrolled, the greater the chances they will not graduate (Schrag, 1999; Hoyt, 1999).

A major challenge that colleges face is the lack of preparedness of new students (Zeitlin & Markus, 1996). In fact, almost 13% of teenagers and 40% of minority youth are functionally illiterate. Remedial education at the college-level will not solve this problem. However, many colleges are trying to redefine their purpose to accommodate the increasing number of at-risk students enrolling in college (Zeitlin & Markus, 1996). In general, colleges must react to this increase in at-risk students; otherwise society will continue to experience the widening gap between “the haves and the have-nots” (Zeitlin & Markus, 1996, p. 39).

Many factors contribute to students needing remedial education (McCabe, 1998). The highest correlate for students enrolled in remedial education is poverty. Disturbingly, one in four children (25%) in the United States under the age of six lives in poverty, which is the highest percentage of any industrialized country. “Another contributing factor to the number of underprepared is the breakup of the American family” (McCabe, 1998, p. 4). Children from single-parent homes do not have as many opportunities as children from two-parent homes. Finally, the change in the workforce has shifted considerably to more

technological demands placed on workers. Many jobs will require at least six months to two years of postsecondary educational training (McCabe, 1998).

Best Practices

During a Fall 2000 symposium at Harvard University, Hunter Boylan, Director of the National Center for Developmental Education, presented the following characteristics of developmental education programs that promote student learning:

- Good developmental education results from an institutional commitment to the concept of developmental education.
- Good developmental education is delivered by well-trained people.
- Good developmental education is student-oriented and holistic.
- Good developmental education connects to the college curriculum.
- Good developmental education is well coordinated.
- Good developmental education is based on explicit goals and objectives.
- Good developmental education incorporates critical skills into all of its activities.
- Good developmental education is evaluated.

According to Zeitlin and Markus (1996), students who are mandated to take remedial courses are succeeding. Specifically, effective remedial programs do not overload at-risk students with course loads, which can create frustration and failure. Further, courses offered to remedial students should be sequential in nature until all remedial courses have been successfully completed (Zeitlin & Markus, 1996).

The National Center for Postsecondary Improvement (NCPI) researchers, Henry Levin and Bill Koski, have been investigating remedial education. Levin and Koski indicate several important factors associated with successful remedial programs:

- Teachers must build students' motivation based upon their interests and goals.
- The building of basic skills in a substantive manner rather than abstract manner is more effective for student accomplishment.
- Teachers must focus on developing students' inquiry and research skills for application to other academic areas.
- Students must be encouraged to explore other topics independently to begin to expand their ideas and understandings.
- Multiple teaching strategies, such as collaboration, teamwork, and tutoring, must be employed to suit students' needs.
- High standards must always be utilized for remedial students.
- Teachers must give students opportunities to apply problem-solving skills.
- Teachers must also highlight experiences that pertain to other academic areas, which will enhance overall learning.
- Learning is a social activity, so students should be encouraged to interact with each other to improve their learning experiences (NCPI, 1999).

The National Center for Developmental Education published *Creating Quality Developmental Education: Top Ten Actions Community College Administrators Can Take to Improve Developmental Education: A Guide*. The following are the recommendations listed in the guide:

1. Make developmental education a campus priority
2. Facilitate students' completion of developmental courses
3. Require assessment and appropriate placement
4. Coordinate developmental education activities
5. Have programs certified
6. Provide comprehensive support services for developmental students
7. Encourage faculty to use active learning techniques
8. Establish developmental education learning communities
9. Give faculty formative evaluation information and ask them to use it
10. Train adjunct faculty (Boylan & Saxon, n.d.)

In order to assess developmental programs effectively, data must be collected. Boylan (2002, p.40) recommends that data be collected at three levels:

1. Primary Level: descriptive data such as the number of courses, number of students served, hours of tutoring - data that gives a picture of what is actually happening - services offered, numbers of students receiving services.
2. Secondary Level: data on short-term outcomes such as completion rates of developmental courses, grades in courses, performance in the next level course, and semester to semester persistence.
3. Tertiary Level: data on long-term outcomes such as grade point averages, long-term retention, and graduation rates.

Successful Teaching Strategies

"The teacher in the classroom is the single most important variable that determines whether students learn" (Haycock, 1998). Therefore, to create an environment where students learn, teachers must use a variety of teaching methodologies to facilitate student learning. In learner-centered classes, students' grades are higher than that of other teaching styles (Miglietti & Strange, 1998). Further, these students experience a greater sense of accomplishment and success.

Learner-centered classroom activities include: personalizing instruction, using students' prior experiences, responding to students' needs, and encouraging students' participation. In addition, research indicated a correlation exists between teaching styles and remedial students (Miglietti & Strange, 1998). Therefore, a teaching style that incorporates a learner-centered approach can be expected to increase overall student success.

The following list of best instructional practices from What Works, by Hunter Boylan (2002), Director for the National Center for Developmental Education, influenced the development of the FTCC's QEP:

1. A wide variety of different instructional methods are used in developmental courses.
2. Technology is used primarily as a supplement for instruction in developmental courses.
3. Feedback is frequently provided on a regular basis in developmental courses.

4. Systematic efforts are made to link the content of developmental courses to the rest of the curriculum.
5. Instructional strategies are regularly shared among developmental instructors in some systematic way.
6. Critical thinking is taught in all developmental courses.
7. Learning strategies are either embedded in developmental courses or taught as a separate course.
8. All developmental instructors regularly use active learning techniques in their courses.

Attendance

Attendance is another key to success for developmental students. Absence-based intervention is a recognized best practice in developmental education. Joe Cuseo's study of the correlation of attendance and grade point average revealed that every 10% increase in the number of student absences in college correlates with a 0.2 percentage point drop in students' overall grade-point average (Cuseo, 2005).

Attendance policies can serve an important role in educating students regularly about successful college behaviors and prepares them for success in the workplace. Faculty who report absences will also be in a better position to connect with students who may have a real need for intervention through an early-alert system supplemented with intrusive advising.

One of the best warning signs that students are having problems and may be at-risk for dropping out of college is poor academic progress. According to a study conducted at the University of Mississippi and Mississippi State, class absences adversely affected student performance, and absence-based intervention did have a positive impact on a student's first-year academic performance (Cuseo, n.d.). The early alert system benefits students much earlier in their academic career than midterm grades. Student referrals to a counselor can help students identify what nonacademic issues may be affecting their academics. Finally, after the study was completed, the number of students receiving grades of D, F, or W was substantially reduced. Specifically, in developmental mathematics courses, there was a 17% drop in D and F grades (Cuseo, n.d.).

Advising

Research of best student support practices indicates faculty/student shared responsibility for advising is critical. Many students do not realize the benefit of visiting with their advisors and often view it as a chore. They expect specific and immediate answers to short-term questions about courses, schedules, and procedures for registration; however, advising must be viewed in a broader sense.

It is important that advisors encourage students to take responsibility for their educational and career goals then assist students to plan their programs of study. Shared responsibility for the advising process is also a mechanism for an early alert of possible student attrition (Cuseo, n.d.).

Building connections between academic affairs, student services, and support services will help students become involved in achieving their educational goals and to persist in college. "When a broad base of the college community plans for, implements, and

evaluates advising services, advising can become a systematic enterprise of the institution that enhances the educational outcomes of college." (Frost, 1991)

Margaret C. King and Thomas J. Kerr state, "Academic advising is clearly a key factor of challenging and supporting students in making a successful transition to college, feeling a part of their institutions, and achieving their educational goals." Academic advising should facilitate student learning and consist of educational, career, and personal components (King & Kerr, 1995). Similarly, Cuseo (2005) notes that advising and student persistence are strongly correlated and that advising sessions should support "effective educational and career planning and decision making, student utilization of campus support services, student-faculty contact outside the classroom, and student mentoring."

Orientation

Researchers indicate that college orientations help students transition to college thus improving their potential for learning. Orientations should be designed to prepare students for college academic work and to introduce college services (Cook & Stearns, 1993). Orientation courses throughout the first semester, or freshman success courses, have been shown to increase learning and retention, particularly for underprepared students (Cuseo, 1997; Barefoot & Gardner, 1993).

Orientation programs that focus on students' goals found statistical significance on students' overall grade point averages and knowledge about campus services. Also, counselor-student interactions were also significantly affected by the orientation course (Donnangelo & Santa Rita, 1982). Further, orientation courses help students become more focused on both academic and career goals (Rudmann, 1992).

Students who do poorly in orientation courses generally do poorly in all other courses. These students become identifiable as "at-risk" students. Therefore, counselors should focus on these "at-risk" students for interventions. Students who lack focus or goals for their education generally also lack general information about college and college survival skills. A well-designed orientation course helps students define goals, so they are more in sync with college demands (Rudmann, 1992).

Building Relationships

Another factor that helps to enhance success in college is the relationship between students and their professors. According to Woodside, Wong, and Weist (1999), students who have regular contact with their professors express greater satisfaction with their overall college experiences.

Student engagement focuses on experiences that create a sense of belonging. Students' connections are derived from supportive and caring relationships that focus on students' thoughts and feelings. The more these relationships are fostered, the more engaged students become (Schuetz, 2008).

> The engagement premise is straightforward and easily understood: the more students study a subject, the more they know about it, and the more the students practice and get feedback from faculty and staff members on their writing and collaborative problem solving, the deeper they come to understand what they are learning and more adept they become at

> managing complexity, tolerating ambiguity and working with people from different backgrounds or with different views (Kuh, 2009, p. 1).

Students learn firsthand from instructors both inside and outside the classroom. Instructors then become models and mentors to assist students in life-long learning. In fact, students perform better and are more satisfied when someone on campus is supportive, such as instructors, staff, administrative personnel, and students (Kuh, 2009).

Professional Development

Developmental education programs that emphasize professional development for faculty and staff are generally more successful than programs without such an emphasis. It is essential "that staff have on-going professional development activities to help them grow and stay current with information in the field" (Boylan, 1999). This professional development helps faculty and staff who work with developmental students to use the best available theories, models, and techniques in teaching courses and providing services need (Boylan, 1999).

One example of a professional development model is the Eisenhower Professional Development Program. This model focuses on three underlying features of professional development: 1) focus on content, 2) active learning, and 3) coherence (Quick, Holtzman, & Chaney, 2009). Professional development focuses on what students are expected to learn and how they are going to learn it. Further, professional development that actively engages participants is more meaningful and relevant. Finally, professional training that incorporates coherence with larger goals improves participant knowledge, skills, and practice (Quick, Holtzman, & Chaney, 2009).

The Eisenhower Professional Development Program also focuses on structural features, such as collective participation, form and duration. Professional development that focuses on collective participation of instructors from the same institution encourages ongoing discussions on integration of concepts learned and deeper discussions about applications of newly attained knowledge. Learning opportunities that are located “on campus” are more likely to lead to active learning. In fact, workshops have been criticized because instructors are not given enough time to focus on content and to support changes in practice. Finally, effective professional development is presented over an extended period of time in order to discuss issues relating to content, students, and learning (Quick, Holtzman, & Chaney, 2009).

VI. QEP Implementation, Timeline and Budget

Year 0 (2010-11) In order to prepare for the implementation of the QEP, some preliminary elements of the overall plan were initiated to set the stage.

1. A Developmental Studies Division Chairperson was hired to establish a centralized Developmental Studies Division.
2. The Developmental Studies cohort is defined as first-time college enrollees coming to the College during Fall 2010 testing into two areas of developmental courses. Specifically, the definition includes students in English, reading, and/or mathematics, where the mathematics course is MAT 070 or higher.
3. Create a database in Access to manage the data collection for QEP.
4. Hire a records clerk to collect and manage the data.
5. Purchase office setups for QEP Director and Records Clerk.
6. Defining the cohort prior to the QEP serves as a baseline for later comparisons of retention rates in developmental courses.
7. Local course prerequisites were established to ensure developmental students were placed into appropriate developmental courses.
8. The College purchased PLATO®, a comprehensive software program to assist students in English, reading, and mathematics. Developmental students will use the program in the ***I-PASS*** Center with guided assistance from developmental faculty.
9. Began Basic Skills Math Refresher classes at Main Campus and Spring Lake Campus, Summer 2010.
10. Employ a QEP Director.
11. Repurpose a Counselor for ***I-PASS*** activities.
12. Upgrade the Division Chair position to Dean (Pending).
13. The Developmental Students' ***I-PASS*** Center will be implemented in January 2011. The ***I-PASS*** Center will function as a "homeroom" for developmental students and provide a daily forum for answers to student questions related to advising and registration, career exploration, course content, professional tutoring, supplemental learning and referrals to community resources.
14. The procedure concerning the number of allowable absences for developmental courses was reduced from 20% to 10% to reinforce the importance of class attendance.
15. In the past, students enrolled in developmental courses often repeated developmental courses with unlimited attempts. This procedure was changed to allow only two attempts to pass a specific course. Students who do not succeed are now referred to Basic Skills to complete a refresher course in the specific academic areas of learning difficulties.
16. The College faculty will begin the process of developing student learning outcomes, metrics, rubrics, and course outline for the ACA 118 course specifically designed for developmental students.

17. Begin professional development for all faculty and staff regarding developmental education.
18. Open one room of the ***I-PASS*** Center.
19. Co-locate the developmental instructors' offices and workroom.
20. Research additional grant opportunities for funding.
21. Calculate the 2010-11 cohort retention rate.
22. Hire part-time faculty advisors for registration and intrusive advising.
23. Develop a QEP marketing plan to inform students, faculty, staff and administrators.

Year 1 (2011-12) Beginning in fall 2011, the first year of the QEP implementation, the following activities will be initiated to support student learning outcomes and measurable outcomes of the QEP initiative.

1. The ***I-PASS*** community will receive targeted intrusive advising from dedicated developmental counselors, advisors and developmental faculty.
2. The ACA 118 course will become a mandatory course for all entering developmental students.
3. An early alert system will be implemented to improve overall attendance in developmental courses.
4. ***I-PASS*** Counselors, dedicated specifically for developmental students, will assist students with psychological and behavioral needs as well as assisting documented special needs students with necessary accommodations to achieve success.
5. Train Spring Lake Campus Counselor, Basic Skills Instructors and Developmental Faculty to begin providing ***I-PASS*** services.
6. Implementation of professional development offerings for full-time and part-time faculty to assist with: teaching and learning strategies, strategies to improve services and subject-specific best practices.
7. Student seminars and workshops will be held in the ***I-PASS*** Center to reinforce coursework and college processes.
8. Hire part-time faculty advisors for registration and intrusive advising.
9. Add an additional lab to the ***I-PASS*** Center.
10. Purchase additional PLATO® access.
11. Hire part-time lab assistants.
12. Research additional grant opportunities for funding.
13. Calculate the 2011-12 cohort retention rate.

Year 2 (2012-13) Full implementation of the QEP will become evident and the new initiatives become a part of the culture and established processes of the College. Data collection, analysis, and study of student learning outcomes and QEP measureable outcomes will continue.

1. The ***I-PASS*** community will continue intrusive advising.
2. The ACA 118 course will be evaluated for effectiveness as a part of the ACA Department's annual assessment plan.
3. An early alert system will continue and be modified, as needed.
4. ***I-PASS*** counseling will continue and be evaluated for effectiveness.
5. Professional development will continue and be evaluated for effectiveness through participant survey instruments.
6. Student seminars and workshops will continue to be held and be evaluated for effectiveness.
7. Add an additional lab to the ***I-PASS*** Center.
8. Purchase additional PLATO® access.
9. Hire additional part-time lab assistants.
10. Research additional grant opportunities for funding.
11. Conduct CCSSE©
12. Calculate the 2012-13 cohort retention rate.

Year 3 (2013-14) Data collection, analysis, and study of student learning outcomes and QEP measureable outcomes will continue.

1. The ***I-PASS*** community will continue intrusive advising and be evaluated for effectiveness.
2. An early alert system will continue and be modified, as needed and be evaluated for effectiveness.
3. ***I-PASS*** counseling will continue and be evaluated for effectiveness.
4. Professional development will continue and be evaluated for effectiveness through participant survey instruments.
5. Student seminars and workshops will continue to be held and be evaluated for effectiveness.
6. Begin development of an ***I-PASS*** Center webpage.
7. Hire full-time faculty advisor.
8. Research additional grant opportunities for funding.
9. Research facility expansion or repurposing of rooms at Spring Lake Campus for an ***I-PASS*** Center.
10. Hire part-time faculty advisors for registration and intrusive advising.
11. Calculate the 2013-14 cohort retention rate.

Year 4 (2014-15) Data collection, analysis, and study of student learning outcomes and QEP measureable outcomes will continue.

1. The ***I-PASS*** community will continue intrusive advising and be evaluated for effectiveness.

2. An early alert system will continue and be modified, as needed, and be evaluated for effectiveness.
3. ***I-PASS*** counseling will continue and be evaluated for effectiveness.
4. Professional development will continue and be evaluated for effectiveness through participant survey instruments.
5. Student seminars and workshops will continue to be held and be evaluated for effectiveness.
6. Update the ***I-PASS*** Center webpage.
7. Create an ***I-PASS*** dashboard to view data trends at a glance and in preparation for the fifth-year report.
8. Conduct CCSSE©.
9. Research additional grant opportunities for funding Spring Lake ***I-PASS*** Center.
10. Calculate the 2014-15 cohort retention rate.

Year 5 (2015-16) Data collection, analysis, and study of student learning outcomes and QEP measureable outcomes will continue.

1. Prepare the five-year report.
2. The ***I-PASS*** community will continue intrusive advising and be evaluated for effectiveness.
3. An early alert system will continue and be modified, as needed and be evaluated for effectiveness.
4. ***I-PASS*** counseling will continue and be evaluated for effectiveness.
5. Professional development workshops will be planned and presented at national conferences for replication.
6. Student seminars and workshops will continue to be held and be evaluated for effectiveness.
7. Update the ***I-PASS*** webpage including the fifth-year report and the ***I-PASS*** Dashboard.
8. Calculate the 2015-16 cohort retention rate.

State and Local Funding

		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	5-year total
Quantity	**Personnel**							
I-PASS Center								
1	QEP Director	$30,000	$60,000	$61,800	$63,654	$65,564	$67,531	$348,548
1	Records Clerk	$19,388	$25,850	$26,626	$27,424	$28,247	$29,094	$156,629
1	Upgrade Division Chair to Dean (Pending)	$5,000	$10,000	$10,300	$10,609	$10,927	$11,255	$58,091
1	Acad. Adv. FT/Ins. (10 + 1 mon. contract)				$50,000	$51,500	$53,045	$154,545
4	**Subtotal Personnel**	**$54,388**	**$95,850**	**$98,726**	**$151,687**	**$156,238**	**$160,925**	**$717,813**
Fringe Benefits								
	Full time positions @ 24%	$13,053	$23,004	$23,694	$36,405	$37,497	$38,622	$172,275
FT Sub-Total		$67,441	$118,854	$122,420	$188,092	$193,735	$199,547	$890,088
Part-Time								
	Registration Advising	$9,000	$27,000	$27,000	$27,000	$27,000	$27,000	$144,000
1	Faculty Assistant/Lab Tech	$3,600	$7,200	$7,200	$7,200	$7,200	$7,200	$39,600
1	Faculty Assistant/Lab Tech	$3,600	$7,200	$7,200	$7,200	$7,200	$7,200	$39,600
2	**Sub-Total**	$16,200	$41,400	$41,400	$41,400	$41,400	$41,400	$223,200
Benefits	Part-time Positions @ .0765	$689	$2,066	$2,066	$2,066	$2,066	$2,066	$11,016
PT Sub-Total		$16,889	$43,466	$43,466	$43,466	$43,466	$43,466	$234,216
Personnel Grand Total		$154,917	$299,570	$306,011	$424,645	$434,838	$445,338	$1,124,304

		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
Equipment								
2	Computer Intelligent Laptop Carts (30)	$3,878	0	$0	$0	$0	$0	$3,878
Supplies								
50	Mini Notebook	$32,304	$0	$0	$0	$0	$0	$32,304
1	Networked Copier/Printer/Scanner	$750	$0	$0	$0	$0	$0	$750
Software								
1	PLATO (45 lic. 10-11, 90 lic. 11-12, 130 lic. 12-13)	$22,598	40000	50000	50000	50000	50000	$262,598
Hardware								
2	Laptop (for Records Clerk & QEP Director)	$5,000	$0	$0	$0	$0	$0	$5,000
Furniture								
2	Desk (for Records Clerk & QEP Director)	$1,600	$0	$0	$0	$0	$0	$1,600
2	Office Chair (for Records Clerk & QEP Director)	$600	$0	$0	$0	$0	$0	$600
1	Network Printer- IPASS	$800	$0	$0	$0	$0	$0	$800
1	Printer Table	$300	$0	$0	$0	$0	$0	$300
30	Roller Chair/Desk Combo	$10,000	0	$0	$0	$0	$0	$10,000
10	Surge Protectors	$100	$0	$0	$0	$0	$0	$100
2	Whiteboard	$600	$0	$0	$0	$0	$0	$600
2	Whiteboard		$600	$0	$0	$0	$0	$600
2	Bookshelves (QEP Director & Records Clerk)	$400	$0	$0	$0	$0	$0	$400

		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
Construction/Renovation		$15,000	5,000	$0	$0	$0	$0	$20,000
Supplies								
	Supplies	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$12,000
	Marketing Materials	$2,000	$2,000	$0	$0	$0	$0	$4,000
Subtotal Supplies		$4,000	$4,000	$2,000	$2,000	$2,000	$2,000	$16,000
Professional Development								
	Professional Dev	$7,000	$15,000	$15,000	$15,000	$15,000	$15,000	$82,000
	Local Prof Dev	$0	$2,000	$2,000	$2,000	$2,000	$2,000	$10,000
	Prof Dev Materials	$0	$1,000	$1,000	$1,000	$1,000	$1,000	$5,000
Contractual Expenses								
	CCSSE	$0	$0	$12,000	$0	$14,000	$0	$26,000
	Grand Total	**$193,959**	**$234,620**	**$250,585**	**$304,258**	**$323,900**	**$315,713**	**$1,623,034**

Grant Funding								
		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	5-year total
Quantity	**Personnel**							
I-PASS Center								
1	Acad. Adv. FT	$0	$45,000	$46,350	$47,741	$49,173	$50,648	$238,911
1	Acad. Adv. FT	$0	$0	$45,000	$46,350	$47,741	$49,173	$188,263
1	Acad. Adv. FT	$0	$0	$0	$46,000	$47,380	$48,801	$142,181
1	Counselor FT	$0	$0	$0	$45,000	$46,350	$47,741	$139,091
4	**Subtotal Personnel**	**$0**	**$45,000**	**$91,350**	**$185,091**	**$190,643**	**$196,363**	**$708,446**
Fringe Benefits								
	Full time positions @ 24%	$0	$10,800	$21,924	$44,422	$45,754	$47,127	$170,027
Sub-Total Personnel		$0	$55,800	$113,274	$229,512	$236,398	$243,490	$878,473
Equipment								
2	Computer Intelligent Laptop Carts (30)	$0	4,000	$0	$0	$0	$0	$4,000
Supplies								
1	Printer	$0	$500	$0	$0	$0	$0	$500
50	Roller Chair/Desk Combo	$0	20,000	$0	$0	$0	$0	$20,000
50	Mini Notebook	$0	$35,000	$0	$0	$0	$0	$35,000

		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
Hardware								
		$0	$0	$0	$0	$0	$0	$0
Furniture								
2	Bookshelves	$0	$0	$400	$0	$0	$0	$400
Supplies								
2	Whiteboard	$600	$0	$0	$0	$0	$0	$600
2	Whiteboard	$0	$600	$0	$0	$0	$0	$600
	Supplies	$2,000	$0	$2,000	$0	$2,000	$0	$6,000
	Marketing Materials	$2,000	$0	$2,000	$0	$0	$0	$4,000
Professional Development								
	Professional Dev	$0	$15,000	$10,000	$5,000	$10,000	$5,000	$45,000
	Prof Dev Materials	$0	$1,000	$500	$500	$500	$500	$3,000
Contractual Expenses								
	Guest Speaker	$0	$1,000	$1,000	$1,000	$1,000	$1,000	$5,000
I-PASS Expansion - Spring Lake		$0	$0	$0	$0	$50,000	$0	$50,000
Grand Total		**$4,600**	**$132,900**	**$129,174**	**$236,012**	**$299,898**	**$249,990**	**$1,052,573**

Repurposed Funding								
			Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
	Quantity	**Personnel**							
	I-PASS Center								
	0.25	Curriculum Data Management Director	$6,610	$13,220	$13,617	$14,025	$14,446	$14,879	$76,797
	1	Career Counselor FT	$21,173	$42,345	$43,615	$44,924	$46,272	$47,660	$245,988
	25	FT Developmental Instructors Office Hours (3 hours repurposed per week@$33/hr)	$49,500	$99,000	$101,970	$105,029	$108,180	$111,425	$575,104
	1	Counselor FT (Jan11)	$21,173	$42,345	$43,615	$44,924	$46,272	$47,660	$245,988
	0.1	Grant Writer	$2,750	$5,500	$5,665	$5,835	$6,010	$6,190	$31,950
	27.35	**Subtotal Personnel**	**$101,205**	**$202,410**	**$208,482**	**$214,737.00**	**$221,179**	**$227,814**	**$1,175,827**
		Fringe Benefits							
		Full time positions @ 24%	$24,289	$48,578	$50,036	$51,537	$53,083	$54,675	$282,199
	0.1	Lab Technician	$880	$1,760	$1,813	$1,867	$1,923	$1,981	$10,224
	40 Hrs	Web Page Developer	$0	$0	$0	$1,000	$1,000	$200	$2,200
	40 Hrs	Dashboard Developer - IEA Office	$0	$0	$0	$0	$660	$200	$860
		Total	$25,169	$50,338	$51,849	$54,404	$56,666	$57,056	$1,471,310

			Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
	Hardware								$0
		Wi-Fi Access							**$0**
	Furniture								$0
	6	File Cabinets (QEP Director & Records Clerk) from VP ACAD Office	$1,200	$0	$0	$0	$0	$0	$1,200
	2	Bookshelves	$200	$0	$0	$0	$0	$0	$200
	Professional Development								
		Library Resources ($5,000 per yr)	5,000	5,000	5,000	5,000	5,000	5,000	$30,000
	20	Local Prof Dev - $33/hr.	$330	$660	$680	$700	$721	$743	$3,834
		Total	**$31,899**	**$55,998**	**$57,528**	**$60,104**	**$62,387**	**$62,799**	**$1,506,544**

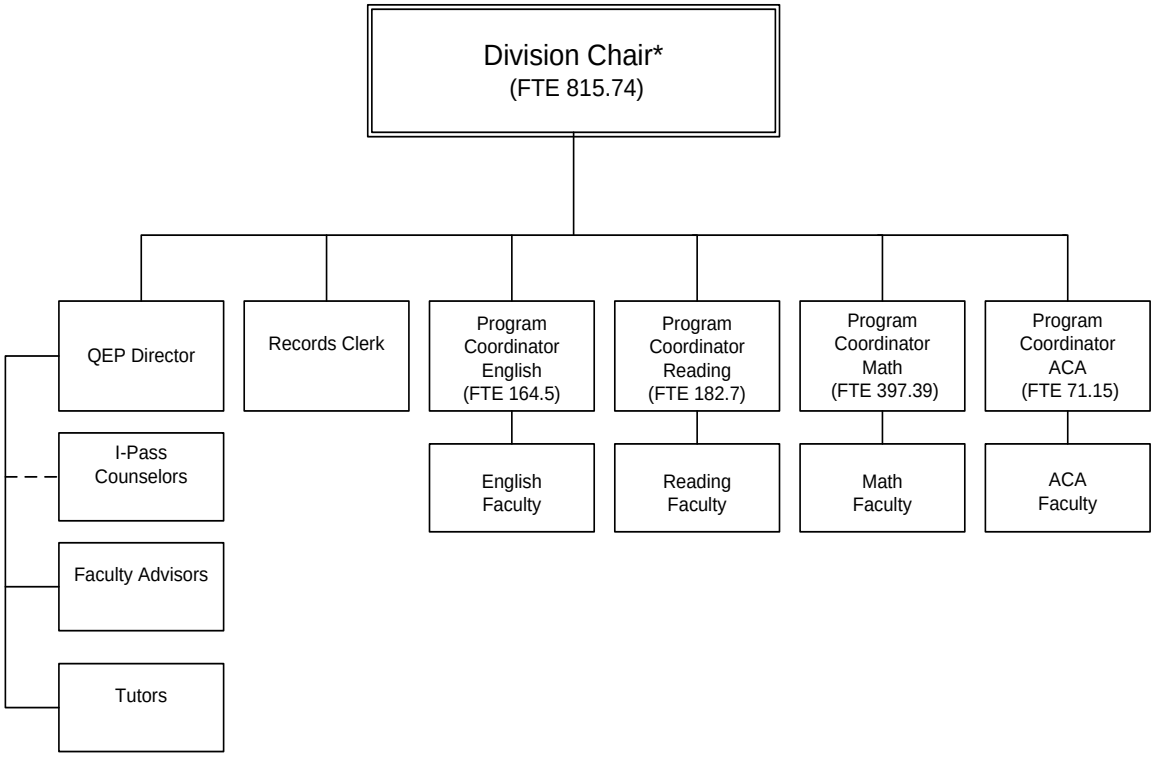
Alternative Funding

Improving post-secondary education has become a top priority across the nation. As a result of the current White House Administration's goals to increase the number of graduates by eight million in 2020, there has been a refocusing of efforts on developmental education and post-secondary achievement. Some of the leading foundations in this nation, such as the Gates Foundation and Lumina Foundation, have pledged their support in achieving this goal and have created their own funding initiatives to help advance this effort.

Funding for the QEP will be derived from a variety of sources. The college has submitted a multi-year proposal to MDC/Gates Foundation to support post-secondary achievement efforts. Proposals are currently under development to local foundations, such as the McLean Foundation, and national foundations in support of developmental education. Proposals will be submitted to federal funding agencies such as the Department of Education and National Science Foundation, as well as private foundations such as the Ford Foundation and Kresge Foundation. Requests for funding will be submitted to support the initiative as a whole, as well as submitting smaller proposals to support single components of the larger initiative.

VII. Organizational Structure

Developmental Studies Division



*Position proposed: upgrade to Dean

VIII. Assessment

FTCC will assess the QEP using WEAVEonline©, a web-based assessment management system, adopted in Fall 2008. This system

> …is **the ideal tool for efficiently managing assessment and planning processes**. This web-based software application also provides faculty, administrators, and staff with **a convenient platform for exploring challenging questions** about institutional purposes and effects, especially the effects those processes have on student learning. (http://www.WEAVEonline.com/benefits-of-weave-online/)

Fayetteville Technical Community College

Detailed Assessment Report
2010-2011 Quality Enhancement Plan

Mission/Purpose

To provide students in developmental courses academic support for a successful transition from developmental studies to an academic program of study that will meet their educational and workforce development needs. The ***I-PASS*** Center will include ***I-PASS*** activities designed to help students take personal responsibility for their own educational goals. Assistance will focus on: an early alert system for classroom attendance and behavioral issues, intrusive advising, a system to enhance the interactive relationships, and increasing student interest in use of educational resources beyond the classroom.

I-PASS: The student's role in the QEP includes their commitment to the ***I-PASS*** concept of I-Persist, I-Achieve, I-Study, and I-Succeed.

Goals

G 1: Educational relationships
Facilitate the establishment of significant educational relationships between developmental students and faculty, staff and peers.

G 2: Interaction with advisors
Provide students in developmental studies with the opportunity for meaningful interaction with their advisors via intrusive advising by ***I-PASS*** faculty and counselors.

G 3: Educational resources
Provide developmental students with access to educational resources beyond the classroom that promote successful completion of course and program requirements.

G 4: Student Engagement

Establish a protocol that encourages developmental students to take personal responsibility for completion of their education and career goals.

G 5: Professional Development

Expand professional development offerings for full-time and part-time faculty to address the specific needs of developmental students.

G 6: Attendance emphasis

Measure the relationship between regular attendance and the successful completion of course work and programs of study.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Meet NCCCS Critical Success Factor (CSF) Report Standards

Students enrolled in developmental courses at FTCC will meet or exceed the standards relating to developmental studies as established by the annual NCCCS Critical Success Factors Report.

Associations:

General Education or Core Curriculum:

1 Communicate effectively in speaking, writing, reading, and listening.
2 Use critical thinking to analyze problems and make logical decisions.
4 Demonstrate quantitative competencies.

Institutional Priorities:

1 STUDENTS-To provide educational and support programs within an open door context. To actively recruit, serve, and retain students from all academic levels, including non-traditional ages, all socioeconomic backgrounds, and those deficient in basic skills.
2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality instruction and learning focused on student success.

Related Measures:

M 1: Grades in subsequent college-level courses

What and why: Students who successfully complete a developmental course will be tracked in their subsequent college- level course. The grades in the subsequent courses will be reported to determine the percent passing rates of the former developmental students in their first college-level course. This information provides feedback on the efforts of the College to prepare developmental students for college-level work.

How and when: The NCCCS Office will compile the data and report its findings to the College each summer semester. The data is reported for the Fall Semester and Spring Semester for the previous calendar year. The QEP Director will compile multi-year trend analysis charts and post the charts in WEAVEonline© for comparative analysis with later year reports as they are released by NCCCS.

Who: The registrar will submit data to the NCCCS Office in the Fall 2010 and Spring 2011 semesters. The QEP Director will compile the performance data upon release of the Critical Success Factor Report in Summer 2011. The data will be used by the QEP Director, Division Chair of Developmental Studies and Developmental Studies faculty for possible enhancements in upcoming years.

Source of Evidence: External report

Achievement Target:

Eighty percent (80%) of students who complete a developmental course and complete a subsequent college-level course will have a passing grade for the college-level course.

M 2: Developmental course grades

What and why: Data will be forwarded to the North Carolina Community College System (NCCCS) Office identifying the number of students enrolled in developmental English, reading or math who pass their developmental course with a grade of C or higher. This information will provide feedback on the efforts of the College to enhance the success of developmental studies programs. The number passing will be compared to the total number of students enrolled to obtain a percentage of passing grades in developmental courses.

How and when: The number passing will be compared to the total number of students enrolled. The data is reported for the Fall Semester and Spring Semester of each calendar year. Findings for those semesters are received from NCCCS in the following summer semester.

Who: The registrar will submit data to the NCCCS Office during the Fall 2010 Semester and the Spring 2011 semesters. The System Office will compile the data and distribute an annual report that will be compared to the previous year's report by the QEP Director. Trend Charts will be prepared for analysis of multi-year data and posted to the WEAVEonline© document repository for comparison with later year reports, when they are released.

Source of Evidence: External report

Achievement Target:

Seventy-five percent (75%) of students who complete a developmental course in English, reading or mathematics will have a grade of "C" or better for that course.

O 2: Retention in developmental courses

Students enrolled in developmental courses at the course census date will still be enrolled at the course completion date.

Associations:

Institutional Priorities:

1 STUDENTS-To provide educational and support programs within an open door context. To actively recruit, serve, and retain students from all academic levels, including non-traditional ages, all socioeconomic backgrounds, and those deficient in basic skills.

Related Measures:

M 3: Retention in course

What and why: Data will be collected to compare the total number of students enrolled in developmental courses (duplicated headcount) at the end of each course to the total number of students originally enrolled (duplicated headcount) at the census date of the course. Retention is a critical component to successful completion of developmental studies and assurance of an easier transition to the student's college-level program of study. It is important to know how program philosophy, structure, instruction, and support-services influence student retention. Findings will be used to make continued enhancements in program, service-support, and instructional protocol.

How and when: Course rosters will be used for comparative data. Data collection will occur at the end of each fall semester and spring semester with the two semesters of data being combined and reported on an annual basis.

Who: Data will be analyzed by the QEP Director, Division Chair for Developmental Studies, the Director of Institutional Effectiveness and Assessment, the Registrar, the Director of Management Information Services, the Curriculum Data Management Office and the QEP Team. Reports from the analysis will be submitted to the VP for Academic and Student Services and posted in the WEAVEonline© document repository.

Source of Evidence: Existing data

Achievement Target:

The following targets have been established for the first five years of QEP implementation:

- Year 0 (Fall/Spring 2010-2011): A developmental student retention rate baseline will be established and posted in WEAVEonline© for College-wide accessibility by Summer 2011.
- Year 1 (Fall/Spring 2011-2012): A comparison of Fall 2011 and Spring 2012 retention rates to the baseline established in Year 0 will reflect a retention rate increase of 2%. Results of the comparative analysis will be posted in WEAVEonline© for College-wide accessibility by Summer 2012.
- Year 2 (Fall/Spring 2012-2013): A comparison of Fall 2012 and Spring 2013 retention rates to the rate reported in Year 1 will reflect a retention rate increase of 2%. Results of the comparative analysis will be posted in WEAVEonline© for College-wide accessibility by Summer 2013.

- Year 3 (Fall/Spring 2013-2014): A comparison of Fall 2013 and Spring 2014 retention rates to the rate reported in Year 2 will reflect a retention rate increase of 2%. Results of the comparative analysis will be posted in WEAVEonline© for College-wide accessibility by Summer 2014.
- Year 4 (Fall/Spring 2014-2015): A comparison of Fall 2014 and Spring 2015 retention rates to the rate reported in Year 3 will reflect a retention rate increase of 2%. Results of the comparative analysis will be posted in WEAVEonline© for College-wide accessibility by Summer 2015.
- Year 5 (Fall/Spring 2015-2016): A comparison of Fall 2015 and Spring 2016 retention rates to the rate reported in Year 4 will reflect a retention rate increase of 2%. Results of the comparative analysis will be posted in WEAVEonline© for College-wide accessibility by Summer 2016.

O 3: Student engagement

FTCC students will report a positive perception of support services, student-faculty interactions and engagement.

Associations:

Institutional Priorities:

1 STUDENTS-To provide educational and support programs within an open door context. To actively recruit, serve, and retain students from all academic levels, including non-traditional ages, all socioeconomic backgrounds, and those deficient in basic skills.
2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality instruction and learning focused on student success.

Related Measures:

M 4: Administration of CCSSE©

What and why: FTCC students will complete the Community College Survey of Student Engagement (CCSSE©) to determine their perceived satisfaction level with the instructors, advisors and support services encountered while completing their course requirements. Administration of the CCSSE© will provide trend analysis data related to students' perception of these services. Results will enable the College to make needed adjustments and enhancements during the QEP implementation period.

How and when: The CCSSE© will be administered to students in the spring semester of the 2012 and 2014 academic years. Satisfaction rates on each administration of the CCSSE© will be compared to the satisfaction rates of the previous CCSSE© results. The 2012 CCSSE© will be compared to the baseline results collected in the spring semester of 2009 prior to implementation of the QEP to measure the effectiveness of QEP initiatives designed to enhance student perceptions of engagement. The 2014 CCSSE© will be compared to the 2012 CCSSE© results to measure further enhancements of student perceptions of engagement.

Who: The QEP Director, QEP Team, and Division Chair for Developmental Studies will oversee administration of the surveys.

Source of Evidence: Client satisfaction survey (student)

Achievement Target:

- 2012: The CCSSE© results from the spring semester of 2012 will be compared to CCSSE© results from baseline data acquired in spring semester of 2009. Findings will be analyzed and reported to the Vice-President for Academic and Student Services and posted in the WEAVEonline© document repository.
- 2014: The CCSSE© results from the spring semester of 2014 will be compared to CCSSE© results from data acquired in spring semester of 2012. Findings will be analyzed and reported to the Vice-President for Academic and Student Services and posted in the WEAVEonline© document repository.
- 2015: The QEP Director will create trend charts for 2009, 2012 and 2014 CCSSE© results and provide those trend charts to the Vice-President for Academic and Student Services. Charts will also be posted in the WEAVEonline© document repository.

O 4: Enrollment in ACA 118

Students identified as needing at least two areas of developmental studies will take ACA 118 within the first two semesters of enrollment.

Associations:

Institutional Priorities:

2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality instruction and learning focused on student success.

Related Measures:

M 5: Query of ACA 118 completers

What and why: In the fall semester of each year, student records will be examined to determine who is classified as "developmental". This classification results when developmental courses are needed from at least two of the three developmental areas: English, reading or math. Those identified students will be advised to take ACA 118, which is a course designed to promote success and provide support to students in developmental studies.

How and when: After completion of the spring semester of the first year of enrollment, a query will be run to see how many of the identified students actually completed ACA 118 within their first two semesters. This will be compared to the total number of identified students testing into two or more developmental classes (Math 070, 080, 090 and additional developmental class(es) in either English or reading).

Who: The Curriculum Data Management Technician and the Registrar, in collaboration with the Division Chair of Developmental Studies, will compile the data and report it to the QEP Director and QEP Team.

Source of Evidence: Existing data

Achievement Target:

Eighty percent (80%) of identified developmental students will complete ACA 118 within the first two semesters of enrollment.

Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 5: Transition to academic program of study

Students in developmental studies will complete their developmental education requirements and transition to their academic program of study.

Associations:

Institutional Priorities:

1 STUDENTS-To provide educational and support programs within an open door context. To actively recruit, serve, and retain students from all academic levels, including non-traditional ages, all socioeconomic backgrounds, and those deficient in basic skills.

2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality instruction and learning focused on student success.

Related Measures:

M 6: Identification and tracking of developmental studies cohort

What and why: A cohort of developmental students will be identified in Fall 2010 and will consist of first-year developmental students enrolled in two areas of developmental studies. The developmental areas monitored include English, reading (both using course levels 070 through 090) and mathematics (levels 070, 080, 090). By August 2011, a baseline of developmental students' success rates from this cohort will be established. During subsequent years, students in the cohort will be monitored for completion of required developmental courses and continued progression to their academic programs of study. Information gained from this monitoring process will enable the QEP Director and QEP Team to identify and address issues that may limit completion and progression.

When and how: The developmental student cohort will consist of entering first-year developmental students enrolled in two developmental course areas. The baseline data for this cohort will be established after the completion of the Fall 2010 and Spring 2011 semesters. An annual monitoring process will track the completions and progression rates of the members of the cohort until they have completed their developmental studies and transitioned to their chosen

academic programs of study. The cohort will continue to be monitored throughout their programs of study until their graduation, transfer to another college or university, or until they are employed in the workforce.

Who: Data will be collected and/or analyzed by the QEP Director, Division Chair for Developmental Studies, the Director of Institutional Effectiveness and Assessment, Registrar, Director of Management Information Services, Curriculum Data Management Office and the QEP Team.

Source of Evidence: Existing data

Achievement Target:

During the Fall 2010 semester, a cohort of first-year developmental studies students will be identified. This cohort will be tracked in subsequent semesters during the QEP implementation. The following is expected to occur:

- A baseline of completion rates will be established for required developmental courses after the end of the first academic year (Initial success data related to the established cohort will be posted in the WEAVEonline© document repository by August 2011).
- The number of developmental students who complete the developmental requirements will increase by 5% over the baseline year (Fall 2012 for the cohort)
- Sixty percent (60%) of the cohort will successfully complete the required developmental courses and be enrolled in a academic program by Fall 2013.
- Twenty percent (20%) of remaining students in the initial cohort will have 30 credits or less remaining for degree completion, or will have graduated by Fall 2014.
- Twenty percent (20%) of remaining students in the initial cohort will have 15 credits or less remaining for program of study completion, or will have graduated by Fall 2015.
- Forty percent (40%) of the degree completers in the initial cohort will be employed in their degree field or will have transferred to a four-year college by Fall 2015.

O 6: Professional Development

The number of professional development offerings related to success strategies and improved services for developmental students will be expanded.

Associations:

Institutional Priorities:

2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality instruction and learning focused on student success.

3 FACULTY AND STAFF- To recruit and retain high quality faculty and staff who reflect the diversity of the community, and to provide faculty and staff with a wide variety of professional development opportunities.

Related Measures:

M 7: Professional Development

What and why: Professional development is essential to help faculty and staff grow and stay current with information in their fields of work. The current professional development offerings will be expanded to accommodate this need. The expanded offerings will be offered by internal and external content experts starting in Fall 2010 semester. Professional development will continue in subsequent semesters.

How and when: Professional development schedules and assignments will be developed each year and initiated in Fall 2010. Course evaluations will be administered after each professional development offering and the results will be posted in the WEAVEonline© document repository.

Who: The QEP Director, QEP Team, Division Chair for Developmental Studies, Professional Development Committee, and the VP of Human Resources will oversee administration and the corresponding surveys.

Source of Evidence: Professional standards

Achievement Target:

A minimum of five new professional development opportunities targeted to the specific needs of developmental students will be offered during the Spring and Summer semesters of 2011. Additional topics will be identified for subsequent offerings in Fall 2011 and thereafter.

IX. Summary

After placement testing, many students entering community colleges are referred to one or more levels of developmental education. While the need to assist students with weak academic skills is well known, little research has examined student progression through multiple levels of developmental education and into entry-level college courses. FTCC research indicates that fewer than one-half of the students who are referred to remediation actually complete the entire sequence to which they are referred and only about 60% of referred students actually enroll in the remedial course to which they were referred.

Many developmental students do not register for developmental courses during their first semester. The results indicate that many students fail academic courses because of this registration decision. Studies also indicate that men, older students, African-American students, part-time students, and students in vocational programs are less likely to progress through their full remedial sequences. This is important to FTCC because nearly 70% of all students entering FTCC require some developmental coursework prior to traditional academic studies.

The proposed QEP sets the stage for developmental students to take personal responsibility for their own education with assistance from ***I-PASS*** faculty and staff.

> ***I-PASS*** - The students' role in the plan includes their commitment to the ***I-PASS*** concept (**I**-**P**ersist, I-**A**chieve, I-**S**tudy, and I-**S**ucceed).

The QEP is scheduled for five academic years beginning in August 2011 and concluding in July 2016. Baseline data will be established with the identification and accumulation of data during the 2010-11 academic year. During the baseline year, a cohort for the one longitudinal measurable outcome will be established and defined as first-time college enrollees coming to the College during Fall 2010 testing into two areas of developmental courses, including students in English, reading, or mathematics with the mathematics course being MAT 070 or higher. The other three measurable outcomes and four student learning outcomes will be monitored and analyzed through ***I-PASS*** and other survey instruments over the next five academic years to ascertain changes in retention rates and other success measures.

To enhance the opportunity for success for the developmental students, the ***I-PASS*** Center will open in January 2011. The ***I-PASS*** Center will function as a "homeroom" for developmental students and provide a daily forum for assistance with student questions related to advising and registration, career exploration, course content, professional tutoring, supplemental learning and referrals to community resources.

The primary goal of the FTCC Quality Enhancement Plan is to address an issue or concern of the College that will result in maximum positive benefit to students. FTCC's greatest potential exists in the area of helping students make a successful transition from developmental studies to academic course work, graduation and employment.

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XI. APPENDICES

APPENDIX I

Fayetteville Technical Community College
Performance Standards for NCCCS Critical Success Factors
Reported July 2010 (for 2008-2009)

Source: North Carolina Community College System Critical Success Factors Report July 2010

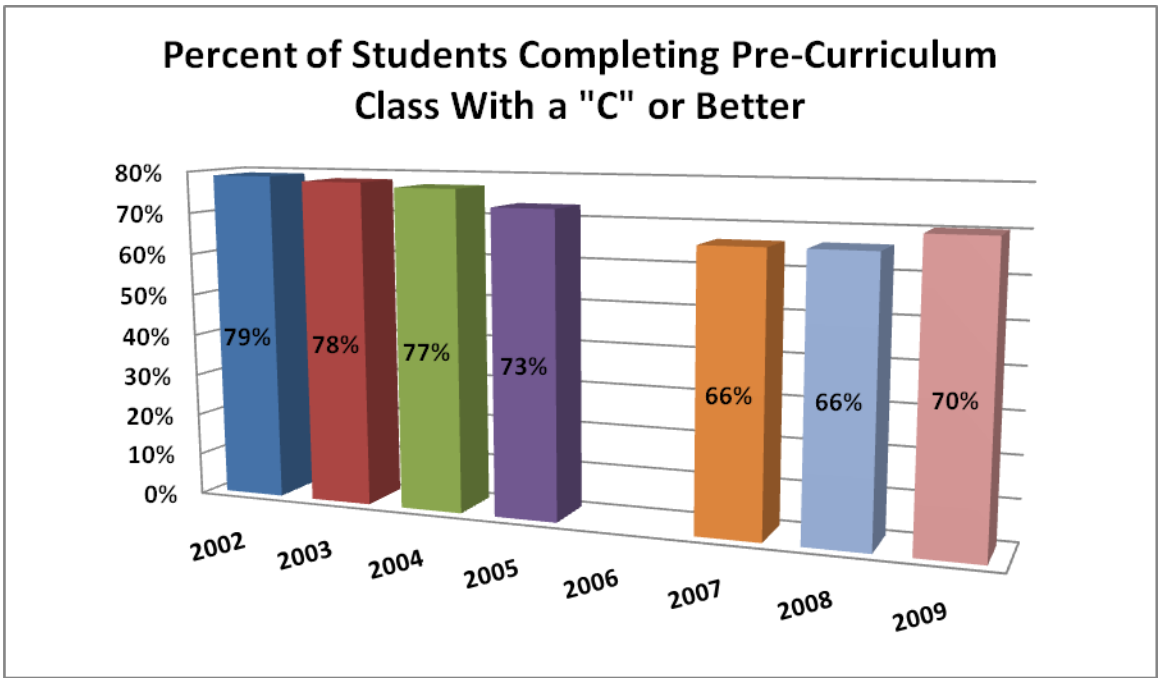
	NCCCS Performance Measures	Standard	Avg. NCCCS Performance 2010	No. of 58 Colleges That Met standard 2010	FTCC Report 2010	2009	2008	2007
A.	Progress of Basic Skills Students	At least 75% will have progressed within level, completed level, and advanced to higher level	84%	55	93% (Met)	91%	81%	75%
B.	Passing Rates on Licensure and Certification Examinations	Aggregate Institutional Passing Rate 80% To be rated Exceptional, ALL exams must be 70% or greater	86%	47 colleges met standard 36 colleges had no exams < 70%	94% ** 0 < 70% (Exceptional)	90% ** 0 < 70%	87% 1 < 70% (EMT-I)	87% 0 < 70%
C.	Performance of College Transfer Students	Eighty-three percent (83%) of students in both associate degrees and students who transferred with 24 or more semester hours must have a GPA equal to or greater than 2.0 after two semesters at a university. To be rated Exceptional must be equivalent to UNC natives (86% in 2007-2008).	Grads. 89% 24 hrs. 83% Avg. 85%	37 met 83% standard 31 met or exceeded UNC avg. of 86%	Grads. 93% 24-hr. 78% 2 yrs Avg. 82% _____ Native UNC Stud. 86% (Not Met)	Grads. 95% 24-hr. 82% 2 yrs Avg. 88% _____ Native UNC Stud. 87% **	Grads 85% 24 hr. 86% Avg. 86% _____ Native UNC Stud. 87%	Grads 100% 24 hr. 79.3% Avg. 86.9% _____ Native UNC Stud. 87.9%
D.	Passing Rates of Students in Developmental Courses	Seventy-five (75%) of students who complete a developmental course in English, Reading or Math will have a grade of "C" or better.	80% C avg. or better	47	70% (Not Met)	66%	* N/A – Data not available due to collection problem with CIS implementation.	74%

E.	Success Rate of Developmental Students in Subsequent College Level Courses	Eighty percent (80%) of students who completed a developmental course in 2007-2008 and completed subsequent college level course in 2008-2009 will have a passing grade for the college level courses.	87%	58	83% (Met)	81%	* N/A – Data not available due to collection problem with CIS implementation.	* N/A – Data not available due to collection problem with CIS implementation.
F.	Satisfaction of Program Completers and Non-Completers	At least ninety percent (90%) of responding completers (graduates) and non-completers will indicate satisfaction with the quality of college programs and services.	96%	58	Completer 99% Non-Comp. 92% Aggregate 97% (Met)	Completer 97% Non-Comp. 88% Aggregate 95%	Completer 97% Non-Comp. 89% Aggregate 95%	Completer 98% Non-Comp. 89% Aggregate 97%
G.	Curriculum Student Retention, Graduation, and Transfer	At least sixty-five percent (65%) of the students who enrolled in a curriculum program in the fall will have completed their program, still be enrolled the following fall, or transferred to another community college or university.	72%	58	11% Graduated 52% Returned 8% Transferred Total 71% (Met)	9% Graduated 51% Returned 7% Transferred Total 67%	12% Graduated 51% Returned 5% Transferred 68% Total	11% Graduated 56% Returned 67% Total
H.	Client Satisfaction with Customized Training	At least ninety percent (90%) of businesses/industries surveyed will report satisfaction with customized training.	94%	56	93% (Met)	96%	96%	99%

***Data not available on 5 colleges due to collection programs related to the implementation of CIS.** ****FTCC rated exceptional** *Prepared by Carl Mitchell, July 6, 2010*

From Performance Statndards for NCCCS Critical Success Factors
Reported July 2010 for (2008-2009)

Completion Rate for Developmental Courses



APPENDIX II

COLLEGE RESULTS: A SYNOPSIS

CCSSE

Respondents to Underlying Populations

Table 1, on the following page, details respondent characteristics from your college as well as population data for 1) your college, 2) similarly-sized 2009 *CCSSE* Cohort colleges (colleges that participated in *CCSSE* from 2007 through 2009), and 3) all 2009 *CCSSE* Cohort colleges. The specific characteristics examined include gender, race/ethnicity, age, and enrollment status.

Please note: Enrollment status (part-time versus full-time) receives special attention in *CCSSE* reports; all results are either presented separately for part-time and full-time students or are weighted by enrollment status. In the *CCSSE* sampling procedure, students are reached via the selection of classes. Accordingly, full-time students, who by definition are enrolled in more classes than part-time students, are more likely to be sampled. As a result, though approximately two-thirds of the students enrolled at the participating institutions are part-time students, the proportion in the *CCSSE* sample is nearly opposite. In the data analysis process, therefore, *CCSSE* assigns weights to responses based on respondents' enrollment status, thereby producing more accurate measures of student engagement.

Fayetteville Technical Community College
Table 1
Respondents to Underlying Populations Comparisons:

Comparison Group and All 2009 *CCSSE* Cohort Colleges

	Your Respondents	Your Population	2009 Cohort Size Group Comparison Population	2009 *CCSSE* Cohort Colleges Population
Gender				
Male	32%	30%	42%	42%
Female	68%	70%	58%	58%
Race/Ethnicity				
American Indian or other Native American	4%	3%	1%	1%
Asian, Asian American, or Pacific Islander	3%	2%	5%	6%
Black or African American, Non-Hispanic	38%	41%	15%	13%
White, Non-Hispanic	36%	42%	57%	58%
Hispanic, Latino, Spanish	7%	7%	15%	14%
Other	6%	6%	5%	6%
International Student or Foreign National	5%	0%	2%	2%
Student Age				
18 to 19	16%	14%	25%	25%
20 to 21	16%	11%	19%	19%
22 to 24	14%	14%	15%	15%
25 to 29	18%	20%	14%	14%
30 to 39	20%	23%	14%	14%
40 to 49	12%	13%	8%	9%
50 to 64	4%	6%	4%	4%
65 and over	0%	0%	1%	1%
Enrollment Status				
Full - Time	74%	31%	40%	40%
Part - Time	26%	69%	60%	60%

Notes:

Population data are those reported by colleges for the most recent IPEDS enrollment report.

Respondents include only data used in the national CCSSE analysis as in accordance with the CCSSE data exclusion rules.

First Look

The following two reports highlight those items where your college falls notably above or below the mean of your comparison group. The first report provides this data for ***all students*** at your college while the second provides the data by ***enrollment status*** (part- and full-time). It is designed to provide a summary of the results that are displayed following the Means Summary tab.

The items listed are significant at $p < .001$ with an effect size greater than or equal to .2. The effect size represents the magnitude of the discrepancy between your college and the comparison group in the student or institutional behavior represented by the item. Using both probability and effect size measures increases the likelihood that the quality of the student experience represented by the item(s) is appreciably different from other colleges of similar size; therefore, the results may be of practical as well as statistical significance.

Fayetteville Technical Community College: First Look

Above the Mean

COLLEGE ACTIVITIES

4s. Had serious conversations with students of a different race or ethnicity than your own

7. Mark the response that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college

WEEKLY ACTIVITIES

10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)

10d. Providing care for dependents living with you (parents, children, spouse, etc.)

10e. Commuting to and from classes

EDUCATIONAL AND PERSONAL GROWTH

12b. Acquiring job or work-related knowledge and skills

12g. Using computing and information technology

12i. Learning effectively on your own

12o. Gaining information about career opportunities

STUDENT SERVICES

13h2. Satisfaction: Computer lab

13c3. Importance: Job placement assistance

Below the Mean

WEEKLY ACTIVITIES

10b. Working for pay

COLLEGE EXPERIENCES

14e. Transfer to a 4-year college or university

Compared with other Large colleges

Above the Mean

COLLEGE ACTIVITIES	Part-Time	Full-Time
4a. Asked questions in class or contributed to class discussions		*
4s. Had serious conversations with students of a different race or ethnicity than your own		*
7. Mark the response that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college		*

OPINIONS ABOUT YOUR SCHOOL	Part-Time	Full-Time
9f. Providing the financial support you need to afford your education		*

WEEKLY ACTIVITIES	Part-Time	Full-Time
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	*	*
10d. Providing care for dependents living with you (parents, children, spouse, etc.)	*	*
10e. Commuting to and from classes	*	*
11a. Relationships with other students		*

EDUCATIONAL AND PERSONAL GROWTH	Part-Time	Full-Time
12b. Acquiring job or work-related knowledge and skills	*	*
12d. Speaking clearly and effectively		*
12g. Using computing and information technology	*	*
12i. Learning effectively on your own	*	
12n. Developing clearer career goals		*
12o. Gaining information about career opportunities	*	*

Compared with other Large colleges

Fayetteville Technical Community College: First Look

STUDENT SERVICES	Part-Time	Full-Time
13e1. Frequency: Skill labs (writing, math, etc.)		*
13g1. Frequency: Financial aid advising		*
13h2. Satisfaction: Computer lab		*
13k2. Satisfaction: Services to students with disabilities		*
13c3. Importance: Job placement assistance	*	
13e3. Importance: Skill labs (writing, math, etc.)		*
13g3. Importance: Financial aid advising		*
13h3. Importance: Computer lab		*

COLLEGE EXPERIENCES	Part-Time	Full-Time
15. How supportive are your friends of your attending this college?		*

Below the Mean

COLLEGE ACTIVITIES	Part-Time	Full-Time
4e. Came to class without completing readings or assignments		*

WEEKLY ACTIVITIES	Part-Time	Full-Time
10b. Working for pay	*	*

COLLEGE EXPERIENCES	Part-Time	Full-Time
14e. Transfer to a 4-year college or university		*

Compared with other Large colleges

Frequency Report: All Students

This report provides item-by-item percentage responses for ***all students at your institution***. In addition, the far right column contains asterisks for those items that are significantly different, when applicable, from your comparison group at $p < .001$ with an effect size greater than or equal to .2.

Compared with other Large Colleges

1 Did you begin college at this college or elsewhere?

64 Started here 36 Started elsewhere

4 In your experiences at this college during the current school year, about how often have you done each of the following?	Very Often	Often	Some-times	Never	
a. Asked questions in class or contributed to class discussions	32	34	33	1	
b. Made a class presentation	13	19	38	30	
c. Prepared two or more drafts of a paper or assignment before turning it in	20	33	26	21	
d. Worked on a paper or project that required integrating ideas or information from various sources	25	34	30	11	
e. Come to class without completing readings or assignments	2	8	51	39	
f. Worked with other students on projects during class	11	28	45	15	
g. Worked with classmates outside of class to prepare class assignments	5	14	39	42	
h. Tutored or taught other students (paid or voluntary)	2	3	22	73	
i. Participated in a community-based project as a part of a regular course	2	3	13	82	
j. Used the Internet or instant messaging to work on an assignment	35	31	27	6	
k. Used e-mail to communicate with an instructor	22	23	41	14	
l. Discussed grades or assignments with an instructor	14	31	50	5	
m. Talked about career plans with an instructor or advisor	7	15	50	28	
n. Discussed ideas from your readings or classes with instructors outside of class	4	11	36	50	
o. Received prompt feedback (written or oral) from instructors on your performance	20	39	32	9	
p. Worked harder than you thought you could to meet an instructor's standards or expectations	19	36	38	7	
q. Worked with instructors on activities other than coursework	3	5	16	77	
r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	24	31	35	10	
s. Had serious conversations with students of a different race or ethnicity other than your own	29	26	28	17	*
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	23	21	33	22	
u. Skipped class	1	4	40	55	

5 During the current school year, how much has your coursework at this college emphasized the following mental activities?	Very much	Quite a bit	Some	Very little
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	28	39	27	7
b. Analyzing the basic elements of an idea, experience, or theory	27	40	29	5
c. Synthesizing and organizing ideas, information, or experiences in new ways	25	38	31	6
d. Making judgments about the value or soundness of information, arguments, or methods	20	32	34	14
e. Applying theories or concepts to practical problems or in new situations	24	31	34	11
f. Using information you have read or heard to perform a new skill	31	34	28	7

Notes:

* indicates a significant difference and effect size =>.2 between your college and your comparison group.

Items 2, 29, 30, 33, and 34 are not included in this report. See Table 1.

6 During the current school year, about how much reading and writing have you done at this college?

	None	1 to 4	5 to 10	11 to 20	More than 20
a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2	42	26	16	14
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	24	46	18	6	6
c. Number of written papers or reports of any length	13	33	28	16	10

7 Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college.

	7	6	5	4	3	2	1	
Extremely challenging	15	25	33	22	4	2	0	Extremely easy

8 Which of the following have you done, are you doing, or do you plan to do while attending this college?

	I have done	I plan to do	I have not done nor plan to do
a. Internship, field experience, co-op experience, or clinical assignment	15	59	25
b. English as a second language course	6	5	89
c. Developmental/remedial reading course	31	8	61
d. Developmental/remedial writing course	26	12	63
e. Developmental/remedial math course	43	12	45
f. Study skills course	38	24	38
g. Honors course	4	27	69
h. College orientation program or course	46	18	37
i. Organized learning communities (linked courses/study groups led by faculty or counselors)	10	23	67

9 How much does this college emphasize each of the following?

	Very much	Quite a bit	Some	Very little
a. Encouraging you to spend significant amounts of time studying	37	37	23	3
b. Providing the support you need to help you succeed at this college	31	39	24	7
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	23	26	31	20
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	8	13	33	46
e. Providing the support you need to thrive socially	11	22	36	31
f. Providing the financial support you need to afford your education	25	21	30	24
g. Using computers in academic work	48	30	17	5

10 About how many hours do you spend in a typical 7-day week doing each of the following?

	None	1 – 5	6 - 10	11 - 20	21 - 30	More than 30	
a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1	36	31	16	11	5	*
b. Working for pay	32	5	7	8	13	35	*
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports,etc.)	88	9	1	1	0	1	
d. Providing care for dependents living with you (parents, children, spouse, etc.)	33	9	8	7	5	38	*
e. Commuting to and from classes	4	64	20	7	2	4	*

11 Mark the number that best represents the quality of your relationships with people at this college.

Your relationship with:

	7	6	5	4	3	2	1	
a. Other Students								
Friendly, supportive, sense of belonging	31	28	21	14	4	1	1	Unfriendly, unsupportive, sense of alienation
b. Instructors								
Available, helpful, sympathetic	30	26	22	13	4	3	1	Unavailable, unhelpful, unsympathetic
c. Administrative Personnel & Offices								
Helpful, considerate, flexible	15	18	21	24	10	7	4	Unhelpful, inconsiderate, rigid

12 How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?

	Very much	Quite a bit	Some	Very little	
a. Acquiring a broad general education	34	38	24	4	
b. Acquiring job or work-related knowledge and skills	27	32	27	14	*
c. Writing clearly and effectively	24	39	27	10	
d. Speaking clearly and effectively	25	38	26	11	
e. Thinking critically and analytically	29	40	26	6	
f. Solving numerical problems	27	33	28	12	
g. Using computing and information technology	36	32	23	9	*
h. Working effectively with others	29	33	29	8	
i. Learning effectively on your own	37	38	19	6	*
j. Understanding yourself	29	30	25	16	
k. Understanding people of other racial and ethnic	24	26	29	21	
l. Developing a personal code of values and ethics	22	27	27	24	
m. Contributing to the welfare of your community	11	20	33	35	
n. Developing clearer career goals	29	31	28	11	
o. Gaining information about career opportunities	27	33	27	13	*

13 This section has three parts. Please answer all three sections, indicating (1) HOW OFTEN you use the following services, (2) HOW SATISFIED you are with the services, and (3) HOW IMPORTANT the services are to you AT THIS COLLEGE.

	(1) Frequency of Use				(2) Satisfaction				(3) Importance			
	Often	Some-times	Rarely/ Never	Don't know N.A.	Very	Some-what	Not at all	N.A.	Very	Some-what	Not at all	
a. Academic advising/planning	12	41	40	7	26	47	11	16	69	25	6	
b. Career counseling	5	26	53	16	15	33	14	38	57	28	15	
c. Job placement assistance	2	6	47	45	6	14	11	69	49	23	28	*
d. Peer or other tutoring	5	17	46	31	16	19	10	54	40	30	30	
e. Skill labs (writing, math, etc.)	19	26	33	23	26	27	6	41	53	25	22	
f. Child care	3	1	38	58	6	3	11	80	37	12	52	
g. Financial aid advising	21	25	32	21	25	24	17	33	65	17	18	
h. Computer lab	39	29	23	9	58	20	5	18 *	69	20	12	
i. Student organizations	3	13	46	39	9	19	9	62	27	33	40	
j. Transfer credit assistance	5	17	38	39	13	18	13	57	54	21	25	
k. Services to students with disabilities	3	3	30	64	8	6	6	80	51	10	39	

14 How likely is it that the following issues would cause you to withdraw from class or from this college? *(Please respond to each item)*

	Very likely	Likely	Some-what likely	Not likely	
a. Working full-time	20	15	21	44	
b. Caring for dependents	16	18	21	45	
c. Academically unprepared	6	12	21	61	
d. Lack of finances	33	17	21	29	
e. Transfer to a 4-year college or university	24	19	19	38	*

15 How supportive are your friends of your attending this college?

52	Extremely	16	Somewhat
26	Quite a bit	6	Not Very

16 How supportive is your immediate family of your attending this college?

71	Extremely	10	Somewhat
17	Quite a bit	3	Not Very

17 Indicate which of the following are your reasons/goals for attending this college. *(Please respond to each item)*

	Primary goal	Secondary goal	Not a goal
a. Complete a certificate program	30	21	49
b. Obtain an associate degree	76	11	13
c. Transfer to a 4-year college or university	34	34	32
d. Obtain or update job-related skills	45	24	32
e. Self-improvement/personal enjoyment	44	28	28
f. Change careers	34	16	50

18 Indicate which of the following are *sources* you use to pay your tuition at this college. *(Please respond to each item)*

	Major source	Minor source	Not a source
a. My own income/savings	34	27	40
b. Parent or spouse/significant other's income/savings	27	15	58
c. Employer contributions	6	6	88
d. Grants & scholarships	41	6	53
e. Student loans (bank, etc.)	24	8	68
f. Public assistance	5	5	90

19 Since high school, which of the following types of schools have you attended other than the one you are now attending? *(Please mark all that apply)*

7	Proprietary (private) school or training program
11	Public vocational-technical school
30	Another community or technical college
19	4-year college or university
46	None

20 When do you plan to take classes at this college again?

7	I will accomplish my goal(s) during this term and will not be returning
6	I have no current plan to return
72	Within the next 12 months
15	Uncertain

21 At this college, in what range is your overall college grade average?

12	A
24	A- to B+
24	B
24	B- to C+
9	C
5	C- or lower
2	Do not have a GPA at this school
0	Pass/fail classes only

22 When do you most frequently take classes at this college? *(Mark one only)*

77	Day classes (morning or afternoon)
23	Evening classes
0	Weekend classes

23 How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?

11	none
40	1-14 credits
20	15-29 credits
11	30-44 credits
9	45-60 credits
8	over 60 credits

24 At what other types of institutions are you taking classes this term?
(Please mark all that apply)

89	None
2	High school
2	Vocational/technical school
3	Another community or technical college
3	4-year college/university
3	Other

25 How many classes are you *presently* taking at OTHER institutions?

85	None
3	1 class
6	2 classes
4	3 classes
3	4 classes or more

26 Would you recommend this college to a friend or family member?

93	Yes	7	No

27 How would you evaluate your entire educational experience at this college?

26	Excellent
58	Good
15	Fair
1	Poor

28 Do you have children who live with you?

46	Yes	54	No

31 Are you married?

38	Yes	62	No

32 Is English your native (first) language?

90	Yes	10	No

35 What is the highest academic credential you have earned?

1	None
71	High school diploma or GED
16	Vocational/technical certificate
8	Associate degree
3	Bachelor's degree
0	Master's/doctoral/professional degree

36 What is the highest level of education obtained by your:

	Father	Mother
a. Not a high school graduate	19	13
b. High school diploma or GED	30	31
c. Some college, did not complete degree	14	18
d. Associate degree	8	12
e. Bachelor's degree	10	11
f. Master's degree/1st professional	5	6
g. Doctorate degree	2	2
h. Unknown	11	7

Means Summary

There are five reports contained in this section. The first two reports present data for ***all students*** and the final three present data for students by ***enrollment status*** (part-and full-time).

The **Means Summary Report** (pp. M1 - M9) provides item-by-item means for ***all students*** at your institution contrasted with a comparison group and the 2009 *CCSSE* Cohort (students who participated in *CCSSE* from 2007 through 2009). Below is a description of the layout of this report:

Item
The items from *The Community College Student Report* appear in the left column in the same order they appear on the instrument. Because the report lists means and mean comparison information, only those items that have numerically scaled responses appear. The items measuring other educational experiences (practicum experiences, study abroad, etc.) do not appear because their response sets are categorical (yes, no, undecided). Please refer to the Frequencies Distributions for details on these items.

Variable
The name of each variable appears in the second column for easy reference to your data file and the summary statistics reports.

Class
The class appears in the third column and corresponds to the sample for which the data are reported (e.g., all students, part-time students, or full-time students).

Mean
A mean is the arithmetic average of all responses on a particular item. Means are provided for your institution, a comparison group, and for the 2009 *CCSSE* Cohort.

Sig (Statistical Significance)
A *t* test, a statistical procedure used to compare two means, is conducted between your college and comparison group as well as your college and the 2009 *CCSSE* Cohort. The statistical significance–the probability of the observed difference occurring where there are truly no differences between the means–is reported. For the comparison group and the 2009 *CCSSE* Cohort, mean differences that are significant at the $p < .001$ level and have an effect size greater than or equal to .2 (see below) are indicated by a single asterisk (*).

Effect Size
The actual magnitude of some item score differences may seem trivial, even though they are highly reliable and statistically significant. For this reason, *CCSSE* also reports the effect size (only when the value is greater than or equal to .2) associated with those item comparisons that are statistically significant. **The effect size represents the magnitude of the discrepancy in the student or institutional behavior represented by the item**.

The Summary Statistics Report (pp. M10 - M13) presents statistics on ***all students*** at your institution contrasted with a comparison group and the 2009 *CCSSE* Cohort. A description of the layout of this report is provided below:

Variable Names
Variable names are the names of all variables; these are the same names contained in the second column of the **Means Summary Report: All Students**.

# of respondents
The total number of respondents for your college, a comparison group, and the 2009 *CCSSE* Cohort are listed. As a reminder, respondents may be **excluded** from institutional reports for the following reasons: 1) the respondent did not indicate whether he or she was enrolled part- or full-time at the institution, 2) the survey is invalid, 3) the student reported his or her age as under 18, or; 4) the student indicated that he or she had taken the survey in a previous class.

Mean
The mean is the arithmetic average of all responses on a particular item.

Standard deviation
Standard deviation is a statistic used as a measure of the dispersion or variation in a distribution, equal to the square root of the arithmetic mean of the squares of the deviations from the arithmetic mean; more generally, a measure of the extent to which numbers are spread around their average.

Std error of the mean
Std error of the mean is the measurement of error when a sample mean is used to estimate the mean of the population from which the sample was drawn. The standard error of the mean is computed as the standard deviation of the original population divided by the square root of the sample size.

Significance
Significance is the probability of the observed difference occurring where there are truly no differences between the means. For the comparison group and the 2009 *CCSSE* Cohort, mean differences that are significant at the $p < .001$ level and have an effect size greater than or equal to .2 are indicated by a single asterisk (*).

Effect size
The effect size represents the magnitude of the discrepancy in the student or institutional behavior represented by the item. For a more detailed description, see above.

The next series of reports, found on pages M14 through M30, contain the same reports described above broken down by ***enrollment status*** for your institution, a comparison group, and the 2009 *CCSSE* Cohort.

Community College Survey of Student Engagement

Means Summary Report: All Students

Item	Variable	Class	Your College Mean	Other Large Colleges Mean	Sig*	Effect Size	2009 *CCSSE* Cohort Mean	Sig*	Effect Size
COLLEGE ACTIVITIES									
Academic, Intellectual, and Social Experiences continued		*1=Never, 2=Sometimes, 3=Often, 4=Very often*							
n. Discussed ideas from your readings or classes with instructors outside of class	FACIDEAS	All Students	1.69	1.71			1.74		
o. Received prompt feedback (written or oral) from instructors on your performance	FACFEED	All Students	2.70	2.65			2.66		
p. Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	All Students	2.67	2.52			2.54		
q. Worked with instructors on activities other than coursework	FACOTH	All Students	1.33	1.39			1.41		
r. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OCCIDEAS	All Students	2.69	2.55			2.56		
s. Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	All Students	2.67	2.46	*	0.20	2.38	*	0.28
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTUD	All Students	2.45	2.38			2.34		
u. Skipped class	SKIPCLAS	All Students	1.50	1.59			1.56		
Character of Mental Activities									
5. During the current school year, how much has your coursework at this college emphasized the following mental activities?		*1=Very little, 2=Some, 3=Quite a bit, 4=Very much*							
a. **Memorizing** facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	All Students	2.87	2.82			2.82		
b. **Analyzing** the basic elements of an idea, experience, or theory	ANALYZE	All Students	2.89	2.87			2.85		
c. **Synthesizing** and organizing ideas, information, or experiences in new ways	SYNTHESZ	All Students	2.83	2.72			2.72		
d. **Making judgments** about the value or soundness of information, arguments, or methods	EVALUATE	All Students	2.59	2.56			2.56		
e. **Applying** theories or concepts to practical problems or in new situations	APPLYING	All Students	2.67	2.65			2.66		
f. **Using information** you have read or heard to perform a new skill.	PERFORM	All Students	2.89	2.74			2.76		

Community College Survey of Student Engagement

Means Summary Report: All Students

Item	Variable	Class	Your College Mean	Other Large Colleges Mean	Sig*	Other Large Colleges Effect Size	2009 *CCSSE* Cohort Mean	2009 *CCSSE* Cohort Sig*	2009 *CCSSE* Cohort Effect Size
COLLEGE ACTIVITIES									
Reading and Writing		*1=None, 2=Between 1 and 4 3=Between 5 and 10, 4=Between 11 and 20, 5=More than 20*							
6. During the current school year, about how much reading and writing have you done at this college?									
a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	READASGN	All Students	2.97	2.85			2.86		
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	All Students	2.24	2.11			2.09		
c. Number of written papers or reports of any length	WRITEANY	All Students	2.78	2.83			2.83		
Nature of Exams		*1=Extremely easy to 7=Extremely challenging*							
7. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college	EXAMS	All Students	5.21	4.94	*	0.22	4.99		
OPINIONS ABOUT YOUR SCHOOL									
Institutional Emphasis		*1=Very little, 2=Some, 3=Quite a bit, 4=Very much*							
9. How much does this college emphasize each of the following?									
a. Encouraging you to spend significant amounts of time studying	ENVSCHOL	All Students	3.07	2.95			2.97		
b. Providing the support you need to help you succeed at this college	ENVSUPRT	All Students	2.94	2.95			2.97		
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	All Students	2.52	2.52			2.49		
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	All Students	1.83	1.93			1.94		
e. Providing the support you need to thrive socially	ENVSOCAL	All Students	2.13	2.13			2.14		
f. Providing the financial support you need to afford your education	FINSUPP	All Students	2.47	2.36			2.43		
g. Using computers in academic work	ENVCOMP	All Students	3.22	3.10			3.12		

Community College Survey of Student Engagement

Means Summary Report: All Students

Item	Variable	Class	Your College	Other Large Colleges			2009 *CCSSE* Cohort		
			Mean	Mean	Sig*	Effect Size	Mean	Sig*	Effect Size
WEEKLY ACTIVITIES									
10. About how many hours do you spend in a typical 7 - day week doing each of the following?			*0=None, 1=1-5 hours/week, 2=6-10 hours/week, 3=11-20 hours/week, 4=21-30 hours/week, 5=More than 30 hours/week*						
a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	ACADPR01	All Students	2.14	1.89	*	0.24	1.92	*	0.20
b. Working for pay	PAYWORK	All Students	2.71	3.16	*	-0.23	3.08		
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	COCURR01	All Students	0.19	0.26			0.28		
d. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	All Students	2.54	1.64	*	0.46	1.78	*	0.37
e. Commuting to and from classes	COMMUTE	All Students	1.51	1.31	*	0.23	1.31	*	0.22
Quality of Relationships									
11. Mark the box that best represents the quality of your relationships with people at this college.			*1=Unfriendly, unsupportive, sense of alienation to 7=Friendly, supportive, sense of belonging*						
a. Relationships with other students	ENVSTU	All Students	5.64	5.40			5.49		
			1=Unavailable, unhelpful, unsympathetic to 7=Available, helpful, sympathetic						
b. Relationships with instuctors	ENVFAC	All Students	5.50	5.63			5.68		
			1=Unhelpful, inconsiderate, rigid to 7=Helpful, considerate, flexible						
c. Relationships with administrative personnel and offices	ENVADM	All Students	4.68	4.86			5.00	*	-0.20

Community College Survey of Student Engagement

Means Summary Report: All Students

Item	Variable	Class	Your College	Other Large Colleges			2009 *CCSSE* Cohort		
			Mean	Mean	Sig*	Effect Size	Mean	Sig*	Effect Size
EDUCATIONAL AND PERSONAL GROWTH									
Knowledge, Skills & Personal Development									
12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas? *1=Very little, 2=Some, 3=Quite a bit, 4=Very much*									
a. Acquiring a broad general education	GNGENLED	All Students	3.02	2.95			2.95		
b. Acquiring job or work-related knowledge and skills	GNWORK	All Students	2.71	2.49	*	0.22	2.58		
c. Writing clearly and effectively	GNWRITE	All Students	2.78	2.69			2.70		
d. Speaking clearly and effectively	GNSPEAK	All Students	2.76	2.60			2.61		
e. Thinking critically and analytically	GNANALY	All Students	2.92	2.86			2.89		
f. Solving numerical problems	GNSOLVE	All Students	2.74	2.58			2.59		
g. Using computing and information technology	GNCMPTS	All Students	2.95	2.68	*	0.26	2.73	*	0.22
h. Working effectively with others	GNOTHERS	All Students	2.83	2.69			2.73		
i. Learning effectively on your own	GNINQ	All Students	3.06	2.88	*	0.20	2.90		
j. Understanding yourself	GNSELF	All Students	2.72	2.58			2.60		
k. Understanding people of other racial and ethnic backgrounds	GNDIVERS	All Students	2.53	2.40			2.37		
l. Developing a personal code of values and ethics	GNETHICS	All Students	2.47	2.34			2.36		
m. Contributing to the welfare of your community	GNCOMMUN	All Students	2.07	1.98			2.01		
n. Developing clearer career goals	CARGOAL	All Students	2.79	2.63			2.67		
o. Gaining information about career opportunities	GAINCAR	All Students	2.74	2.51	*	0.22	2.55		

Community College Survey of Student Engagement

Means Summary Report: All Students

Item	Variable	Class	Your College	Other Large Colleges			2009 *CCSSE* Cohort		
			Mean	Mean	Sig*	Effect Size	Mean	Sig*	Effect Size
STUDENT SERVICES									
13.1 How often do you use the following services?		*0=Don't know/N.A, 1=Rarely/never, 2=Sometimes, 3=Often*							
a. Frequency: Academic advising/planning	USEACAD	All Students	1.70	1.74			1.76		
b. Frequency: Career counseling	USECACOU	All Students	1.42	1.43			1.43		
c. Frequency: Job placement assistance	USEJOBPL	All Students	1.19	1.23			1.24		
d. Frequency: Peer or other tutoring	USETUTOR	All Students	1.40	1.46			1.46		
e. Frequency: Skill labs (writing, math, etc.)	USELAB	All Students	1.82	1.68			1.71		
f. Frequency: Child care	USECHLD	All Students	1.17	1.15			1.18		
g. Frequency: Financial aid advising	USEFAADV	All Students	1.86	1.76			1.81		
h. Frequency: Computer lab	USECOMLB	All Students	2.17	2.06			2.10		
i. Frequency: Student organizations	USESTORG	All Students	1.31	1.33			1.35		
j. Frequency: Transfer credit assistance	USETRCRD	All Students	1.47	1.54			1.54		
k. Frequency: Services to students with disabilities	USEDISAB	All Students	1.25	1.28			1.29		

Community College Survey of Student Engagement

Means Summary Report: All Students

Item	Variable	Class	Your College	Other Large Colleges			2009 *CCSSE* Cohort		
			Mean	Mean	Sig*	Effect Size	Mean	Sig*	Effect Size
STUDENT SERVICES									
13.2 How satisfied are you with the services?		*0=N.A.,1=Not at all, 2=Somewhat, 3=Very*							
a. Satisfaction: Academic advising/planning	SATACAD	All Students	2.19	2.19			2.23		
b. Satisfaction: Career counseling	SATCACOU	All Students	2.01	2.04			2.06		
c. Satisfaction: Job placement assistance	SATJOBPL	All Students	1.86	1.80			1.83		
d. Satisfaction: Peer or other tutoring	SATTUTOR	All Students	2.12	2.14			2.16		
e. Satisfaction: Skill labs (writing, math, etc.)	SATLAB	All Students	2.34	2.25			2.26		
f. Satisfaction: Child care	SATCHLD	All Students	1.74	1.76			1.77		
g. Satisfaction: Financial aid advising	SATFAADV	All Students	2.13	2.14			2.20		
h. Satisfaction: Computer lab	SATCOMLB	All Students	2.65	2.48	*	0.28	2.49	*	0.25
i. Satisfaction: Student organizations	SATSTORG	All Students	2.00	1.96			1.98		
j. Satisfaction: Transfer credit assistance	SATTRCRD	All Students	1.99	2.05			2.07		
k. Satisfaction: Services to students with disabilities	SATDISAB	All Students	2.08	2.01			2.02		

Community College Survey of Student Engagement

Means Summary Report: All Students

Item	Variable	Class	Your College	Other Large Colleges			2009 *CCSSE* Cohort		
			Mean	Mean	Sig*	Effect Size	Mean	Sig*	Effect Size
STUDENT SERVICES									
13.3 How important are the services to you?		*1=Not at all, 2=Somewhat, 3=Very*							
a. Importance: Academic advising/planning	IMPACAD	All Students	2.63	2.52			2.52		
b. Importance: Career counseling	IMPCACOU	All Students	2.42	2.30			2.29		
c. Importance: Job placement assistance	IMPJOBPL	All Students	2.22	2.03	*	0.23	2.04	*	0.21
d. Importance: Peer or other tutoring	IMPTUTOR	All Students	2.10	2.11			2.10		
e. Importance: Skill labs (writing, math, etc.)	IMPLAB	All Students	2.31	2.19			2.19		
f. Importance: Child care	IMPCHLD	All Students	1.85	1.72			1.73		
g. Importance: Financial aid advising	IMPFAADV	All Students	2.47	2.36			2.40		
h. Importance: Computer lab	IMPCOMLB	All Students	2.57	2.42			2.44		
i. Importance: Student organizations	IMPSTORG	All Students	1.88	1.83			1.83		
j. Importance: Transfer credit assistance	IMPTRCRD	All Students	2.29	2.26			2.24		
k. Importance: Services to students with disabilities	IMPDISAB	All Students	2.13	2.03			2.03		

Community College Survey of Student Engagement

Means Summary Report: All Students

Item	Variable	Class	Your College Mean	Other Large Colleges Mean	Sig*	Effect Size	2009 *CCSSE* Cohort Mean	Sig*	Effect Size
COLLEGE EXPERIENCES									
14. How likely is it that the following issues would cause you to withdraw from class or from this college?		*1=Not likely, 2=Somewhat likely, 3=Likely, 4=Very likely*							
a. Working full-time	WRKFULL	All Students	2.12	2.19			2.16		
b. Caring for dependents	CAREDEP	All Students	2.06	1.91			1.91		
c. Academically unprepared	ACADUNP	All Students	1.63	1.70			1.67		
d. Lack of finances	LACKFIN	All Students	2.54	2.42			2.43		
e. Transfer to a 4-year college or university	TRANSFER	All Students	2.30	2.58	*	-0.23	2.44		
		1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely							
15. How supportive are your friends of your attending this college?	FRNDSUPP	All Students	3.25	3.20			3.24		
		1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely							
16. How supportive is your immediate family of your attending this college?	FAMSUPP	All Students	3.55	3.48			3.51		
		0=None, 1=1-14 credits, 2=15-29 credits, 3=30-44 credits, 4=45-60 credits, 5= over 60 credits							
23. How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?	TOTCHRS	All Students	1.91	1.97			2.02		
		1=None, 2=1 class, 3=2 classes, 4=3 classes, 5=4 classes or more							
25. How many classes are you presently taking at OTHER institutions?	OTHINST	All Students	1.38	1.42			1.41		
		1=Poor, 2=Fair, 3=Good, 4=Excellent							
27. How would you evaluate your entire educational experience at this college?	ENTIREXP	All Students	3.09	3.14			3.16		

APPENDIX III

Formula a:

Total # duplicated F/S 2010-11 Dev. Ed. Students at end of each course = Retention
Total # duplicated F/S 2010-11 Dev. Ed. Students at census dates Rate Baseline

Formula b:

-X% retention 2010-11 baseline - (Total # duplicated F/S 2011-12 Dev. Ed. Students at end of each course) / (Total # duplicated F/S 2011-12 Dev. Ed Students at the census date) = % growth/decline

Formula c:

-X% retention 2011-12 - (Total # duplicated F/S 2012-13 Dev. Ed. Students at end of each course) / (Total # duplicated F/S 2012-13 Dev. Ed Students at the census date) = % growth/decline

Formula d:

-X% retention 2012-13 - (Total # duplicated F/S 2013-14 Dev. Ed. Students at end of each course) / (Total # duplicated F/S 2013-14 Dev. Ed Students at the census date) = % growth/decline

Formula e:

-X% retention 2013-14 - (Total # duplicated F/S 2014-15 Dev. Ed. Students at end of each course) / (Total # duplicated F/S 2014-15 Dev. Ed Students at the census date) = % growth/decline

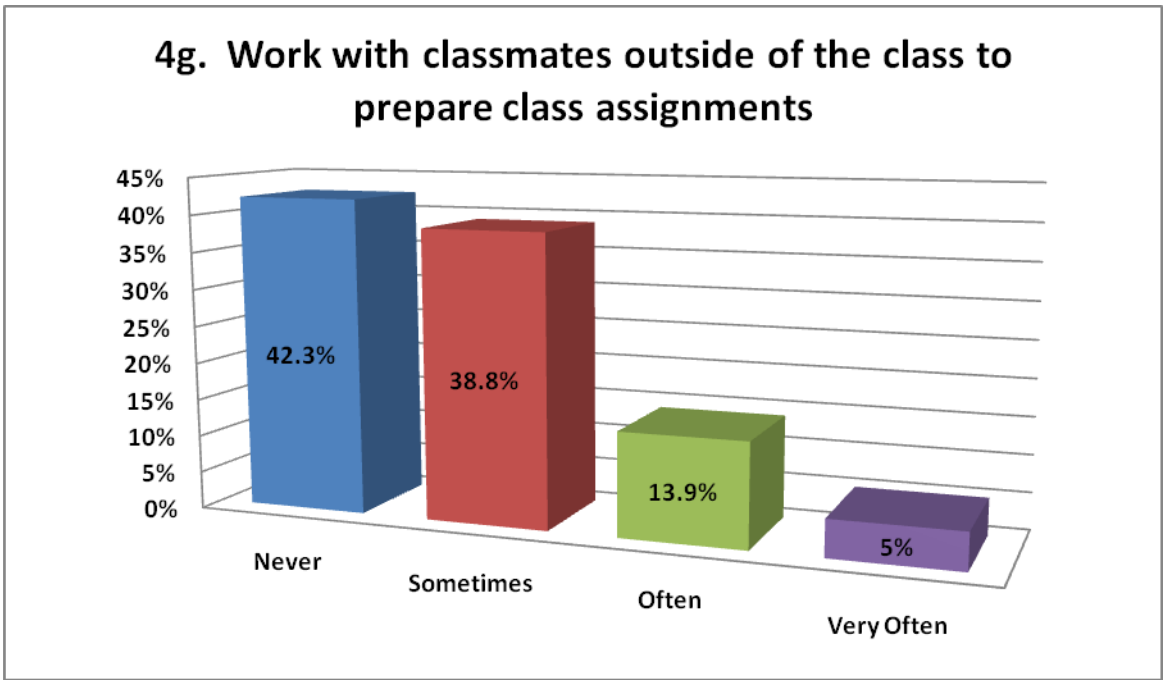
Formula f:

-X% retention 2014-15 - (Total # duplicated F/S 2015-16 Dev. Ed. Students at end of each course) / (Total # duplicated F/S 2015-16 Dev. Ed Students at the census date) = % growth/decline

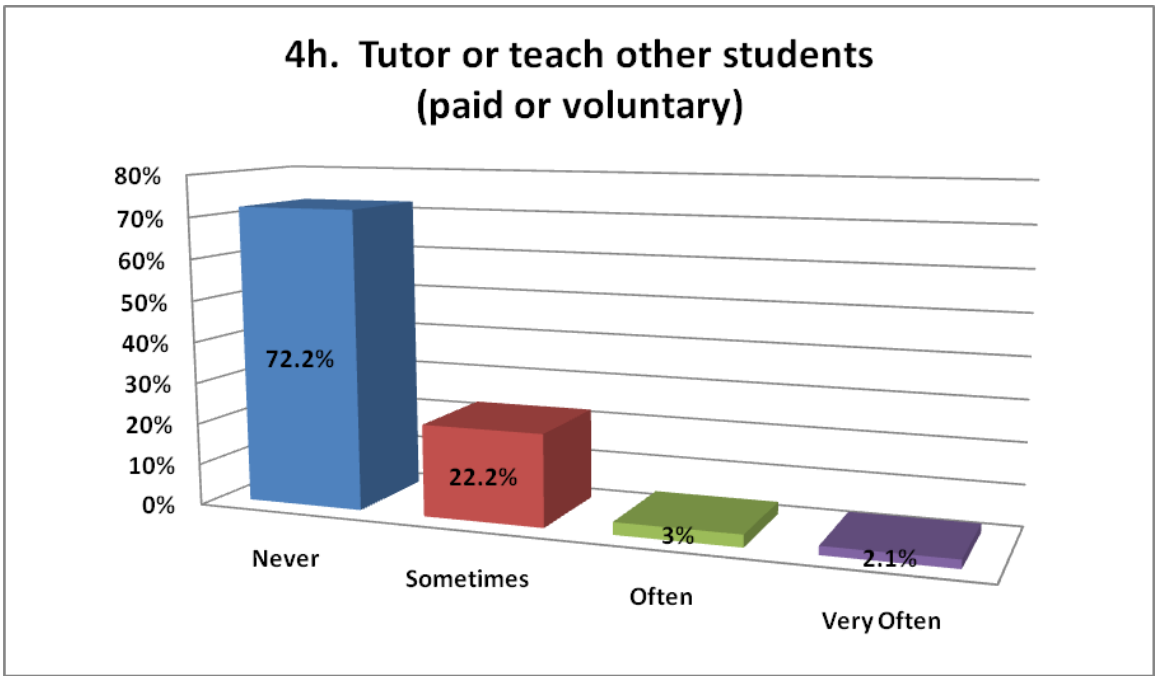
APPENDIX IV

Charts Extracted from CCSSE© Report

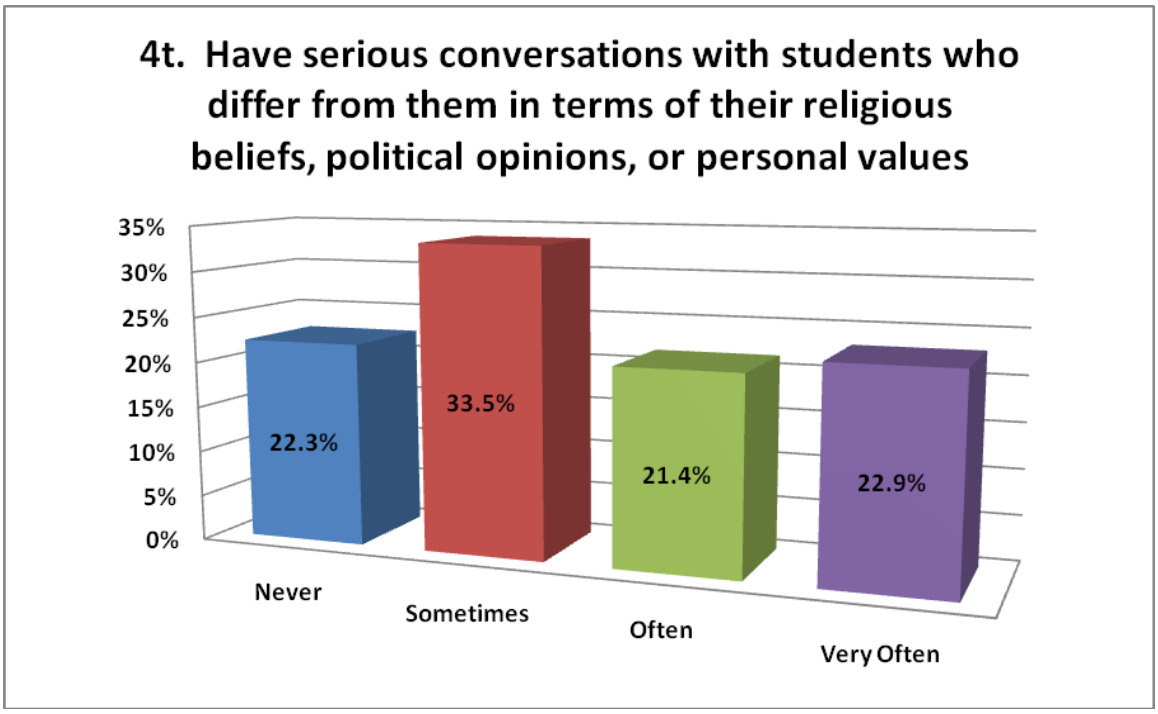
Working with Classmates Outside of Class to Prepare for Class Assignments



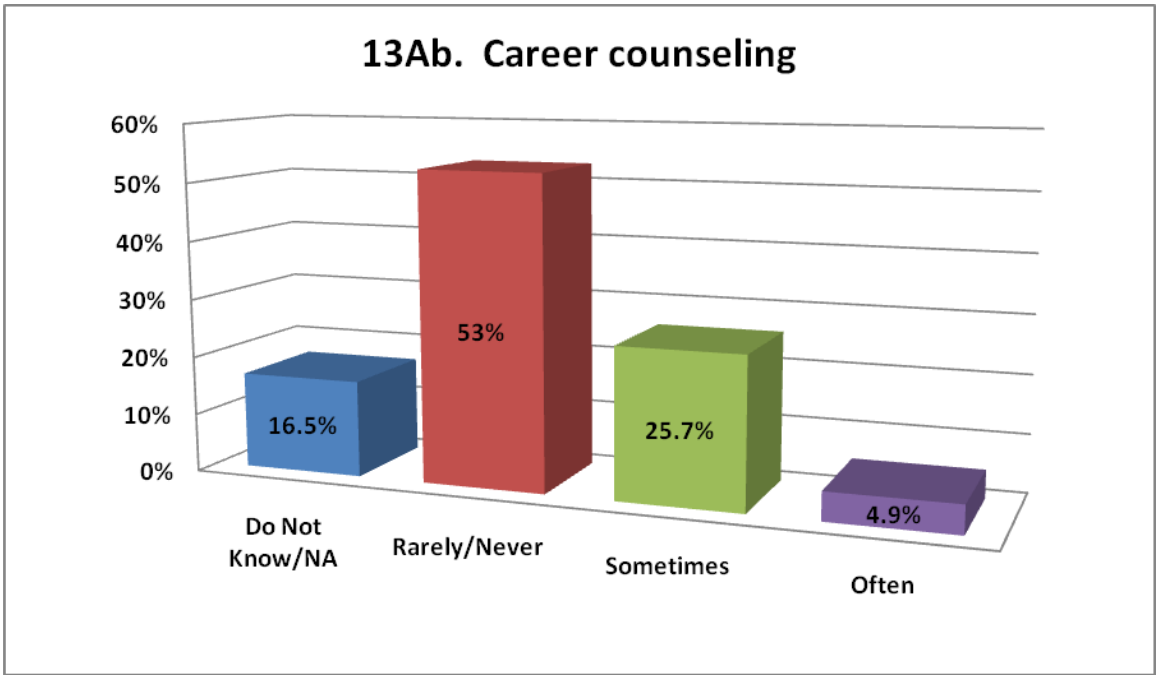
Tutor or Teach Other Students (Paid or Volunteer)



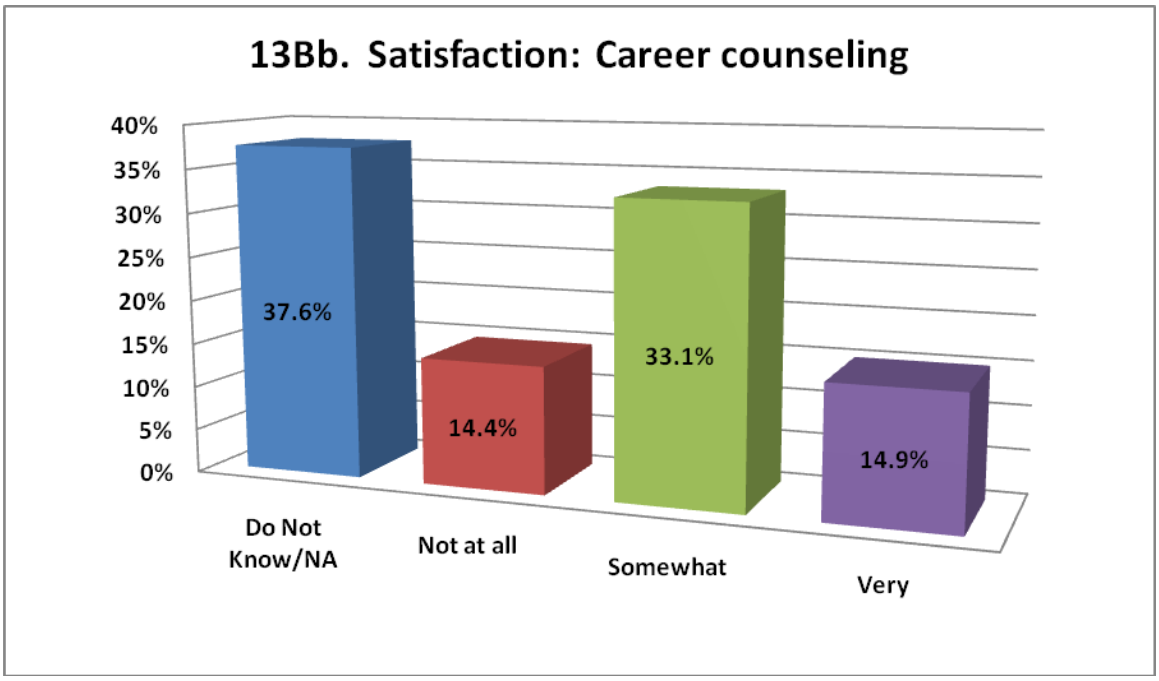
Having a Serious Conversation with Students Who Differ from Them in Terms of Their Religious Beliefs, Political Opinions, or Personal Values



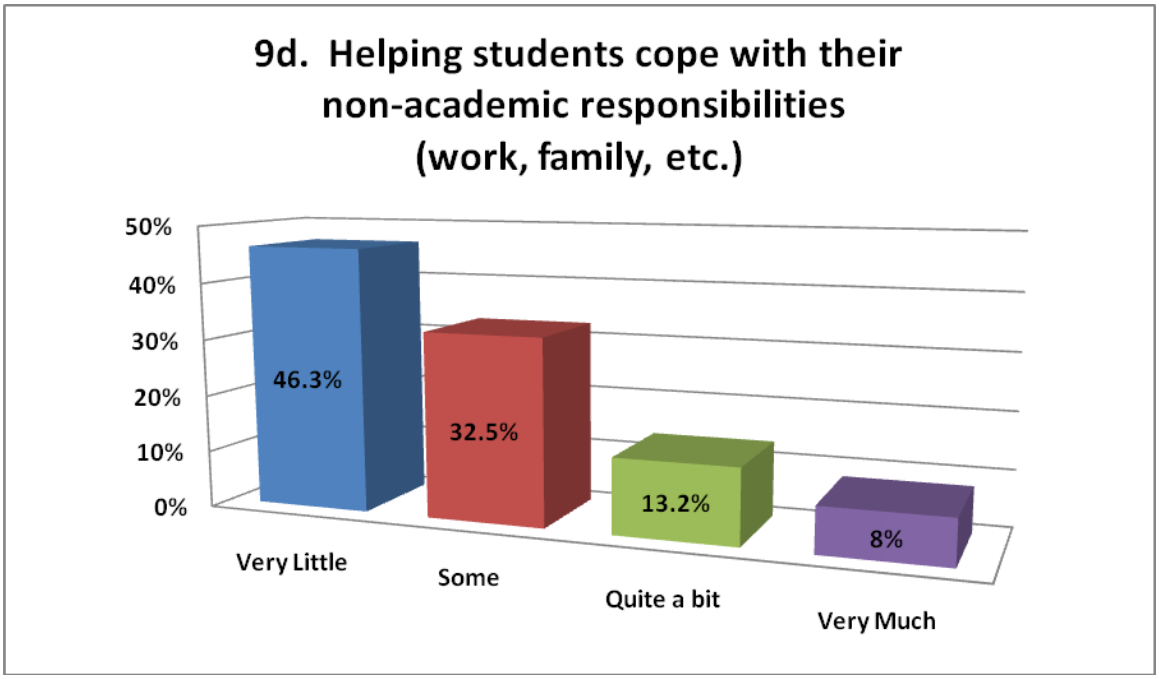
Knowledge about Career Counseling



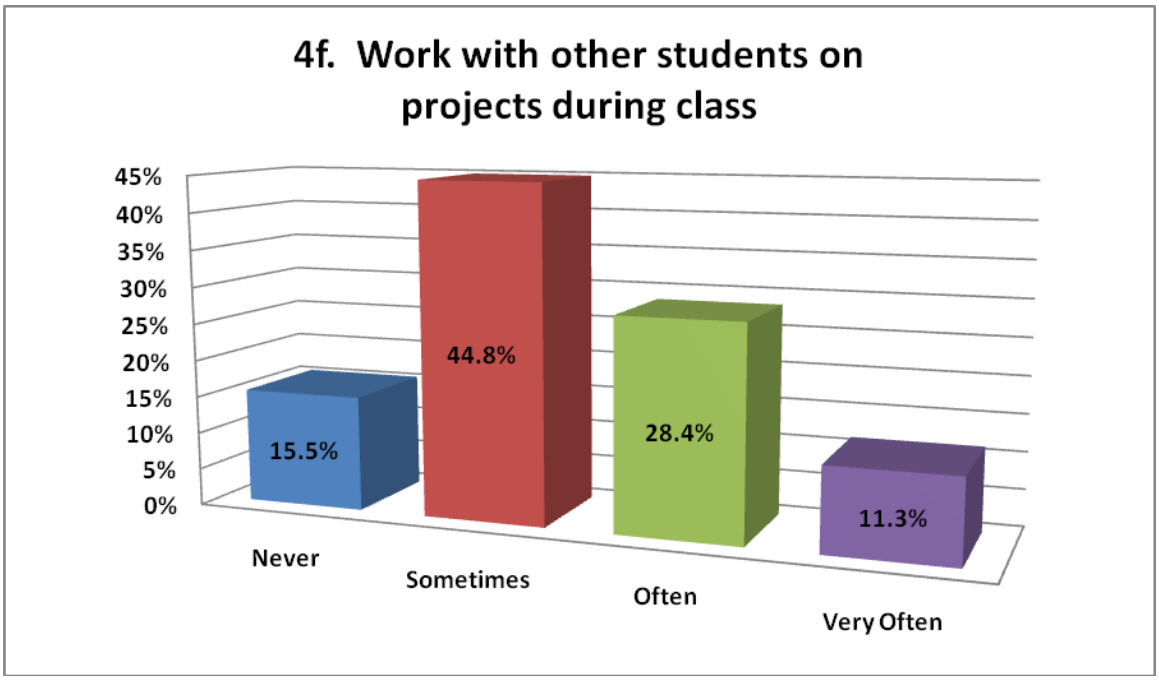
Career Counseling Satisfaction



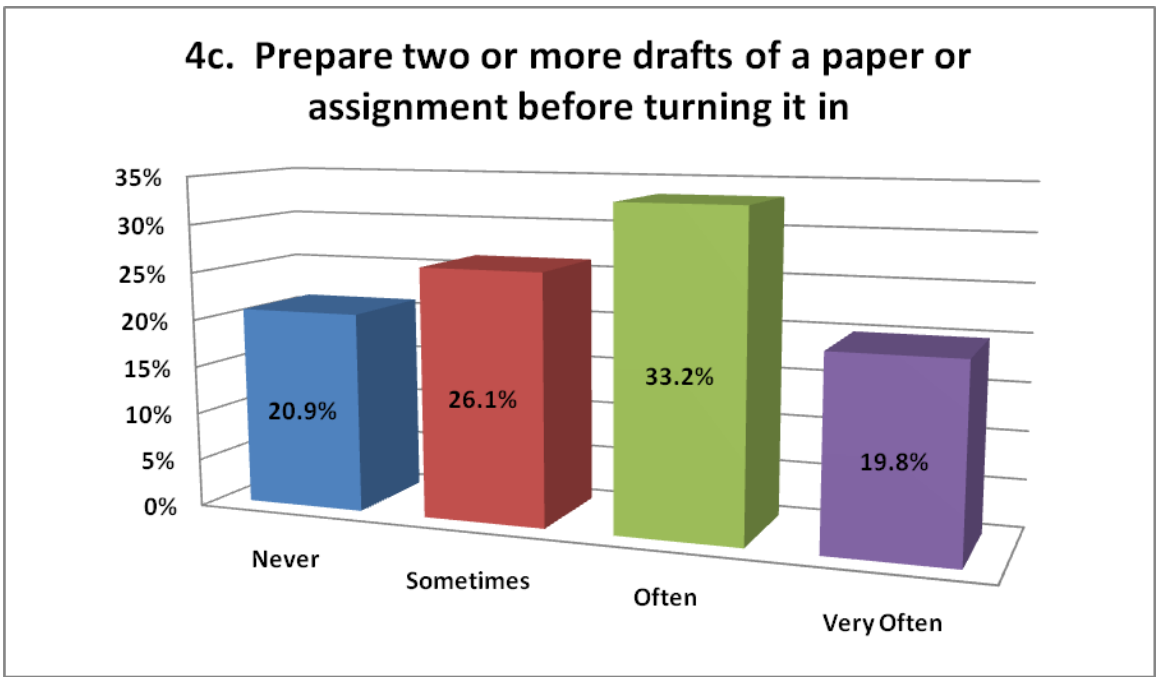
Helping Students Cope with Their Non-Academic Responsibilities



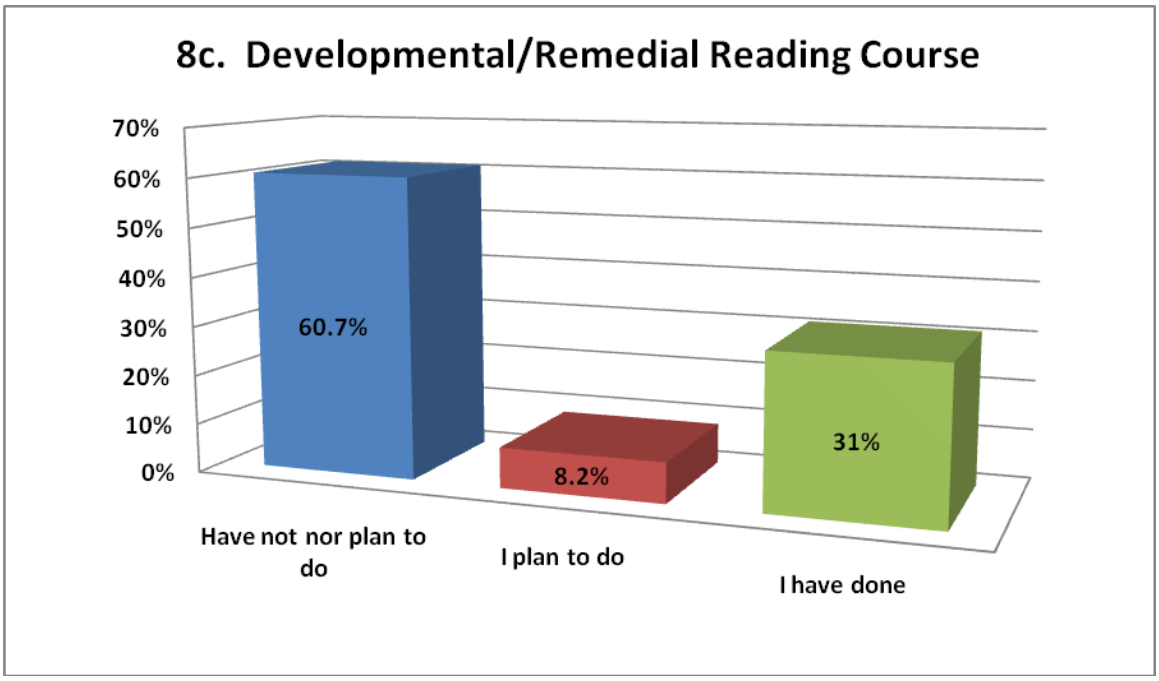
Work with Other Students on Projects during Class



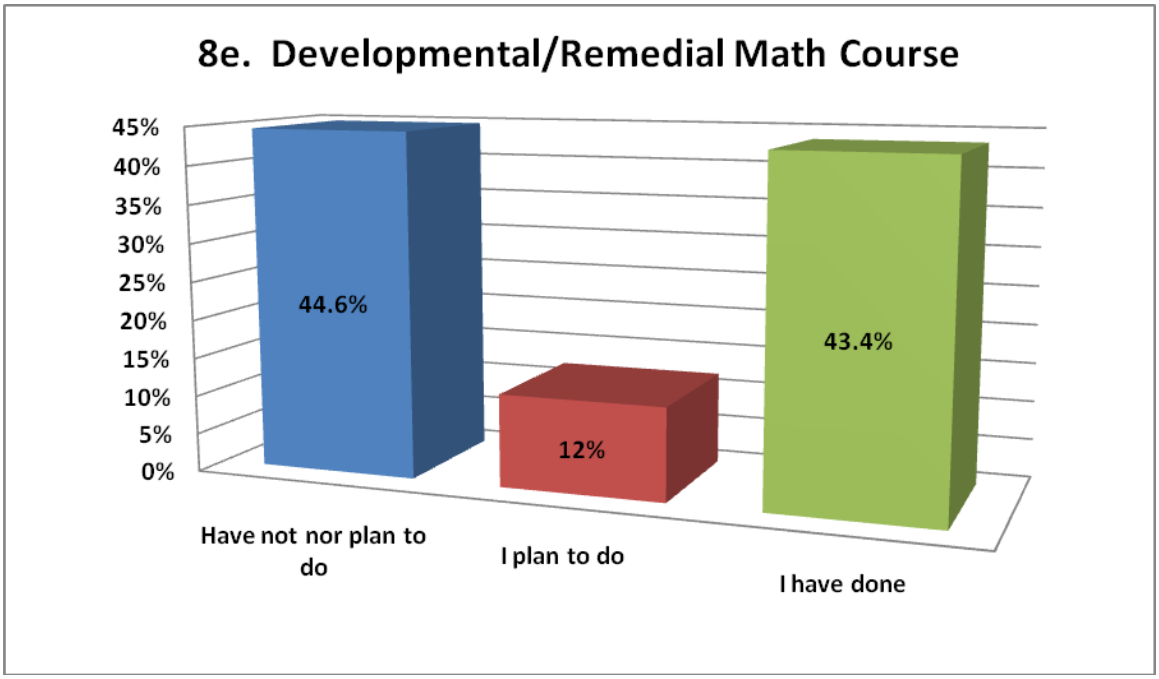
Prepare Two or More Drafts of a Paper or Assignment before Turning It in



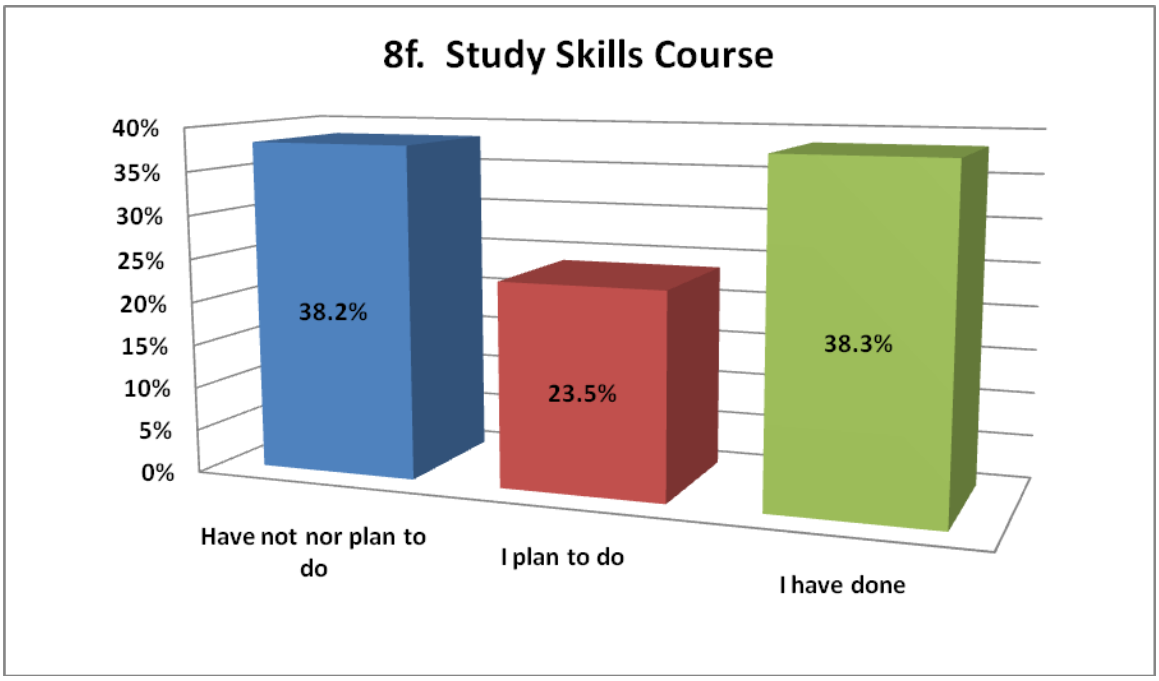
Plan to Enroll in Developmental/Remedial Reading Course



Plan to Enroll in a Developmental/Remedial Mathematics Course



Plan to Enroll in a Study Skills Course



APPENDIX V

From FTCC Grade Distribution Reports (2010)

Success Versus Failures in Developmental Courses