A Quality Enhancement Plan Proposal

Start Here. Go Anywhere.

Submitted to the Southern Association of College and Schools Commission on Colleges

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Frank Phillips College
Borger, TX

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Executive Summary

Frank Phillips College (FPC) has developed a Quality Enhancement Plan (QEP), ***Start Here. Go Anywhere.*** that fosters student success through a model of holistic, start-to-finish advising. ***Start Here. Go Anywhere.*** promotes student success through advising based on students' defined goals from initial intake through completion. It also supports the idea of institutional responsibility in nurturing a holistic, start-to-finish modeled approach to advising.

FPC considered a multitude of stakeholders' opinions for topic selection. Questionnaires were sent to Academic-Transfer (AT) faculty, Career Technical Education (CTE) faculty, academic and CTE students (including those enrolled for dual-credit), members of the FPC governing board, scholarship donors, and Career & Technical Education (CTE) advisory committees. Once topic selection was narrowed down, focus groups were conducted. Focus groups included academic students, CTE students, dual-credit students, faculty, and staff.

Three major components have been developed for the QEP: Intake, FYIS 0301 *Plainsmen Trail Portfolio*, and Transferability. Each of the Student Learning Outcomes (SLOs) are assessed multiple time with multiple measures.

Start Here. Go Anywhere. defines student success as a holistic, start-to-finish advising approach with measurable goals including:

> **Goal 1: To increase retention by 15% and completion of certificates and degrees by 10% compared to baseline year and based on students' identified goals.**

>> **SLO 1: Students will successfully navigate the intake process during their first semester of enrollment.**

>> **SLO 2: Students will create a plan in their FYIS 0301 course to meet their goals for their academic career.**

>> **SLO 3: Students will create a degree plan in their FYIS 0301 course to prepare for seamless transfer to a four-year college or university.**

>> **SLO 4: Students will participate in support services designed to further their goals.**

A measurable timeline has been established to monitor student retention/completion. Course level, program level, and institutional level measurements will provide data to guide the plan's organic timeline. The assessment plan includes formative and summative data and quantitative, qualitative, and mixed methods approaches to research/evaluation.

Start Here. Go Anywhere. proposes to improve student success through a holistic, start-to-finish model of advising that is based on students' self-awareness and individual goals. The plan will encompass collaborative efforts from both the student and institution. FPC hopes to engage

students from the intake process through completion of their goals in an innovative approach to advising, which will include a restructuring of the First-Year Institute Seminar (FYIS) with an assigned academic advising partner and a comprehensive planning process so that students can map a plan to meet their goals.

*In conjunction with FPC's QEP the institution is launching a branding initiative focused on terminology and physical space that will help stimulate a culture that supports the student population identifying as a Plainsmen.

Institutional Profile

Founded in 1948 and first accredited by SACSOC in 1958, Frank Phillips College (FPC) is a Level I comprehensive two-year community college in the Texas Panhandle, which serves diverse student and community. FPC is one of the two smallest colleges in Texas and serves an area of nine counties totaling 9,381 square miles. The population in the service area is among the most sparsely populated section of Texas with a population of only 61,847, or 15.16 people per square mile. The distance from Borger to Texline (NW) is 116 miles, and the distance from Borger to Follett is 122 miles.

Campus locations include the Frank Phillips College (home campus) located in Borger, TX, FPC Allen Campus (off-site location) located in Perryton, TX, FPC Rahll Campus (off-site location) located in Dalhart, TX, Dumas Cosmetology Center (off-site location) located in Dumas, TX, The Hereford Cosmetology Center of Frank Phillips College (off-site location) located in Hereford, TX, and Coon

Table 1: Service Area Population and Square Mileage

COUNTY	POPULATION (2014)	AREA (Square Miles)	Distance from FPC Home Campus (Borger)
Dallam	6,761	1.505	79.7 mi
Hansford	5,605	920	30.1 mi
Hartley	6,060	1,462	69.9 mi
Hemphill	3,798	910	60.7 mi
Hutchinson	22,212	887	
Lipscomb	3,283	932	30.3 mi
Ochiltree	10,173	918	43.2 mi
Roberts	925	924	31.1 mi
Sherman	3,030	923	42.8 mi
TOTAL	61,847	9,381	

Memorial Hospital (off-site location) located in Dalhart, TX. FPC also serves 22 area high schools: Booker, Borger, Canadian, Canyon, Channing, Dalhart, Darrouzett, Dumas, Felt, Follett, Gruver, Hartley, Hereford, Higgins, Nazareth, Perryton, Randall, Sanford-Fritch, Spearman, Sunray, Texline, and West Texas (Stinnett) through the dual-credit program.

FPC's mission states, **"Frank Phillips College is a comprehensive two-year community-based educational organization that is committed to providing high-quality learning experiences and services."** FPC's goal is to assist each individual in acquiring the skills, facts, values, and attitudes necessary to participate in and contribute to the democratic society in which we live.

FPC awards three college transfer degrees (A.A., A.A.T., and A.S.), two associate in applied science degrees (Farm and Ranch Management and Instrumentation and Electrical), and several certificates of completion.

During the fall 2017 and spring 2018 terms FPC served 2,833 curriculum students and 5,244 continuing education students. Table one shows the enrollment analysis of each term.

Fall 2017 Enrollment Analysis			Spring 2018 Enrollment Analysis		
Headcount (Unduplicated)			**Headcount (Unduplicated)**		
Academic	1,229		Academic	1,156	
Career and Technical	347		Career and Technical	274	
TOTAL	1,481		Reported Headcount	1,352	
Breakdown of Headcount		**Percentage**	**Breakdown of Headcount**		**Percentage**
Borger Campus	454	31%	Borger Campus	316	24%
FPC Allen Campus	126	9%	FPC Allen Campus	114	9%
FPC Rahll Campus	78	5%	FPC Rahll Campus	86	7%
Cosmetology, Dumas	13	0.5%	Cosmetology Dumas	9	1%
Cosmetology Hereford	8	0.5%	Cosmetology, Hereford	7	1%
Dual-Credit (ALL)	802	54%	Dual-Credit (ALL)	767	58%
TOTAL					
Credit Hours			**Credit Hours**		
Academic	10,499	78%	Academic	9,328	80%
Career and Technical	2,936	22%	Career and Technical	2,314	20%
TOTAL	13,435		Total	11,642	

Table 2: Fall 2017 and Spring 2018 Enrollment Analysis

 The college's student body is consistent with the peer group of small colleges in terms of enrollment and economic need. The peer group includes Clarendon, Galveston, Howard, Northeast Texas, Panola, Ranger, Vernon, and Western Texas Colleges as well as Southwest Collegiate Institute and Howard County Junior College District.

Table 3: Student Body Breakdown

	Race/ Ethnicity Frank Phillips College	Race/ Ethnicity Peer Group		Financial Aid Frank Phillips College	Financial Aid Peer Group
White	50.4	50.2	**Federal Pell Grants**	22%	29%
Hispanic	38.8	33.1	**Federal Student Loans**	8.0	13
African American	4.3	8.8	**Other**	47	56
Asian/ Pacific Island	.3	1.5			
International	.4	1.3			
Other & Unknown	5.7	5.0			

Faculty Characteristics

Frank Phillips College faculty are committed to the students and helping them succeed. Faculty serve as advisors, organization sponsors, mentors, and teachers. The faculty have a place of leadership in the college, and most administrators also teach as adjuncts to make sure that the administration stays connected to the students. Atypical of many institutions, the faculty and administration support the students in a united approach, and there is no animosity between the faculty, staff, and administration. The college's culture is to take care of the needs of students and provide them with a high quality education and educational experience.

Though the percentages of full-time and adjunct faculty are relatively close, many of the adjunct faculty are full-time employees (staff and administration) or retired faculty.

Table 4: Faculty Breakdown

Spring, 2017	**Full-time Faculty**	**Part-Time Faculty**	**Comparison**	**Averages**
Number of Faculty	37	39	48.7% Full-time 51.3% Part-Time	
Number of Sections	166	62	74.6% taught by full-time	**Average Load** for full-time: 5.49 sections or 16.02 hours in Fall **Average Load** for Part-time Faculty: 1.78 sections or 5.17 hours in Fall
Number of Students (Duplicated)	2,425	839	74.3% taught by full-time	**Average Number of Students**: Full-time: 79.52 Part-time: 22.65

Fall, 2017	**Full-time Faculty**	**Part-Time Faculty**	**Comparison**	**Averages**
Number of Faculty	37	45	45.1% full-time 54.9% Part-time	
Number of Sections	180	78	73.1% taught by full-time	**Average Load** for full-time: 4.9 sections or 14.35 hours **Average Load** for part-time: 1.73 sections or 5.44 hours
Number of Students (duplicated)	2,782	1,025	76.8% taught by full-time	**Average Number of Students**: Full-time: 75.65 Part-time: 20.16
Spring, 2018	**Full-time Faculty**	**Part-Time Faculty**	**Comparison**	**Averages**
Number of Faculty	38	36	51.4% Full-time 48.6% Part-time	
Number of Sections	190	70	73.1 taught by full-time	**Average Load** for full-time: 5.0 sections or 15 hours **Average Load** for part-time: 1.94 sections or 5.82 hours
Number of Students (Duplicated)	2,250	881	71.9% taught by full-time	**Average Number of Students**:

Fall, 2018	Full-time Faculty	Part-Time Faculty	Comparison	Averages
				Full-time: 59.21 Part-time: 24.47
Number of Faculty	38	52	42.2% Full-time 57.8% Part-time	
Number of Sections	175	83	67% taught by full-time faculty	**Average Load** for full-time: 4.6 sections or 15.07 hours **Average Load** for part-time: 1.81 sections or 5.44 hours
Number of Students (Duplicated)	2,816	1,073	72.4% taught by full-time faculty	**Average Number of Students**: Full-time: 75.65 Part-time: 20.16

Economic and Employment Trends

The economic and employment in the service area for Frank Phillips College is driven primarily by agriculture or industrial oil and gas processing. FPC is embedded in its local communities through academic education, career & technology education, and continuing education. Frank Phillips College also offers dual-credit to all high schools in its service area and several high schools outside of the service area with permission from peer institutions. Frank Phillips College is committed to serving its entire service area, regardless of population and distance, and has embarked on several partnerships with employers to meet the individual and comprehensive needs of the communities by educating students for the workplace and/or university transfer.

Institutional Strengths in Fulfilling QEP

FPC has developed a culture of support and confidence in the abilities of students. While other community colleges belittle the idea of "hand holding," FPC embraces that idea. Students come with diverse needs, economic challenges, homesickness, insecurity, and a myriad of other factors working against them. The institution recognizes that many of these students were high-school seniors just three months prior to enrolling, and they did not suddenly become aware of the strategies to navigate college. Supporting students' increases enrollment, retention, and completion, and the college's culture indicates that the only place for rigor is in the classroom. FPC has the lowest number of hours above degree in the State of Texas. Most associate degrees (and all of FPC's) require 60 hours, and most bachelor degrees require 120. The average number of hours over the required 60 hours for FPC students is six (6) for the 2018 academic year. The average among peer groups is 17, and the average among all community colleges in Texas is 24. Frank Phillips College is advising students based on their needs with no agenda to increase enrollment using excess hours.

The institution has a small enrollment, which allows faculty and staff to work individually with students regardless of the location. FPC relies on Instructional TV at the FPC Gene and Louise Rahll Campus and the FPC Allen Campus. Faculty are adept at engaging students at all locations while conducting an I-TV class. In addition, faculty may travel to an off-site campus and teach the class from that location back to the students taking class on the FPC Borger campus. The small enrollment also allows FPC faculty to visit the high-schools to which they teach. Typically the classes are taught by full-time faculty, who visit each high school every other week at the least. The faculty schedules are arranged to allow for the visits, which change the dynamics between the college instructor and the dual-credit students. FPC has success in dual-credit sections because the students are connecting to the instructor at the college. Instructors employed by the high schools are also employed by Frank Phillips College and must participate in the requirements for all adjunct instructors.

Frank Phillips College QEP:

Start Here. Go Anywhere.

The selection of the QEP topic focuses on helping students reach their goals. The QEP is successful only if all constituents, including students, participate. From intake to completion of goals, which may include transfer to a four-year college or university, completion of a certificate or degree, or successfully entering the work place, faculty and staff are committed to supporting the students throughout the process, including the most important foundation of the QEP: helping students determine their goals then map a route to reach them, and finally, celebrating with our students when they reach their goals.

I.   Ongoing, Comprehensive Planning and Evaluation

The mission of Frank Phillips College states:

> **"Frank Phillips College is a comprehensive two-year community-based educational organization that is committed to providing high-quality learning experiences and services."**

Along with supporting the mission of FPC, the QEP supports the 2018-19 through 2023-24 Plan for Sustainability and Growth (see appendix C). Below are the specific goals related to the QEP:

- Achieve sustainability and growth through relevancy
- Internal Activities Goals and Objectives: Promote programs that contribute to student and institutional success

Achieving Sustainability and Growth through Relevancy

Though the goals of the QEP do not support growth in the typical manner of increasing head count or contact hours, the primary goal is to become relevant to students because they are determining their goals rather than the institution deciding which of the college's goals fit the students. By being relevant to each student individually, the retention from semester to semester and year to year will increase. The percentage of students completing degrees will increase, and the percentage of students transferring to a four-year college or university will increase. In terms of the QEP, helping students find their path to their goals and reaching their goals is what is relevant.

Promoting Programs that Contribute to Student and Institutional Success

Each of the initiatives in the QEP is designed to contribute to student success. Student Central, the First-Year Experience, degree planning, and transfer pathways will help students reach their goals and will, therefore, ensure student success. Often students do not know where to begin because they do not know where they want to go. The QEP will help students identify the

destination and create the path to success. Students' success equates to the institution's success. The intrusive and intentional approach will discourage stop-out and drop-out rates because the staff and faculty will have relationships with students that make it possible to intervene, early and throughout, during the students' academic career.

Addressing retention and completion has been an important goal for the last several years for Frank Phillips College. INSERT INFO ABOUT RPM

QEP Purpose, Goals, and Student Learning Outcomes

Purpose

> *Frank Phillips College will increase completion of certificate and degrees through student identified goals with appropriate support services in holistic, start-to-finish advising.*

Frank Phillips College consistently includes retention and completion goals, approved by the Board of Regents, in its annual goals. Goals arise from the assessment of programs and then transfer into a session where college directors and deans as well as faculty division chairs meet with the President and/or Executive Vice President for Academic Affairs (EVPAA). The goals presented by directors, deans, and faculty are then a focus of the annual goals. The administration meets to discuss goals and budgets to meet those goals at which time the administrators have updated the college's current goals at least twice. During the meeting, the recommendation for new goals is prepared for the Board Retreat then presented to the Board. The Board will consider the recommendations but will submit the final goals for approval at the August Board Meeting.

An important aspect of evaluation for Frank Phillips College happens at the course level because many programs have only one or two full-time faculty members. Each faculty member participating in a program review (for an academic program) will assess the outcomes for each of the Leaning Objectives for the course, and when applicable, the core curriculum. From this evaluation comes the program evaluations of learning outcomes and program effectiveness. The purpose of these evaluations are to determine students' mastery of the outcomes and make improvements to the assignments as needed. Review of the programs for the last three years has indicated a high level of course completion but a very low level of retention from semester to semester and fall to fall. Retention impedes completion of the students' individual goals in most cases.

In the administrative and student support program reviews, providing sufficient support to students had the underlying need to increase retention and completion to goals, and the goals and budgets submitted to the president by staff included was to improve the students' experiences for retention and completion. The annual goals include a focus on retention and completion, typically indicated through enrollment growth and processes for improving the students' experiences.

Data are reviewed through several sources. Academic Program Reviews provide data at a course level and program level with a review by the Academic Standards and Curriculum Committee. The Texas Higher Education Coordinating Board (THECB) hosts an accountability site where state reported data are available for a variety of success measures with the possibility of comparing our institution to other institutions in Texas. The EVPAA reviews the data for public disclosure to assess the goals for each academic year, and this data is collected from multiple sources, including internal reports. A great deal of data were also collected as part of the RPM initiative.

The Retention Performance Management (RPM) initiative provided the greatest amount of data for the QEP and it was a process that laid the foundation for the ideas that evolved into the QEP. Both the Curricular and the Co-Curricular Domain reports are included in the Appendices.

Institutional Planning

Constituents

The data consistently show that retention and completion percentages are low enough to deserve attention. In order to better understand the underlying issues contributing to low retention and completion rates, the EVPAA met with various stakeholders to discuss the rates.

In a meeting with the Director of Enrollment Management and the Director of Preparatory Education/Writing Coach, the discussion resulted in a discovery that many students were not addressing Preparatory Education appropriately. Some students were enrolled in the wrong levels, some failed to address writing during the first semester, and some were delaying preparatory education for one, or even two, semesters. Among other issues, the advising of students during the first semester was contributing to the retention/completion problem because students were adequately prepared for moving into college-level courses. It became evident that the advising process must address preparatory education as part of the initial intake process. By addressing the student's deficiencies early and intrusively, the retention and completion rates should increase.

Another advising issue arose during the RPM assessment. Students are sometimes misadvised in their prerequisite and post-requisite courses. Advisors may miss the prerequisite course and enroll students into the post-requisite course. In addition, FPC requires a grade of C or higher for all prerequisite courses, so correctly advising student into the pre-requisite will benefit them because they will be adequately prepared for the post-requisite course. The college expects to see an increase in retention and completion when the advising process ensures that students are meeting pre-requisite requirements.

Discussion with faculty indicate that textbooks and required materials are often a culprit in students' either dropping or failing. Many students do not have the money to purchase textbooks before or during the first week of classes, so they begin their classes at a disadvantage. In *(^(*), Frank Phillips College eliminated the college bookstore, which had been outsourced, because the markup on textbooks was unfair to students, and at that time, the contract prohibited the college from providing ISBNs to students in an effort to force them to use the college's bookstore.

Eliminating the bookstore had some financial repercussions, but the administration knew that it was best for students. Since that time, FPC has made book vouchers available if students follow the correct process, and textbook information is provided in the student's portal so that they can choose the best vendors. However, these steps do not accommodate all students' needs.

Finally, the QEP was informed through evaluation of low retention and completion rates among all students, regardless of variables such as location, age, residency, or preparation for course work. Because of the low rates in retention and completion of goals, Frank Phillips College participated in the Retention Performance Management initiative through the John Gardner Foundation. Participation included faculty and staff in student service areas. The college's RPM plan focused highly on course completion in Anatomy and Physiology (A&P) courses because of the low percentage of students successfully completing the courses to complete required pre-requisite courses for the Licensed Vocational Nursing Program. Chemistry tutoring, study sessions (with pizza!), and test reviews with the professor raised significantly raised completion rates. Additionally, the LVN program underwent some reconstruction because the licensure pass rates had dipped below the acceptable percentage. FPC offers the LVN lectures through distance-learning technology originating from Borger and received by Dalhart and Perryton students. In short, the student nurses participated in intrusive practices, and faculty rotated through each of the three campuses to ensure they connected with each and every student regardless of their home campus. Students took exit tests for each course, and the college added significant opportunities for simulation to make up for the small, rural nature of clinical sites at which students may not experience all of the scenarios they will face in the work place. As a result of this reconstruction of A&P courses and the LVN program, the licensure rate for 2017, 2018, and 2019 (to date) is 100% for first-time testers.

Awareness of the success of the RPM initiatives coupled with enrollment issues due to retention became a discussion as the QEP began to take shape. If we could make such a drastic improvement in our students' successful completion of their goals, how could we expand it so that all students are receiving the personal attention and assistance in planning their path to success? How could we ensure that their foundation was setting them up for success? As topics were discussed at the QEP selection meetings, it became evident that students needed help identifying and planning for their goals, and faculty and staff needed to know what those goals were. Thus, *Start Here. Go Anywhere.* evolved into the QEP.

Representative Process

Considerations for the QEP topic began in fall 2016 when FPC participated in the Gardner Institute's Retention Performance Management (RPM) self-study. RPM provided an avenue for FPC to consider areas of weakness with retention and completion rates among student populations. Data collected included student populations from fall 2007 to fall 2016. Student information was grouped in relationships including: term-to-term, year-to-year, gpa, demographics (ethnicity/gender/age/first generation/veteran/active duty/athlete), financial aid status, geographic origin, major and/or pre-entry academic attributes, and gateway course data (see table two).

Table 5: Comprehensive Average Retention Data from Fall 2007-Fall 2016

Average Retention Data	Number	Percent
Term-to-Term Retention and Rates		
Average Beginning Cohort (234)		
1st to 2nd term	177	75.53%
1st to 3rd term	92	39.38%
1st to 4th term	70	29.93%
Year-to-Year Retention and Graduation Rates		
Average Beginning Cohort (234)		
1st to 2nd year	92	39.38%
1st to 3rd year	22	9.30%
2 Year Graduation	46	19.45%
3 Year Graduation	49	21.33%
Term-to-Term Retention and Rates First Time Full Time		
Average Beginning Cohort (178)		
1st to 2nd term	132	74.50%
1st to 3rd term	71	40.00%
1st to 4th term	54	29.95%
Year-to-Year Retention and Rates First Time Full Time		
Average Beginning Cohort (178)		
1st to 2nd year	71	40.00%
1st to 3rd year	17	9.66%
2 Year Graduation	28	15.82%
3 Year Graduation	32	18.12%

*First Year Full-Time Students

The RPM self-study created an academic domain committee and a co-curricular domain committee that focused on data driven issues with retention and completion rates. Through the process of analyzing data the following themes were identified as possible areas of weakness.

Academic Domain Committee

- General advising
    - Advising for transfer and reverse-transfer
- Weakness within gateway courses
- Course preparation
- Effectiveness of First-Year Institution Seminar (FYIS) course
- Faculty professional development
- Technology with distance learning

Co-Curricular Domain Committee

- General advising
    - Faculty advising, first-time enrolled advising, transfer advising
- Degree planning
- Tracking system for drop/withdraw from classes
- Physical space
- Branding initiatives

Armed with the information from the RPM, the QEP Leadership Committee was established in spring 2018. The committee was determined by the SACSCOC Steering Committee. The QEP Steering Committee consisted of a variety of stakeholders within the institution. The original committee included:

- Tim Fangman, Instructor of Instrumentation and Electrical
- Lydia Howell, Assistant Professor, Government
- Dr. Renee Laney, Professor of Speech
- Jimmie McCarthy, Office Assistant
- Ilene Walton, Dean of FPC Rahll Campus
- Krista Wilson, Chair, Director of Student Central/FYE

With the first meeting in March 2018, the committee discussed requirements for the QEP, looked at FPC's last QEP, *Writing Matters*, and began brainstorming potential QEP topics based on the data collected from RPM. Possible topics discussed included: retention, advising, student engagement, student academic planning, and collaborative learning.

The committee had an idea of possible QEP topics but wanted to get the thoughts and opinions of institutional constituents. Great consideration was given to the constituents that would help in the discovery of the QEP topic. It was determined that the following methods would be used for constituents' participation: email surveys, student focus groups, and faculty/staff meetings.

1. **Email Surveys**:

    a. Surveys were sent to 1850 stakeholders including: faculty/staff (108), scholarship donors (16), Board of Regents (8), students (spring 2018: 1350 and summer 1 2018: 308), dual-credit counselors (19), and CTE Advisory Committees (41) (Agriculture, Cosmetology, and Welding).
    b. The question was asked "What would you like the Frank Phillips College Quality Enhancement Plan to be over the next five year?"

The survey was sent to stakeholders on 5/30/18. When the survey was sent it included the possible QEP topic choices the committee had brainstormed. Constituencies also had the choice to add any topic they saw fit. 82 constituencies responded to the survey (see appendix A).

2. **Student Focus Groups**:
   a. The following student focus groups were conducted: The Nursing Department (22 students from the Borger, FPC Rahll, and FPC Allen Campus), two FYIS classes (35 students), and one I&E dual-credit class. (Seven from Borger High School and Sanford-Fritch High School).
   b. The question was asked "If you could change one thing about your FPC experience what would it be?"

Each focus group brought a unique perspective in reference to their experience as an FPC student. Information gathered from each focus groups is highlighted below.

Nursing Department Notes:
- New students are making several trips to campus with no answers to their questions
- There is concern about nursing program advising on the FPC Allen Campus
- Better information on TSI testing and other enrollment documentation
- More "quiet" space on each campus
- More tutoring availability on FPC Rahll Campus and FPC Allen Campus
- Software for group communication
- Better communication to students on institutional support services

1st FYIS Class Notes:
- More staff in Academic Readiness Center (ARC)
- Student-athletes helping to choice their schedule instead of just the coach
- Advising students to take classes that are relevant to the particular student
- Self-registration
- Students like "Arena" registration
- Students who completed dual-credit hours have no idea how these classes would affect them in college

2nd FYIS Class Notes:
- Better Wi-Fi around campus
- Hands-on learning instead of lectures
- No voice in class choice for athletes
- More academic planning, advising, and transitional planning
- Dual-credit students would like more help transitioning into college

I&E Dual-Credit Class Notes:
- Learned from other students as high school about what classes to take
- Information about A.A.S degree and furthering their college journey
- Advising on high school campuses
- Information about transitioning to college

3. **Faculty/Staff Meeting:**

a. There were 11 faculty and staff present at the meeting. Faculty and staff areas of expertise included: instruction, career and technology education, dual-credit, financial aid, the President's Office, the FPC Rahll Campus, and the FPC Allen Campus.
b. The question was asked "What can we do as an institution to affect the learning outcomes of our students?"

Representing faculty and staff brought perspectives from their area of expertise. Several different areas of interest were discussed during this meeting.

Faculty and Staff Meeting Notes:
- Consider looking at programs such as Tophat and Cahoot
- SGA could provide more opportunities for students
- Hosting events to help student and faculty buy-in
- Overall academic planning
- Advising on the financial aid process
- Workforce needs to be better at advising students
- A technology focus to help all students
- Each person has a different measure of success
- Advising and tracking students
- Better information about bills, scholarships, and payment plans
- Specific dual-credit advising versus blanket enrollment
- Parent nights
- Open campus days

Time was spent by the QEP committee considering the information that was provided through the email surveys, focus groups, and the faculty/staff meeting. The following themes were consistently identified after the initial survey was given:

- Advising
- Collaborative learning
- Retention of students
- Student Academic Planning
- Student Engagement

Focus of the QEP

The QEP committee carefully considered each emerging theme of the topic selection process and considered the long-term impact it would have on students. The QEP committee met again on 11/9/18 to discuss finalizing the QEP topic. The committee considered the impact of a topic that could potentially embody each aspect of selected topics.

After careful consideration and discussion, the QEP committee determined that *Start Here. Go Anywhere.*, an advising QEP topic, could meet the long-term goals of FPC and create the potential to impact the students' success. The idea of *Start Here. Go Anywhere.* has a holistic advising approach that begins with the intake process and ends with the completion of the

student's goals. Careful consideration has been given to the merging of academic and support services to help students meet their stated goals.

This information was presented to Administrative Cabinet (Leadership team for FPC) on 10/15/18 to discuss the committee findings. FPC's Administrative Cabinet voted unanimously, via voice vote, that a start-to-finish advising model, more specifically **_Start Here. Go Anywhere._** was a good QEP topic. The approved topic is consistent with FPC's long-term goals of student success through academic and student support services.

II. Broad-Based Support

Constituent Groups Engaged in Development and Initiation of Plan

Start Here. Go Anywhere. will require support and commitment from many college employees. Though many of the identified best practices are already implemented in some way, the plan requires a reworking of the timelines, documentation, and duties of faculty, staff, and administration. The QEP also requires financial support.

The SACSCOC liaison presented the proposed budget to the President of the college during the annual goals and budget planning season, and the President approved the budget. The Board of Regents approved the college's budget, which includes the financial section devoted to the QEP on August 12, 2019 during its regular meeting.

In order to implement the QEP, the planning committee determined that the intake process lacked the personnel to meet all of the intake goals. The President agreed to the recommendation that Student Central be physically reconfigured to accommodate the relocation of three existing positions. New furnishings were purchased in July, and an assistant in the Office of Records and Reporting, an assistant in Student Financial Services, and the college's Director of Counseling, Testing, and Career services moved into Student Central. The two assistant positions are now supervised by the Director of Student Central. Offering support to the Director, the three newly relocated personnel will provide services, relieving the Director of day-to-day operations so that she can be released 50% of her time to direct the QEP.

The reconfiguration of Student Central allows for four intake officers to assist students who are entering Frank Phillips College for their first semester. They bring with them knowledge of admission requirements, financial aid procedures, and accommodations for students with special needs.

An integral aspect of the QEP takes place during the First Year Institute Seminar (FYIS) course, and the new curricula requires support from faculty teaching the course. The following faculty have agreed to assist in the pilot courses and the implemented revised courses. All FYIS courses will be taught by full-time employees of the college.

Assessment is an important part of continued planning and improvements during the QEP cycle. While all personnel involved in the intake process and all faculty teaching FYIS courses will contribute to data collection, assessing the data will be done by several employees who are experienced in statistical methods.

Table 6: Personnel with Statistical Methods Background

Name	Position	Education/Experience
Dr. Shannon Carroll	Executive Vice President for Academic Affairs/ SACSCOC Liaison	Earned Doctorate in Higher Education/Community College Leadership Assessment Trainer

		Assessment of Core Curriculum
Dr. Byron Housewright	Associate Dean of Instruction	Earned Doctorate in Agriculture Experience in natural science research
Lydia Howell	Division Chair, Social Science Professor of Government SGA Sponsor	MS, Political Science Experience in social science research
Michele Stevens	Director of Enrollment Management	MS, Higher Education Data Collection for Texas Higher Education Coordinating Board (THECB) and IPEDS Analysis of data findings for Core Curriculum SACSCOC Chair of Compliance Certification
Elizabeth Summers	Professor of Mathematics	Master's Degree in Math Teaches Statistics Serves on MathWays Task Force

Informing Stakeholders

As the QEP Committee moved forward with planning, various stakeholder groups were informed of the topic and involved in developing a plan.

Members of the SACSCOC Steering Committee, the Director of Enrollment Management, The Associate Dean of Instruction, the Director of Relevancy/Authenticity/Marketing, and the Administrative Cabinet were informed of the final version on August 7, 2019.

The Administrative Cabinet unanimously approved the topic selection of the QEP, and on August 12, 2019, they reviewed the final draft of the document prior to submission.

The final version of the QEP was submitted to the Board Regents on August 12, 2019. The document did not require Board approval; however, the administration wanted to ensure that the Board was aware of the final outcome as aspects of the QEP have been discussed

Start Here. Go Anywhere. will be unveiled to the college body at in-service on August 19, 2019.

Stakeholders' Engagement, Implementation, and Assessment

Stakeholders in the QEP include a number of employees, the Board of Regents, and above all, students.

III. Focus on Student Success

In creating the focus of the QEP, the QEP Steering Committee considered various aspects of student success to determine ways to increase student success. The committee researched each aspect as part of a literature review, determined barriers that have blocked student success, and brainstormed the institution's strengths to overcome these barriers through the QEP. The committee felt that the following areas deserved consideration and understanding as the topic narrowed.

Community Colleges: The Mission, the Role, and the Social Good

The purposes of the comprehensive community college are complex and multi-faceted (Cohen, Brawer, & Kisker, 2014). Unlike the traditional four-year college or university, a community college has a mission to provide workforce training, continued education, dual-credit for high-school students, community services, and courses designed for transfer (AACC, 2014a). The roles of the community colleges in rural and urban America are similar although they may not be carried out in the same way (Cohen, Brawer, & Kisker, 2014). Community colleges must provide an opportunity for all citizens (and often non-citizens) to flourish, stimulate the economy by preparing a trained workforce, develop under-prepared students; prepare students for transfer to four-year institutions; and provide services that enhance members of the community (Cohen et al., 2014; Mellow & Heelan, 2008). All of these roles together create the nexus of the community college in its community. Many of these adult students who are attending community college either for the first time or as returning students, are looking for cues to determine how they will experience their education (Schuetz, 2007).

College is a place in which students develop relationships, refine identity and values, and explore humanity (Strange & Banning, 2001).Community College share a purpose in building collaborative communities for their student population. These collaborative communities help students to identify with other student populations and build connections with the institution itself. Students benefit from a sense of community within the classroom (McMurray & Sorrells, 2009), and Miglietti and Strange (1998) found that students enrolled in remedial classes, regardless of age, benefitted from a learning-centered environment that encouraged student participation. Miglietti and Strange (1998) conducted a study of 95 students age 24 and under and 61 students age 25 or older needing remedial math or English classes at a two-year branch of a four-year college. The purpose of the study was 1) to determine any correlation between age and classroom expectations and learning styles and 2) to determine if teaching styles, classroom environments, and learning styles affected achievement, accomplishment, and satisfaction among the students (Miglietti & Strange, 1998). The researchers found no significance between age and classroom environment or learning style preferences (Miglietti & Strange, 1998). However, the researchers found that a learning-centered teaching style, which allowed for student participation and collaborative learning, had a significant and positive affect on the total experience of students (Miglietti & Strange, 1998).

In an environmental science course that was team-taught at a Michigan university, Robinson and Kakela (2006) were able to create an interactive classroom that promoted creativity and helped students develop relationships, in part through the flexibility of the physical space. This teaching style required a flexible space in which students could regroup into smaller units for projects and discussions (Robinson & Kakela, 2006). The space was ideal for interactive learning rather than strictly lecture-based instruction (Robinson & Kakela, 2006). The students' evaluations indicated a high level of satisfaction with the way the course was taught and also indicated that they felt integrated into the bigger group and respected (Robinson & Kakela, 2006). The evaluations also indicated a willingness to participate and share their thoughts with the group (Robinson & Kakela, 2006).

Retention
Retention rates are at the forefront of institutionally driven strategies. The low retention rates common to community colleges are explained by Pruett & Absher, 2015, as resulting from the high population of disadvantaged and at-risk students, as well as federal policy change to serve more developmental education students at community colleges, rather than universities. It is important when considering retention to understand the diverse population of students. Diversity, understood through holistic advising, can help contribute to quality advising and enhance the advisor/student relationship. Diversity can be understood through holistic advising because the advisor is able to gather information specific to the student. This information can then be used to help students succeed through their intended goals and increase retention. With a student population potentially at higher risk due to academic weaknesses and a native language other than English, an inclusive environment and targeted academic advising should continue to be prioritized (Stewart, Doo, & JoHyun, 2015). Retention is important to institutions, and *Start Here. Go Anywhere.* helps students to create, plan, and maintain retention through their self-identified goals.

Frameworks of Student Success
Considerable literature exists that supports frameworks for student success. It is important that institutions consider different perspectives of providing measures of student success. Hatch, 2016, states that, "it is clear from current research and practice that a more coherent framework is needed. Holistic advising works best when an institution adheres to prescribed expectations of helping students develop their plan of success. Along the vein of framework, it is important to consider the evaluation method of advisor/student determined short and long-term goals need a framework of evaluation. Short-term outcomes lead or influence longer term outcomes (McComb & Lyddon, 2016). Short-term and longer term outcomes can be challenging for those who have not declared a focus or clearly defined their intended goals. Institutions must consider other factors that help students to make an educated decision. Colleges may benefit more from a focus on other contributors to student success, by which undecided students decide upon and enter into programs of study (Van Noy, Trimble, Jenkins, Barnett, & Wachen, 2016). These other factors include demographics, financial means, family responsibilities, job responsibilities, etc.

Armed with a better understanding of the possibilities that lie ahead in a thoughtful and purposeful QEP, the committee narrowed the focus based on feedback from stakeholders. The following components of student success became the foundation for *Start Here. Go Anywhere*.

Intake: Setting the Foundation for Life-Changing Advising
Advising plays a key role in student success at any community college. It is imperative for the success of students to consider a holistic approach to the advising process. Holistic advising considers more than a student's schedule. More importantly, an institution has to be willing to continually assess the advising process to meet the holistic needs of students. As with any institutional policy, advising, there is a constant need to review the process…it is critical to consider the perspective of the 21st century student (Applegate, 2012). There is an emerging need to utilize a student-centered advising approach and consistently offer quality advising. Communication, advisor knowledge, degree planning/course scheduling play vital roles in quality advising for student success (Simpson, 2018). Quality advising, or holistic advising, is an idea of understanding the student and their current needs but remaining flexible enough to understand changing needs over time. Sutton, 2016, states an advisor must willing to take an active role in the student experience along with active student engagement in the process.

FPC strives to achieve student success through academic advising. In September 2008 Student Central was formed with the idea of a "one-stop" center for students. An incoming freshman or transfer student could go to Student Central and get help with any intake process, including filling out the application to payment for the current semester. Each Student Central Specialist was trained to complete the intake process including helping students apply for admission, apply for financial aid, arrange for TSI testing, and scheduling students. However, Student Central is currently understaffed and under-informed to provide the best intake process for students.

Once a student has completed the initial advising piece, previous to their first semester a Student Central Specialist, assigns the student to a faculty member within the student's field of study. This faculty member is then responsible for continuing the process through the student's drop-out, stop-out, or completion of a degree or certificate. Current information gathered during the intake process and sustaining information gathered with a faculty advisor is specifically held within Student Central or with the faculty member. This has created disconnect in the advising process of FPC's student population.

While considering best practices, FPC has considered the following approach. NACADA, 2019, emphasizes that effective advising leads to student success. While we have a focus on advising in Student Central, it is a decentralized approach. A holistic advising approach, developmental advising, has been the topic of discussion in rectifying a centralized uniformed approach to advising. Developmental advising uses the idea of goal setting, decision making, and problem solving, and self-reflecting through the advising process (Twaina, 2018). To consider a holistic advising approach FPC has identified the need to understand many different aspects of student advising. These aspects include demographic information, educational information, environmental information, an economic status. Developmental advising has been recognized as a means to help student identify these areas that contribute to their stated retention and completion.

Institutional Barriers to Advising
The advising load for faculty can vary from semester to semester depending on the student population but typically averages 25 students. While it is the current goal of FPC to pair students with faculty in their specific fields of study to help ensure successful retention and completion,

faculty are advising many more general studies students than students within the faculty member's area of expertise. As a result, advising has deteriorated into scheduling. The most common questions include: "how many hours do you want to take?" or "what days can you attend and what time restrictions do you have?" Although these are important questions in helping a student develop a schedule, too often students end up selecting courses based on availability and their own particular needs. This approach to advising leads to students needing to take additional classes at a four-year college or university or delay completion of their degree or certificate. In addition, administration may not be meeting the course offerings that students need, which continues to perpetuate the problem.

A second barrier is in the configuration of Student Central. The original intent was to provide a true one-stop center for students who were otherwise going all over the campus to take care of their enrollment needs. For several years, Student Central met the goals originally established, but over time, employees reverted back to hoarding information, and students were again going to multiple locations for services. Eventually, it became evident that the four full-time employees in Student Central could actually be reduced to two. Currently, Student Central is understaffed and under informed about intake processes including admission, financial aid, counseling, and special needs.

Institutional Strengths to Overcome Barriers to Advising

Though the approach has not always been consistent, faculty and staff have long been committed to helping students navigate college and have willingly served as advisors. The college's low number of hours over degree indicate that advisors are doing a good job of helping students complete their degrees without wasting money on hours they did not need. The EVPAA has served as an advocate for students multiple times when transfer institutions have not taken core classes as required by law. Considerations for the QEP included an advisors who also functions as the student advocate and first alert for students struggling to succeed. Several faculty agreed to serve as "Trail Bosses" for students who are completing the Plainsmen Trail Portfolio in the FYIS 0301 course.

The President, Dr. Jud Hicks, agreed to purchase new furnishings for Student Central to allow the relocation of an enrollment specialist, a financial aid specialist, and the counselor to Student Central to become part of the intake process so that student could begin classes armed with the tools to succeed.

Faculty who had served as advisors in the past agreed to maintain the relationships with students in the capacity of content or discipline masters who can help students with specific information if the students have selected a major.

Start Here. Go Anywhere.: The First-Year Institution at the Heart of the QEP

Academic Planning
Under the umbrella of advising, academic planning plays an important role in helping to officiate a student identifying their success. Ognjanovic, Gasevic, and Dawson, 2016, state the importance

of understanding academic planning, from the student perspective, is influenced by perceived aptitudes and competencies. Intentional advisor relationship building is an important consideration is student's perceived aptitudes and competencies. Furthermore, potential for an un-matriculated student to be intimidated or unfamiliar with academic planning creates an importance on building and maintain relationships (Gurantz, 2015). Along with advisor/student relationships, it is important to consider models of academic planning. Ognjanovic et al, 2016, states a number of models have been presented but deficiency in accounting for course progression or demographic consideration have been limited. Maintaining positive relationships and considering particular factors to successful academic planning are positive first steps in helping students identify their success. It is imperative to consider academic planning leads to organization, motivation, and logistics consideration (Richardson, Ruckert, Marrion, 2015). However, recognizing many students may be unprepared for transition into higher education is a critical influence on long-term success (Ognjanovic et al, 2016).

Currently, any student who has not complete a minimum of 15 credit hours from another institution is required to complete FYIS 0301. The current curriculum of this course highlights the following areas: 1) student portal/student email use, 2) career assessment testing, 3) soft skills (note taking, time management, etc.), and 4) degree planning. The course is also an avenue to inform students about their rights as students, the expectations of faculty, sex crimes, financial literacy, and other topics. FPC has considered the barriers to success within FYIS 0301. One such barrier includes the relationship between the instructor and the student. The instructor of FYIS 0301 is one of the first people a student will interact with long-term during their first semester. Not allowing students to continue this early relationship throughout their self-identified goals can create a barrier. Students, while building a relationship with their instructor, needs to consider short and long-term planning. FYIS doesn't currently focus on holistic planning over the entire course. This can keep students from considering, planning, and maintain factors that contribute to their student success. One major barrier in relation to student success is not utilizing a foundation course appropriate to building success and continuing that foundational approach with an already developed relationship through completion.

Institutional Barriers to FYIS (Orientation) Class
The FYIS class is offered as an all-or-nothing platform. Many FPC students enter the college after graduation from high school with more than 30 hours earned *from FPC*. They have already used the portal and their email; they know how to upload documents; they know how to check their grades; and they know how to communicate with faculty. They spend the first four to five weeks reviewing information that is already familiar to them, and they do not have options although the college has discussed possible alternatives to the three-hour course without successful implementation.

An important aspect in implementing the FYIS classes many years ago was the possibility of creating a learning community, or at the least, a community within the classroom that helps students connect with each other and create a support network. Typically the college relies on two or three full-time faculty to teach the classes. Occasionally, the need for an adjunct instructor arises, and a full-time staff member will teach the class. It is, indeed, a strength that the classes are taught by full-time employees, but the burden on these faculty mean that they may be teaching as many as four courses. Therefore, it becomes virtually impossible for the teacher to

facilitate a community of learners because the activities that might happen outside of class to perpetuate the community are too difficult to organize.

For the same reason, the instructors may have a difficult time facilitating the section in the course that focuses on degree planning, and they are helping, to the best of their ability, students develop a learning plan without becoming an integral partner in the rest of the students' educational career at the college.

Institutional Strengths to Overcome Barriers to FYIS Class

First year institute seminars have become an important part of student success nationwide. Many scholars, including John Gardner, have taken considerable time to understand the experiences of the first-year student. FYIS 0301, for FPC, has become the "orientation" class students attend to understand and explore their college experiences. Additionally, FPC has participated in two initiatives with Dr. Gardner: Foundations of Excellence in the First Year and Retention Performance Management. Both initiative have provided faculty and staff with the tools to implement a successful QEP.

Frank Phillips College has made a commitment to a First Year Experience orientation class, and requires the class for most academic-transfer students. The class is taught at the campuses in Borger, Dalhart, and Perryton, and even Career/Technical Education programs include some first-year strategies in their program orientations.

The community involvement includes presentations on sex crimes, financial awareness, transferability to West Texas A&M, and other services that will become a part of the planning process for students.

Implementing the plan for success, the Plainsmen Trail Portfolio, will be much less difficult because many of the activities already take place in the course. For example, students complete a personality inventory and a career assessment during class. They have activities tied to budgeting their time and financial obligations. They have some engagement with academic services available at each campus. Creating the Plainsmen Trail Portfolio requires that the teacher facilitates the connection between these activities so that students can use the knowledge they have gained to create an informed and genuine plan for their own success.

Intrusive Intervention: Early and Often Keeps Students on the Trail

Early intervention plays an important role in student success. Choi, Lam, Li, & Wong, 2018, state that students who receive more intervention are more likely to succeed. Case, Bartsch, McEnery, Hall, Hermann, & Foster, (2008) found that conducting a first-day interview with students helped to engage students and left the impression that they were more connected to each other and the instructor. Success through early intervention is also characterized by advisor/student relationships. There is a delicate balance to achieve desired results as peer communication and teamwork, faculty-student interaction, and curriculum design have to be carefully managed (Bonet, & Walters, 2016)**.** Early intervention can be characterized by steps

taken to ensure a quality experience for students. Merton explained that the self-fulfilling prophesy theory had a role not only in society but in educational settings as well: "Consider the case of the examination neurosis. Convinced that he is destined to fail, the anxious student devotes more time to worry than to study and then turns in poor examination. The initially fallacious anxiety is transformed into an entirely justified fear" (Merton, 1968, pg. 423). According to Chalterjce, Marachi, Natekar, Rai, & Yeung, 2018, early mediation, regarding proper course placement, needs to match student abilities. Along with understanding early intervention, relationships, and proper placement an institution must consider the student perspective. There is distinct confirmation between self-efficacy and academic achievement (Barouch-Gilbert, 2016). Early intervention within holistic advising can increase self-efficacy. Early intervention play an important role in the QEP. Early interventions with students allow advisors, helping students through their identified goals, reach those by promoting behaviors and interventions that will help student with any issues or missteps they may be experiencing through their academic journey.

Barriers to Early Intervention
Frank Phillips College uses CAMS as its management system, and CAMS lacks the capabilities of many system. Early intervention at FPC means relying on conversations – phone class, emails, a walk down the hall – rather than technology. Such a task may be overwhelming in some cases, and at best, it's an inconvenience.

Institutional Strengths to Overcome Barriers to Early Intervention

FPC is actively looking at a more functional system and seeking grant opportunities, especially the Hispanic Serving Institutions grants because the college's population of Hispanic students is growing while the specific services to help them are not growing. However, despite the more manual approach to early intervention that FPC takes, our students are much more responsive to a direct contact from a faculty or staff member who simply reaches out and says, "I'm not letting you fall." Faculty in particular are committed to developing relationships with students that encourage conversations and partnerships in learning, and internal data prove over and over that students consider the best part of FPC to be the relationships they develop with faculty, staff, and other students. In fact, discussion about early intervention often comes with a warning from faculty and staff that they do not want an automated or electronic system to stand in the way of the personal attention we give students. FPC must commit to providing professional development and training on early intervention.

***Start Here. Go Anywhere.*: The Degree Planning Aspect of the QEP**
Transferability
Transferability is a key factor in student success. According to Packard and Jeffers, 2013, there is a growing need for community colleges to understand the challenges of transferring to four-year institutions. FPC has considered its role in the transferability of its students. Currently, consideration early on for where a student may want to transfer is not a priority during the intake and advising process. Transfer institution considerations come later on in the advising process while a student is interacting with their faculty advisor. FPC has recognized this as an intake and advising issue that needs to be addressed.

As FPC considers a reconstruction of the intake process, helping the students understand how their course choices relative to their degree plans will become an important part of that process. With the student identifying their intended goal early it is easier to identify the four-year institution degree plan or career and technical program that aligns with the retention and completion of self-identified goals of the student.

Institutional Barriers to Degree Planning
Degree planning is the responsibility of the First Year Institute Seminar (FYIS) instructors for students who intent to transfer and complete a four-year degree. Students often complete the degree plans hurriedly in order to pass the assignment, and the emphasis is on completing a plan, any plan, to meet the requirements. The degree plan process itself is not emphasized sufficiently so that students have some mastery of the steps to take. This both cripples the student at FPC, but it also cripples the student as he or she begins to investigate transfer options. Students are not planning a four-year degree path but are instead looking at a two-year path.

Students enrolled in Career/Technical Education programs rarely experience the same issues as students intending to transfer. While this may be mostly attributed to the fact that they have a clearly delineated path, the CTE students are also part of a learning community. They are typically with the same group of students and have the same advisor the entire time they are enrolled. Academic-transfer students who are not declaring a major or even a field interest are assigned randomly to faculty advisors who may or may not take the time to help the student determine some kind of path to follow. In addition, some faculty advisors are very strong and take a significant amount of time working with their advisees, but some faculty advisors feel burdened and try to get the schedules put together as quickly as possible. In addition, a student may request a change from one advisor to another, so the consistency with a single advisor is unlikely.

Institutional Strengths to Overcome Barriers to Transferability through Degree Planning

The college has the opportunity to create relationships between the Trail Boss advisor and the discipline specific advisor. Between the two, students should be able to navigate a degree plan that sets them up for successful transfer to the institution of their choice. The academic community that should evolve during the FYIS 0301 course will also help students as they navigate the steps necessary for transfer. Additionally, FPC has a strong, healthy relationship with West Texas A&M University, and the Vice President for Strategic Relations Director of Community College Relations, Dr. Brad Johnson, focuses on building relationships with community colleges and community college students. Dr. Johnson has offered to support Frank Philips College faculty, staff, and students in preparation for the transition.
Beginning in fall 2018, FPC started working with West Texas A&M University (WTAMU), the Texas Panhandle regional university, on an initiative called *Destination WT*. The partnership identifies the relationship between FPC and WTAMU. Of FPC's academic transfers, WTAMU is the biggest school of choice. In June of 2019 the goals of this partnership were showcased in an advising meeting between FPC and WTAMU. These goals include:

- **Dual admission**

- o Once a student has declared and A.A. or A.S. they are enrolled at both FPC and WTAMU
- **Transfer Checkups**
  - o During the students time at FPC WTAMU advisors will meet with students on our campus to ensure transferability and attainment of goals
- **Student Planning Module (In development Stage)**
  - o Students from FPC will be able to see how their course work will align with a WTAMU degree plan
- **Financial Aid**
  - o WTAMU financial advisors along with FPC financial advisors will work with student to minimize the use of student loans to fund their education.
- **Scholarships**
  - o Automatic scholarships will apply to those *Destination WT* students who meet the criteria
- **Advanced Registration**
  - o Students will be able to register for WTAMU classes with their classification instead of having to wait for open enrollment.
- **Honor Membership**
  - o Students who are a member of Phi Theta Kappa will automatically qualify for WTAMU's Attebury Honors Program

It is the goal of WTAMU to have students complete their associate degree at their respective community college and then transfer to their university. During the initial intake process and utilizing a developmental advising approach FPC can begin to facilitate transferability when a student has completed their stated goals.

Summary
There are many considerations when looking at increasing retention and completion through appropriate services completing their self-identified academic goals. Holistic advising, for FPC, means more than just entering students into classes semester after semester. Holistic advising is an idea of creating an intake process that captures delicate information that can hinder or promote student success. Moving along student development, FYIS 0301 provides an opportunity for FPC to create student plans that students and their advisors can grow organically as student progress. The idea of holistic advising considers retention and completion that is driven by a consistent advisor/student relationship.

Student Success Outcomes

After completing the literature review and examining best practices that will support the QEP, the discussion and development of desired student learning outcomes began. After careful consideration of the development and desired outcomes of *Start Here. Go Anywhere.* the following purpose was established:

Frank Phillips College will increase retention and completion of certificate and degrees through appropriate services for supporting students on their path to completion of the academic goals.

The purpose of the QEP aligns with FPC's mission of providing high-quality learning experiences and support to students. The QEP intends to increase success for participants while at the same time ensuring the quality of their experience without sacrificing any academic integrity. The primary method in which the purpose of the QEP will be delivered will be holistic, start-to-finish advising*. Start Here. Go Anywhere*. is a plan that involves four major components: the intake process, a student-developed plan for success, a degree plan for transferability, and an increase in participation in student resources and services. Through the course *of Start Here. Go Anywhere*. the implementation will begin with the home campus and academic-transfer students and then begin incorporating all FPC sites (except high schools as the QEP does not address dual-credit students).

Year One is a planning year in which baseline data will be gathered and a section of FYIS 0301 will be piloted in fall and spring to incorporate the students' planning document, Plainsmen Trail. The intake process will be revised throughout the year to become institutionalized at all sites in **Year Two**. **Year Three** will focus on transferability initiatives, particularly with West Texas A&M University, the regional university to which most FPC students transfer. **Year Four** will include modifications designed for students taking a Career/Technical Education pathway; these modifications will include a first-year experience modification of FYIS 0301 as well as modifications from the focus on transferability to the focus on employability.

Year Five is the first year in which all constituents are involved in *Start Here. Go Anywhere.* Students from **Year One**, **Year Two**, and **Year Three** may have completed their goals and graduated to enter the workplace or transfer to a four-year college or university. During **Year Five**, the QEP will focus on the institutionalization of *Start Here. Go Anywhere.* so that the financial and personnel resources are guaranteed. **Year Five** also marks completion of the set benchmarks to improve retention by 15% and completion to goal by 10%.

Summary
During year 1 the QEP Director will facilitate the training necessary for Student Central Specialists to develop and pilot a new intake process, which will be assessed and improved then fully implemented in **Year Two**. The QEP Director will work with the current FYIS 0301 instructors and the Executive Vice President for Academic Affairs (EVPAA) to pilot a section of the course in fall and in spring. The course will be assessed by students and faculty and finalized for full implementation during **Year Two**. The QEP Director and the EVPAA will meet bi-weekly with the instructor piloting the section in fall 2019 to review the curriculum and with the instructor piloting the section in spring, 2020 to finalize the curriculum for **Year Two**. In **Year Two**, all sections will utilize the new curriculum and the QEP Director will work closely with the instructors to ensure they have appropriate and sufficient support to develop the academic plans. In **Year Three**, the Academic Partners will conduct two informal meetings with advisees from **Year Two** in the fall and one in the spring to track students' progress on their plan and assist them with preparing to transfer. A WTAMU advisor will conduct a transfer fair for all

students during the fall semester, and the Academic Partners will work with their advisees during the fair. In **Year Four**, Career Technical Education (CTE) directors will develop an orientation that marries program information and academic planning. The Dean of Workforce Education will host a job fair and include employers from all program areas to meet with students who are participating in the program orientation. The FYIS course will be assessed by both students and faculty to make improvements.

Actions to be Implemented

In spring 2019 actions for implementation and assessment were developed. The goal of the implementation and assessment is to compliment the purpose of the QEP through the goals and student learning outcomes. The implementation plan emphasizes increased completion of certificates or degrees, helps student identify goals, and encompasses support services in holistic advising. Retention is both semester to semester and year to year return.

Goal 1: To increase retention by 15% and completion of certificates and degrees by 10% over baseline year based on students' identified goals.

SLO 1: Students will successfully navigate the intake process during their first semester of enrollment.
Historically, Student Central has been charged with completion of the intake process for incoming freshman and transfer students. The current intake process retains minimal information regarding students' identified goals and currently provides minimal information about available services to students that help them begin their academic careers with the tools for success.

After careful consideration and research, the college has determined that the intake process must be revised and implemented as the first strategy necessary to provide a foundation for students to reach their goals. FPC will revamp the intake process through Student Central to align with Goal One (1). During **Year One**, which is primarily a planning year, the intake process will include pilot procedures that help students identify a meta-major and consider degree plans from the regional university, West Texas A&M University (WTAMU), which is the institution to which the majority of students transfer. Forms will be implemented and assessed by both students and faculty to adjust prior to **Year Two**. During **Year Two**, measurable outcomes will be available based on the pilots undertaken during the intake process in Student Central.

One section of First-Year Seminar Institute (FYIS) 1301 will serves as the pilot section in the fall, 2019 semester and a second section will be the pilot section in spring, 2020, allowing for improvements based on assessment of the sections. The course will be reorganized in such a way that the necessary elements for students who are setting goals will have been completed. Students will take career/personality tests, complete the section on financial literacy, participate in an advising meeting with representatives from WTAMU, and write a statement of barriers that they will need to overcome. Only after these activities are complete will students begin the process of setting goals, and armed

with this knowledge, they will be able to map the goals to their degree plans. During **Year Two**, all sections of FYIS 1301 will follow this model, including any that are modified in length for students who transfer in hours from another institution.

SLO 2: Students will create a plan to meet their goals for their academic career. During the **Year One** pilot sections of FYIS 0301, students will create a plan to achieve their goals. They will have written their goals before creating the plan, and they will have sufficient knowledge and self-understanding to create a plan for success. The plan will include, but will not be limited to, the student's degree plan. The plan will include the steps necessary to meet the goals such as a timeline for applying for scholarships and other financial aid, for applying for graduation, for applying for admission to their selected four-year college or university, and for reviewing degree plans at the selected transfer institution. The plan will also include steps necessary to overcome barriers to success such as securing daycare and transportation, investigating housing arrangements, applying for public assistance beyond traditional financial aid, and determining employment options.

In fall 2018 the Texas Higher Education Coordinating Board (THECB) reported the importance of increasing successful community college transfer. The following recommendations were provided to community colleges
- General academic institutions (GAIs) resources should increase their presence on community college campuses. Community college should provide physical space and resources to students and GAIs to facilitate this presence.
- Community colleges should move students toward an early connection with universities.
- GAIs need to be heavily involved in the academic and financial advising at community colleges.
- GAIs should target specific financial aid toward community college student to help lessen the fears and burden of transferring.

As previously mentioned FPC has worked closely with WTAMU to establish these very recommendations. *Destination WT* considers these aspect of a community college student and their journey to transfer to a university. During the June 2019 meeting with WTAMU Dr. Brad Johnson, Vice President for Strategic Relations committed WTAMU to partnering with FPC during the execution of the QEP. FPC is working to designate space for community outreach, which will include space for WTAMU resources to meet with students. The students will also complete a degree plan for Frank Phillips College and a degree plan for their transfer institution. WTAMU advisors will assist students with the transfer degree plans regardless of where the students intend to apply. The process of completing the plan will be assessed by students, and the completed degree plans will be assessed by faculty and staff, under the direction of the Director of Enrollment Management, who certifies graduation for all students. Improvements will be made based on assessment, and during **Year Two**, all sections of FYIS 0301 will follow the same goal-setting process, which will continue to be assessed during Years Two and Three. Student Central Specialists will assist those students with scheduling appropriate courses and planning visits from WTAMU and Texas Tech University for students to take

advantage of one-on-one advising throughout their academic career at Frank Phillips College. This learning outcome is intended to a) prepare students to matriculate to their transfer institution as seamlessly as possible; b) to help students determine a course of action from completing their goals successfully; c) to educate students on the value of planning and taking ownership of their education; and d) to increase the persistence and completion rates of students at Frank Phillips College.

It is important for student success that students take an active role in their identified goals. As students create their academic plans, it is imperative that they create benchmarks to determine their success. FPC identifies that each student is different and helping students create their plans for success includes helping them establish measureable benchmarks so they can stay on the path they have determined. The benchmarks will be the final stage of the plan for success that students map for themselves, and the benchmark process will be assessed by students. Improvements will be made based on the assessment, and integrated into all sections during **Year Two**.

SLO 3: Students will create degree plans in FYIS 0301 for seamless transfer to a four-year college or university.

Frank Phillips College helps all students create degree plans, but currently the degree plans are merely schedule plans. Too little attention has been paid to transferability, and students often have not considered which four-year college or university might be the most practical, reasonable, and fitting choice. Within FYIS 0301, students will have the opportunity to play around with different majors and different transfer institutions because it is important for them to understand the general process of degree planning. However, through the Treasure Trail Portfolio, students will have an opportunity to do an in-depth investigation of the institutions most fitting for them and begin to create a degree plan that works with those institutions. Part of a holistic, start-to-finish advising model is to integrate students into the university experience by introducing them to a campus with housing, majors that fit their interests, and student support services. As a result of the commitment to a comprehensive advising opportunity for students, the college will make an effort to connect students to WTAMU, which is the closest and most common institution for transfer. Students will visit the campus, meet with an advisor at WTAMU and the transfer officers who will visit FPC classes. We hope to help them experience all aspects of planning for transfer when it is their goal. Simply helping them fill out a form based on FPC's own course offerings or tracks is not enough.

SLO 4: Students will participate in support services designed to further their goals.
FPC has student support services including free tutoring in the Academic Readiness Center (ARC) and TRiO, counseling, testing, library services, and student organizations. Each support service plays a role in the academic success of students. Prior to creation of the success plans, students will learn about these services, and during the creation of their plans, students will identify the services that they need to utilize and fold them into their plans. During **Year One**, the QEP Director will work closely with each department to

come up with strategies that will lend to success of student intended goals and will work closely with the instructors of the pilot sections to make sure students are well informed about the services. Students will provide feedback on how the information was delivered and why they did or did not participate in the services they mapped in their success plans. Their use of the services will be also be assessed throughout the QEP to determine correlations between the services and the rates of retention and completion. Students in the pilot sections will complete satisfaction surveys for each of the services they use, and directors will use this information to improve the services.

Baseline Data

Most baseline data needs to be collected in an intentional environment and with a comparative pilot group. In some cases, faculty and staff are aware of problems but have no available data to review. FPC is not negligent of providing baseline data in most cases. Quantitatively measured data simply has not been collected in the past. We would argue, however, that the qualitative data, especially that collected in informal settings, does align with current student success outcomes, so the baseline data collected in Year One will serve the students and the institution well.

Implementation Timeline

Implementation Strategy
The QEP Implementation team was formed in spring, 2019 to include a variety of employee stakeholders who could ensure the successful launch and completion of *Start Here. Go Anywhere.* The team includes a balance of faculty and staff as well as the Executive Vice President for Academic Affairs.

Table 7: Implementation Team

Team Member	Title	Expertise in QEP
Krista Wilson, Chair	Director of Student Central	Assisted in writing the QEP and will direct the QEP
Amber Jones, Co-Chair	Dean of Perryton Allen Campus	Representative for off-site locations; knowledge of assessment and statistical methods
Judy Brown	Student Central Specialist	Familiar with all aspects of Student Central
Juan Avila	Director of Cosmetology	Career/Technical Education, Directs program at multiple campuses
Lisa Duncan	Assistant Professor of Biology	Highly involved in RPM process

		Teaches courses feeding into health sciences Graduated from FPC
Arielle Boone	Director of Relevancy and Marketing (RAM)	Created marketing plan, background in graphic design
Student Representative	Preference given to officer in Phi Theta Kappa or Student Government Association.	
Dr. Shannon Carroll, ex-officio	Executive Vice President for Academic Affairs	Supervises Chair and Faculty, serves as Chief Academic Officer

Implementation Timeline

Table 8: Implementation Timeline

Implementation Strategy	2019-2020 (Year 1: Planning Year)	2020-2021 (Year 2)	2021-2022 (Year 3)	2022-2023 (Year 4)	2023-2024 (Year 5)
Informing Stakeholders: Employees	Introduce final plan for Start Here. Go Anywhere. at fall 2019 in-service meeting and adjunct faculty meetings	Update employees on QEP status/ improvements at fall in-service and adjunct faculty meetings	Update employees on QEP status/ improvements at fall in-service and adjunct faculty meetings	Update employees on QEP status/ improvements at fall in-service and adjunct faculty meetings	Update employees on QEP status/ improvements at fall in-service and adjunct faculty meetings
Board of Regents	Introduce final plan for Start Here. Go Anywhere. in September or October Board meeting	Update Board of Regents on QEP status/ improvements in September Board meeting	Update Board of Regents on QEP status/ improvements in September Board meeting	Update Board of Regents on QEP status/ improvements in September Board meeting	Update Board of Regents on QEP status/ improvements in September Board meeting
Personnel Changes	Appoint QEP Director				
Student Central	Relocate Financial Aid employee, Enrollment Services employee, and Counselor to Student Central				
Professional Development	Train Student Central on new intake process	Train all campus personnel on new intake process			
Personnel	Provide college-wide professional development in fall and spring regarding QEP	Provide college-wide updates to QEP in fall and spring	Provide college-wide updates to QEP in fall and spring	Provide college-wide updates to QEP in fall and spring	Provide college-wide updates to QEP in fall and spring

Implementation Strategy	2019-2020 (Year 1: Planning Year)	2020-2021 (Year 2)	2021-2022 (Year 3)	2022-2023 (Year 4)	2023-2024 (Year 5)
FYIS Advisors	Select faculty and section for pilot #1 in fall and pilot #2 in spring	Implement changes in FYIS 0301 course at all locations	Review annually for improvements	Review annually for improvements	Review annually for improvements
	Provide training to pilot instructor of FYIS course in fall and spring.	Provide training to FYIS 0301faculty	Provide college-wide updates to QEP in fall and spring	Provide college-wide updates to QEP in fall and spring	Provide college-wide updates to QEP in fall and spring
	Provide intensive training to all FYIS faculty teaching in **Year Two**	Provide intensive training to all FYIS faculty teaching in **Year Three**	Provide intensive training to all FYIS faculty teaching in **Year Four**	Provide intensive training to all FYIS faculty teaching in **Year Five**	Institutionalize FYIS advising with continued training for all new faculty.
Developing Intake Processes	Develop intake documents for Student Central pilot	Revise intake documents for implementation at all campuses and dual-credit enrollment	As needed, revise intake documents for implementation at all campuses and dual-credit enrollment	As needed, revise intake documents for implementation at all campuses and dual-credit enrollment	As needed, revise intake documents for implementation at all campuses and dual-credit enrollment
	Pilot intake process in Student Central in fall and spring	Review annually for improvements	Review annually for improvements	Review annually for improvements	Review annually for improvements
	Collect baseline data on intake process in fall and spring	Compare baseline data to annual data during the summer prior to the next year in order to make adjustments	Compare baseline data to annual data during the summer prior to the next year in order to make adjustments	Compare baseline data to annual data during the summer prior to the next year in order to make adjustments	Compare baseline data to annual data during the summer prior to the next year in order to make adjustments
		Collect Intake data for comparison to baseline	Collect Intake data for comparison to baseline	Collect Intake data for comparison to baseline	Collect Intake data for comparison to baseline
Preparing for Transferability	Finalize compact with West Texas A&M	Set up space for WT advisors and/or			

Implementation Strategy	2019-2020 (Year 1: Planning Year)	2020-2021 (Year 2)	2021-2022 (Year 3)	2022-2023 (Year 4)	2023-2024 (Year 5)
	University for Destination WT	recruiters in Student Central. *Dalhart and Perryton locations already have designated space.			
Implementing Marketing Plan	Begin marketing campaign Draw attention to enrollment/intake	Continue marketing campaign Draw attention to FYIS 0301 Advising	Continue marketing campaign Draw attention to Transferability	Continue marketing campaign Draw attention to CTE	
Implementation of Student Activities	Students will participate in the pilot intake process during fall, spring, and summer semesters.	Students will participate in a comprehensive intake process each semester at all campuses.	Ongoing	Career/Technical Education (CTE) students will participate in a comprehensive intake process each semester at all campuses.	Ongoing
	Prepare for students to complete the FAFSA in Student Central	Streamline the process for completing the FAFSA and other required activities at campuses in Borger, Dalhart, Dumas, Hereford, and Perryton	Ongoing	Streamline the process for C/TE students who are completing the FAFSA and other required activities at campuses in Borger, Dalhart, Dumas, Hereford, and Perryton	Ongoing
	Develop a system to assist students with	Implement the system at campuses in Borger,	Ongoing	Implement the system for C/TE students at	Ongoing

Implementation Strategy	2019-2020 (Year 1: Planning Year)	2020-2021 (Year 2)	2021-2022 (Year 3)	2022-2023 (Year 4)	2023-2024 (Year 5)
	special needs in Student Central upon intake.	Dalhart, Dumas, Hereford, and Perryton. Coordinate with the Director of Counseling, Testing, and Career Services.		campuses in Borger, Dalhart, Dumas, Hereford, and Perryton. Coordinate with the Director of Counseling, Testing, and Career Services.	
	Develop a system/tutorial for students to help them submit necessary documents and track information in the student portal. Coordinate with the Director of Enrollment Management.	Implement the system at campuses in Borger, Dalhart, Dumas, Hereford, and Perryton. Coordinate with the Director of Enrollment Management.	Ongoing	Implement the system for C/TE students at campuses in Borger, Dalhart, Dumas, Hereford, and Perryton. Coordinate with the Director of Enrollment Management.	Ongoing
	Enroll students in courses that align with their majors or with their chosen Meta-Majors.	Implement enrollment practice at campuses in Borger, Dalhart, and Perryton. *Dumas and Hereford sites offer only cosmetology classes.	Ongoing	CTE students will have a degree plan upon registration and will be placed in the appropriate courses at campuses in Borger, Dalhart, Dumas, Hereford, and Perryton.	Ongoing
	Implement the system for C/TE students at campuses in Borger, Dalhart, Dumas,	Implement the system for C/TE students at campuses in Borger, Dalhart, Dumas,	Implement the system for C/TE students at campuses in Borger, Dalhart, Dumas,	Implement the system for C/TE students at campuses in Borger, Dalhart, Dumas,	Implement the system for C/TE students at campuses in Borger, Dalhart, Dumas,

Implementation Strategy	2019-2020 (Year 1: Planning Year)	2020-2021 (Year 2)	2021-2022 (Year 3)	2022-2023 (Year 4)	2023-2024 (Year 5)
	Hereford, and Perryton. Coordinate with the Director of Counseling, Testing, and Career Services.	Hereford, and Perryton. Coordinate with the Director of Counseling, Testing, and Career Services.	Hereford, and Perryton. Coordinate with the Director of Counseling, Testing, and Career Services.	Hereford, and Perryton. Coordinate with the Director of Counseling, Testing, and Career Services.	Hereford, and Perryton. Coordinate with the Director of Counseling, Testing, and Career Services.
	Pilot a section of FYIS 0301 in fall 2019 and spring 2020 to incorporate the Plainsmen Trail Portfolio.	Deliver revised FYIS 0301 curriculum for all sections (including campuses in Borger, Dalhart, and Perryton).	Ongoing Develop an FYIS 0301 course specific to C/TE programs that will include the Plainsmen Trail Portfolio	Implement the new FYIS 0301 courses for C/TE students at campuses in Borger, Dalhart, Dumas, Hereford, and Perryton.	Ongoing
				CTE students will pilot career and personality tests appropriate for workforce education.	
	Arrange for an advising meeting and a campus visit to WTAMU for pilot sections of FYIS 0301	Arrange for an advising meeting and a campus visit to WTAMU for all students enrolled in FYIS 0301, regardless of location	Ongoing	Arrange a career day for CTE students at all locations to visit with potential employers once each long semester.	Ongoing
	Arrange a community service fair for students in pilot sections of FYIS 0301 to meet with local	Arrange a community service fair for students in all sections of FYIS 0301, at all sites, to meet with	Ongoing	Arrange a community service fair for C/TE students in all sections of FYIS 0301, at all sites, to meet with	Ongoing

Implementation Strategy	2019-2020 (Year 1: Planning Year)	2020-2021 (Year 2)	2021-2022 (Year 3)	2022-2023 (Year 4)	2023-2024 (Year 5)
	service providers and campus support services.	local service providers and campus support services.		local service providers and campus support services.	
General Implementation					
FYIS	Research and develop new curriculum for FYIS 0301	Provide professional development for FYIS instructors

Evaluate the use of FYIS curriculum through measurable student learning outcomes | Evaluate the use of FYIS curriculum through measurable student learning outcomes

Revise curriculum as needed | Evaluate the use of FYIS curriculum through measurable student learning outcomes

Revise curriculum as needed | Evaluate the use of FYIS curriculum through measurable student learning outcomes

Revise curriculum as needed |
| | Establish measurable student learning outcomes for FYIS 0301 | Evaluate measurable student learning outcomes for FYIS 0301

Revise as needed | Evaluate measurable student learning outcomes for FYIS 0301

Revise as needed | Evaluate measurable student learning outcomes for FYIS 0301

Revise as needed | Evaluate measurable student learning outcomes for FYIS 0301

Revise as needed |
| | Conduct focus groups with current FYIS 0301 instructors | | Conduct focus groups with current FYIS 0301 instructors | | Conduct focus groups with current FYIS 0301 instructors |
| **Student Transferability** | Develop student planning pathways that align with university requirements | Provide professional development to faculty and staff in charge of advising

Evaluate student planning pathways and | Evaluate student planning pathways and revise planning pathways as needed | Evaluate student planning pathways and revise planning pathways as needed | Evaluate student planning pathways and revise planning pathways as needed |

Implementation Strategy	2019-2020 (Year 1: Planning Year)	2020-2021 (Year 2)	2021-2022 (Year 3)	2022-2023 (Year 4)	2023-2024 (Year 5)
		revise planning pathways as needed			
	Establish physical space for community outreach and university resources	Maintain physical space for community outreach and university resources Change physical space as needed	Maintain physical space for community outreach and university resources Change physical space as needed	Maintain physical space for community outreach and university resources Change physical space as needed	Maintain physical space for community outreach and university resources Change physical space as needed

IV. Resources to Initiate, Implement and Complete QEP

Frank Phillips College is committed to increasing college retention and completion rates by providing sufficient and appropriate support services to students so that they can complete their goals.

1. The institution will provide sufficient and appropriate intake support services.

Currently, intake services are hampered by insufficient staff with a lack of knowledge about all intake services. Student Central will be redesigned prior to the beginning of **Year One** so that the planning and pilot year can be as successful as possible. The intake process is the foundation for student success and the process which begins to establish the students' relationship with the college. Because students must become aware of certain services and opportunities as quickly as possible, Student Central will be redesigned so that it includes an expert from the Students Financial Services Office, an expert from the Office of Educational Services (with experience in admissions and records), and the college's Director of Counseling, Testing, and Career Services. The three additional personnel will combine with the Director of Student Central and the Student Central Specialist and relocate to Student Central to become a true one-stop center. Student Central is in the college's library, but all library stacks will be moved to the mezzanine, giving Student Central a bigger foot print without sacrificing any library services.

During **Year One**, the Director of the QEP will work with advisors in Student Central to redesign the intake process so that students are provided all of the necessary information for admissions and enrollment. All staff will be cross-trained so that each of them can assist students with applying for financial aid, setting up accommodations for disabilities or special needs with the college counselor, and gathering all required documents including high-school transcripts or GED evidence, shot records, applications, and residential status documents. In addition, during **Year One**, all Student Central staff will receive professional development for best practices in advising. At the end of the academic year, students who completed their intake at Student Central will provide feedback to help staff improve the intake process, which will be implemented college-wide during **Year Two**.

2. The Institution will use Meta Majors as a guide to completion of goals that include a two-year degree appropriate for transfer to a four-year college or university.

FPC has defined the following meta-majors within the institution 1) Business, 2) Education; 3) Humanities, 4) Social Science, and 5) STEM. The disciplines in which the academic-transfer faculty teach are already aligned with the five meta-majors, so students typically take classes that are offered by FPC faculty (as opposed to VCT).

Table 9: Meta-Major Advisors

Meta-Major	Instructor/Director	Discipline	Full-Time/Adjunct
Business	Dick Novotny	Business	Adjunct, Retired FT
	Dr. Glen Green	Business	Adjunct
	Dr. Glen Green	Economics	Adjunct
	Dr. Jud Hicks	Economics	Adjunct, FT President
	Amber Jones	Economics	Adjunct, FT Dean
	Mike McCoy	Economics	Full-Time
Education	TBD	Education/Capstone	Adjunct, FT Staff
	Dr. Deborah Johnson	Education Capstone	Adjunct, FT Counselor
	Amber Jones	Education/Capstone	Adjunct, FT Dean
	Jan Moore	Education/Capstone	Full-time
	Cheryl Webster	Capstone and Education	Full-time
Humanities	Jamie Campbell	English	Full-time
	Dr. Shannon Carroll	English	Adjunct, FT EVPAA
	Rocky Ford	English	Adjunct
	Dawn George	English	Full-time
	Catherine Hodges	English & Fine Arts	Full-time
	Robyn Line	English	Full-time
	Dr. Renee Laney	Speech	Full-time
	Melissa Miers	Fine Arts	Adjunct
	Bobbie Mosby	Speech	Full-time
	Tonya Powers	Speech	Adjunct
	Lisa Renick	Fine Arts	Adjunct
Social Science	Lance Breshears	History & Government	Full-time
	Seldon Hale	History	Adjunct
	Lydia Howell	Government	Full-time
	John Jordan	History, Criminal Justice	Full-time
	Marc Miers	History	Full-time
	Jan Moore	Psychology & Sociology	Full-time
	Phillip Ray	Psychology	Adjunct
	Nicole Sidders	Psychology	Full-time
	Borger teacher	History	Adjunct
STEM	David Brink	Physics	Full-time
	Matthew Broxson	Biology	Full-time
	Lisa Duncan	Biology	Full-time
	Sandra Frericks	Math	Adjunct
	Glen Green	Chemistry	Adjunct

	Thomas Hodge	Math	Adjunct
	Dr. Byron Housewright	Agriculture	Full-time
	John LaCour	Engineering	Full-time
	Phyllis McDaniel	Math	Adjunct
	Elizabeth Meech	Agriculture	Adjunct
	Brent Parker	A&P	Adjunct
	David Roth	Math	Adjunct
	Beth Summers	Math	Full-time
	Raymond Weld	A&P	
	Craig Yerger	Math & Physics	Full-time

In addition, the Texas Higher Education Coordinating Board has developed degrees in fields of study that are guaranteed to transfer in the degree's entirety to any public college or university in Texas. According to the THECB, "A Field of Study (FOS) is a selection of lower-division courses that are guaranteed by state law to transfer and apply to a degree program. If a student takes all the courses in an FOS and then transfers to another Texas public institution of higher education, the FPS is guaranteed to transfer as a block and be applied to the appropriate major. If a student has completed the FPS, the Texas common core curriculum, and any university or courses required of all students regardless of major, then the student is finished with all the lower-division courses for the degree program at any Texas public institution. If a student transfers with an incomplete FOS, then each completed FPS course is guaranteed to transfer and apply to the degree program, although the institution may require addition lower-division courses." http://www.thecb.state.tx.us/index.cfm?objectid=7D02BA60-18B8-11E8-A6640050560100A9

The Academic Standards & Curriculum Committee approved adoption of FOS degrees in the fields in which the college can provide the coursework. Beginning Fall 2020, which is the second year of the QEP but the first full implementation year, Fields of Study will be added to the catalog. FPC will not grant awards in a Field of Study (and grants only the AA and AS in this instance), but an FOS notation will be placed on the transcript to ensure transfer institutions comply with the THECB requirements.

3. **The institution will provide a curriculum that moves students from intake to completion.**
   In order for the advising program to move students from intake to completion, it must include multiple services provided by a variety of departments. The advising program will be holistic in order to maintain a strong relationship with students throughout their academic career. The program will begin with the intake process and the enrollment of students into a section of FYIS 0301. The teacher of each section will become the Academic Partner of the students enrolled in the class, serving as both advisor and mentor for the students as long as they are enrolled. Accommodating this need will require an increase in the number of instructors. As previously noted, sections of FYIS are generally taught by two or three full-time instructors and on occasion a full-time staff

member teaching as an adjunct instructor. In keeping with best practices, an advisor will have approximately 25 students to advise, so the college will need to train additional faculty and/or staff to teach the course. Typically the college offers five to six sections of FYIS in the fall and four in the spring at the Borger campus, so a minimum of six (6) additional instructors must be trained. Given that a number of students are enrolling as sophomores, several of the instructors will not retain students for two years. However, in the event that the college needs more instructors, the administration supports the release of full-time employees to teach a section and commit to advising their students.

4. **The institution will provide professional development opportunities and ensure adequate training for all personnel involved in** *Start Here. Go Anywhere.*
   Professional development will play a key role in identifying sufficient and appropriate support services. Professional development will include Student Central Specialists, full-time faculty and staff Academic Partners, and staff providing academic support services.

   The design and implementation of the intake process will play a critical role in the professional development of faculty and staff. FPC believes that spending considerable time developing and implementing an in-depth intake process can contribute to the completion of student identified goals. During **Year One**, Student Central Specialists will receive professional development in the intake process as well as undergoing cross training. Faculty and staff involved in the QEP will participate in professional development to learn how to design assessment instruments and make improvements based on the results. An external expert in research design will conduct the training on campus in an intensive one-day workshop.

   Providing adequate training and professional development for faculty teaching FYIS 0301 (or abbreviated courses of FYIS) is crucial for the QEP to move from initial intake to completion of the students' goals. During **Year Two**, all instructors teaching any section of FYIS regardless of location will engage in professional development regarding degree planning and academic mentoring. The professional development will include a workshop with advisors at WTAMU, which will be an intensive training on creating four-year degree plans for students and a workshop on the new Fields of Study foci created through the Texas Higher Education Coordinating Board. During **Year Three**, all personnel participating in any step of the student's path to success will participate in training on and planning based on assessment. FPC anticipates that, by **Year Three**, enough of the students participating in the initial pilot will have matriculated to their transfer institution that sufficient data will be available to make improvements in the holistic Plainsmen Trail Portfolio. Providing sufficient professional development to faculty and staff will create the best possible opportunity for the QEP to succeed, and in turn increase retention and completion.

   During **Year Four**, the QEP will broaden from the initial cohort of students at the Borger campus to include all students, regardless of the campus at which they attend classes, who intend to transfer to a four-year college or university. Career/Technical Education (CTE) programs have a solid intake and advising practice that works well within their programs. In addition, the faculty and directors have the opportunity to create learning

communities because the students are taking the same courses and/or attending the program in a designated physical space. However, the orientation into CTE programs often does not extend beyond a day or two and focuses primarily on program requirements. During **Year Four**, CTE faculty will participate in professional development to create their own sections of first-year orientations that include creating the academic plan and investigating continued education opportunities and employment opportunities. CTE faculty training will include the input advisory board members and industry partners in order to best organize the class to meet the workforce opportunities.

5. **The institution will encourage faculty to select Open Education Resources (OER) and provide assistance to faculty who adopt OER in re-developing their courses.**

The following table outlines institutional actions and the timeline for actions. The college's commitment will help reach the goal of the QEP by increasing retention and completion rates by Year Five.

Table 10: Institutional Actions and Timeline

College commitment to increase retention and completion rates by providing sufficient and appropriate support services so that students can complete their goals.					
	YEAR ONE	**YEAR TWO**	**YEAR THREE**	**YEAR FOUR**	**YEAR FIVE**
The institution will provide sufficient and appropriate intake support services.	Develop an intake process form for use in the **Year One** pilot.	Evaluate completed intake process forms and revise as needed.	Ongoing	Modify the intake process form for CTE students	Evaluate completed intake process forms and revise as needed.
	Pilot intake processes in Student Central utilizing new form(s)	Use the new intake process at Arena Registration during the fall 2020 semester.	Ongoing		
	Determine Meta Majors in the Academic Standards and Curriculum Committee	Use Meta Majors to guide students' schedule during the initial semester of enrollment.	Ongoing		
	Utilize the transfer institution's degree plans to help	Utilize the Fields of Study Curricula and the transfer institution's degree	Ongoing		

	student schedule initial classes. Students who do not know where they intend to transfer will use the WTAMU degree plans.	plans to schedule classes.			
	Pilot Intake Process	Follow the new Intake Process developed through the **Year One** pilot	Ongoing		
The institution will provide an advising program that moves students from intake to completion.	Create an intake manual for all campuses.	All campuses will utilize the intake manual	Ongoing		
	Create a new process manual for Academic Partners to use as the guide to student planning.	Academic Partners (teaching FYIS 0301) will use the new process manual to guide students' creation of their academic plans.	Ongoing		
	The college will pilot sections of FYIS 0301	The Academic Partners will implement the planning process in	Ongoing		

	using knowledge gained in researching the QEP topic.	all FYIS 0301 courses			
The institution will provide professional development opportunities and ensure adequate training for all personnel involved in *Start Here. Go Anywhere.*	Frank Phillips College will include QEP updates at every all-employee in-service meetings.	Frank Phillips College will include QEP updates at every all-employee in-service meetings.	Frank Phillips College will include QEP updates at every all-employee in-service meetings.	Frank Phillips College will include QEP updates at every all-employee in-service meetings.	
	Student Central Specialists will participate in training in preparation for Fall, 2019 intake processes.	Student Central Specialists and advisors from Dalhart and Perryton campuses will participate in training in preparation for fall, 2020 intake processes.	Ongoing	Student Central Specialists will participate in training in preparation for Fall, 2019 intake processes.	
	Student Central Specialists will meet bi-weekly with the QEP Director and monthly with	Student Central Specialists will meet bi-weekly with the QEP Director and monthly with the Implementation Team to assess progress.	Student Central Specialists will meet bi-weekly with the QEP Director and	Student Central Specialists will meet bi-weekly with the QEP Director and monthly with the Implementation Team to assess progress.	

	the Implementation Team to assess progress.		monthly with the Implementation Team to assess progress.		
	Instructors in the pilot sections of FYIS 0301 will update the Implementation Team bi-weekly so that ongoing assessment can lead to improvements when the course is implemented fully in **Year Two**.	Academic Partners teaching sections of FYIS 0301 will update the Implementation Team bi-weekly so that ongoing assessment can lead to improvements when the course is implemented fully in **Year Two**.	Academic Partners teaching sections of FYIS 0301 will update the Implementation Team monthly so that ongoing assessment can lead to improvements when the course is implemented fully in **Year Two**.	CTE instructors in the pilot sections of FYIS 0301 will update the Implementation Team at mid-term and upon completion of the course so that ongoing assessment can lead to improvements when the course is implemented fully in **Year Two**.	CTE instructors in the pilot sections of FYIS 0301 will update the Implementation Team at mid-term and upon completion of the course so that ongoing assessment can lead to improvements when the course is implemented fully in **Year Two**.
	FYIS 0301 instructors will receive training and participate in a professional development activity	FYIS 0301 instructors will receive training and participate in a professional development activity during summer 2020 in preparation for the	FYIS 0301 instructors will receive training and participate in a professional developmen	CTE FYIS 0301 instructors will receive training and participate in a professional development activity during summer 2022 in preparation for the **Year Two** implementation of the course.	

|	during summer 2020 in preparation for the **Year Two** implementation of the course.	**Year Two** implementation of the course.	t activity during summer 2021 in preparation for the **Year Two** implementation of the course.		

Human Resources

Organizational Structure

FPC has taken great consideration in in the coordination of the QEP. The QEP Director, the Executive Vice President for Academic Affairs, the Director of Enrollment Management, and the Administrative Cabinet will meet regularly to discuss the progress of the stated goals and student learning outcomes of the QEP.

Figure one demonstrates the organizational structure that supports the progress of the QEP. The QEP Director reports directly to the Executive Vice President for Academic Affairs. In preparation for the QEP the Office of Financial Services was moved in the organization under the Director of Student Central who also serves as the QEP Director. This organizational restructuring was determined to be in the student's best interest due to financial services playing an important role in the holistic approach to student identified goals of completion.

Figure One: Organizational Structure Supporting the QEP
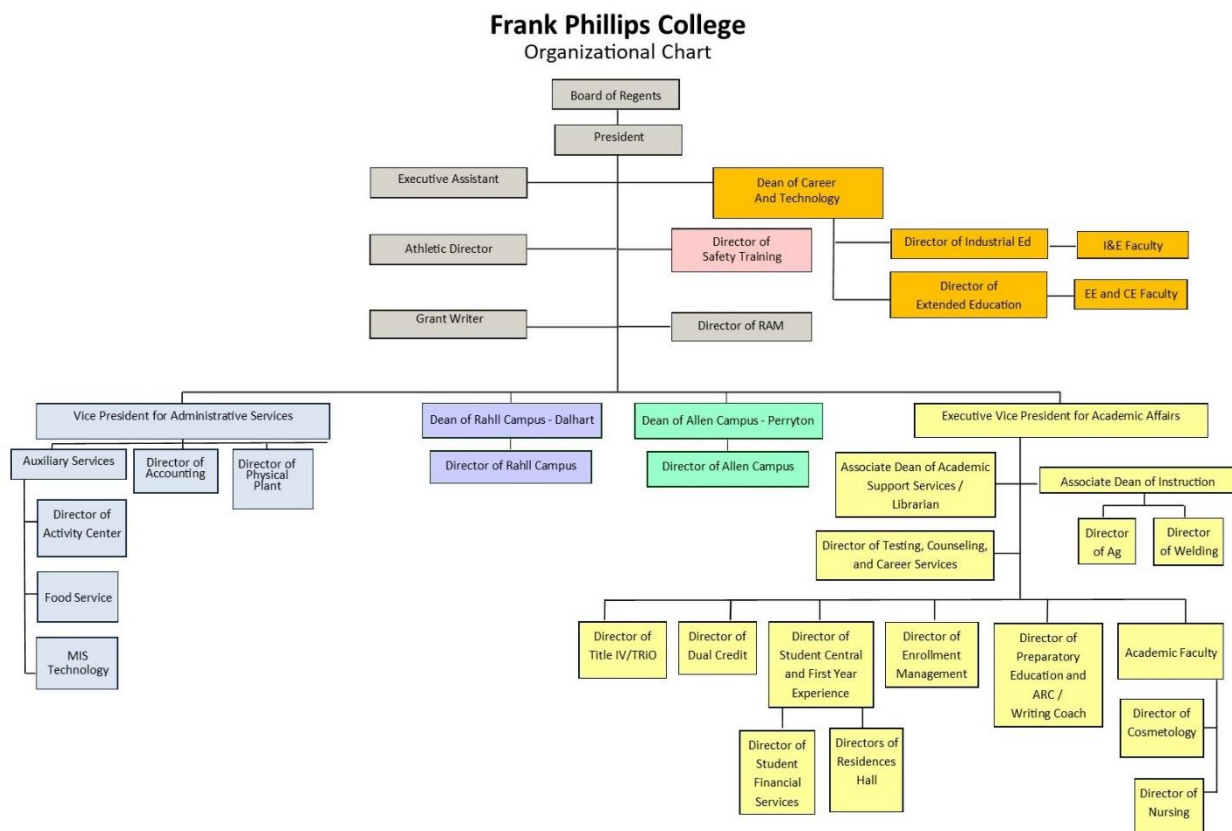
QEP Director Role

The QEP Director will work closely with the SACSCOC Steering Committee and the QEP Implementation Committee, the Executive Vice President for Academic Affairs, Student Central Specialists, directors of student support services, and faculty/staff whose job responsibilities include advising. The QEP Director will coordinate relationships with the mentioned individuals that will lend to implementation, maintenance, and assessment of the QEP.

The QEP Director job duties include, but are not limited to, research and development of implementation measures throughout the QEP, facilitating achievement of the desired student learning outcomes, maintaining the QEP timeline, ensuring quality professional development for advising staff, coordinating FYIS instructor professional development, fostering community relationships include specialized university relationships, maintain the QEP budget, and writing the QEP fifth-year interim report.

Krista Wilson, Director of Student Central/FYE has been identified as the QEP Director. Krista's experience is included in appendix D. Because of the additional specialists in Student Central, releasing Ms. Wilson half time is neither a burden to her, nor a burden to students.

First-Year Institute Seminar Faculty

Table 11: First-Year Institute Seminar Faculty

Faculty	Full-time/Adjunct Faculty	Department
Juan Avila	Full-time	Cosmetology
Bethany Callaway	Full-time	Nursing
Shannon Carroll	Adjunct	Administrator
Jen Cobos	Adjunct	TRiO
Derrick Cummings	Adjunct	Academic Resource Center (ARC)
Lisa Duncan	Full-time	Biology/Pre-nursing
Catherine Hodge	Full-time	English
Lydia Howell	Full-time	Government
Robyn Line	Full-time	English
Deborah Johnson	Full-time	Counselor
Amber Jones	Adjunct	Administrator, Allen Campus
Elizabeth McCauley	Adjunct	Student Central
Jan Moore	Full-time	Psychology & Sociology
Bobbie Mosby	Full-time	Speech (formerly TRiO)
Kamron Nonhoff	Adjunct	Administrator Dual Credit
Eric Rodewald	Adjunct	Head Coach, Women's Basketball
Nicole Sidders	Full-time	Psychology
Michele Stevens	Adjunct	Administrator Registrar
Cheryl Webster	Full-time	Education, FYIS, Capstone
Brittany Williams	Adjunct	TRiO
Krista Wilson	Adjunct	Student Central, QEP Director

Physical Resources

Frank Phillips College has already made a financial commitment to create physical resources in Student Central at the home campus. The Implementation Committee does not anticipate other accommodations to the physical space. The college is committed, however, to a more intrusive branding of the idea of people of the plains.

Financial Resources

Careful consideration has been given to the fiscal requirements needed to foster a culture of retention and completion through student identified goals. FPC is confident that it can structurally and fiscally support the initiatives of the **Start Here. Go Anywhere**.

The budget for the QEP was approved by the leadership team of FPC in spring 2019. The budget includes the following areas:

- **Personnel**
  - QEP Director salary

- **Professional Development**
  - Travel
  - Internal training

- **Operational Expenses**
  - Marketing
  - Miscellaneous expenses

Figure Two: QEP Budget

QEP Budget

	2019-2020 Year 1 (Planning Year)	2020-2021 Year 2	2021-2022 Year 3	2022-2023 Year 4	2023-2024 Year 5
Personnel					
QEP Director (50% of current salary) (assumes a 2% raise each academic year)	$24,047.00	$24,527.94	$25,018.50	$25,518.87	$26,029.25
Professional Development					
Travel	$8,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00
Internal Training	$1,000.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00
Operational Expenses					
Marketing	$5,513.25	$5,000.00	$5,000.00	$5,000.00	$5,000.00
Miscellaneous	$2,000.00	$3,000.00	$3,000.00	$3,000.00	$3,000.00
Total	$40,560.25	$38,527.94	$39,018.50	$39,518.87	$40,029.25

Marketing Plan

The purpose of the QEP is to increase completion of certificate and degrees through student identified goals with appropriate support services in holistic advising. In an effort to educate and effectively communicate with students, faculty/staff, FPC stakeholders, and community members the QEP Marketing Committee has submitted the following marketing plan (see appendix E).

Arielle Boone, Director of RAM, the QEP Marketing Committee chair has designed a logo to enhance the slogan *Start Here. Go Anywhere*. This logo will be included on all promotional and educational items.

Promotional items include:
- "Class Of" t-shirts
- Coffee mugs
- Travel mugs
- Pens
- lanyards

Advertisement items include:
- Floor graphics
- Laminated posters
- Window vinyl
- Table cloths

The QEP Marketing Committee has also brainstormed different avenues associated with branding the QEP. In the full marketing plan consideration has been given to themed events over the five year plan that can enhance the QEP. As FPC moves forward with the QEP it will be important for the QEP Marketing Committee to continually assess promotional and advertisement items.

Adjustment of Resources

During the annual goals and budget meetings (GAB), the QEP goals and expenditures will be reviewed by the President and Executive Vice President for Academic Affairs. The Director of the QEP will present to the group of directors and administrators, and during the Q&A session, the QEP Director will be able to address concerns, needs, and ideas with the administrators. Because of the impact Start Here. Go Anywhere. will have on the institution, the President, EVPAA, and QEP Director will evaluate the detailed ledger monthly to adjust any financial needs, and the QEP Director will join the Academic Standards and Curriculum committee in order to receive regular feedback from faculty and address any policy or procedure needs.

Assessment Plan

FPC has established a comprehensive assessment plan to measure the impact of *Start Here. Go Anywhere*. This assessment plan will also serve as a tool for the QEP Director and Administrative Cabinet to make data driven decisions regarding the implementation of the QEP

over the next five years. The assessment plan will include both direct and indirect measures. As quantitative results become available, the QEP Director will include a qualitative analysis to accompany the data. A mixed methods approach will provide a fuller understanding of the effect and implementation of the QEP.

Careful consideration has been given to the assessment of the QEP. Table five illustrates the assessment instruments, baselines, and targets for *Start Here. Go Anywhere*.

Direct Assessment of Outcomes

The purpose of *Start Here. Go Anywhere.* is to improve student success through a holistic, advising-to-finish model that is based on students' self-awareness and individual goals.

Start Here. Go Anywhere. defines student success through measurable goals including:

Goal 1: To increase retention by 15% and completion of certificates and degrees by 10% compared to baseline year and based on students' identified goals.
> **SLO 1: Students will successfully navigate the intake process during their first semester of enrollment.**
> **SLO 2: Students will create a plan in their FYIS course to meet their goals for their academic career.**
> **SLO 3: Students will create a degree plan in their FYIS 0301 course to prepare for seamless transfer to a four-year college or university.**
> **SLO 4: Students will participate in support services designed to further their goals.**

Each of the four Student Learning Outcomes will be met through a variety of activities that are measured quantitatively and/or qualitatively. The activities will demonstrate success completion of the Student Learning Outcomes and have been included as part of the QEP plan in order to guarantee that the activities are completed and assessed and, as necessary, improved. A measurable timeline has been established to monitor student retention/completion. Internal course and external measurements will provide data to guide the plan's organic timeline.

Assessment Team and Timeline

The Assessment Team has been previously identified and will be responsible to assessing all data. The team will also play a key role in the implementation of the QEP as the timeline has been created carefully to produce the best rates of success and improve retention and completion. The team will help ensure that the implementation follows the timeline (or is explained as it is adjusted) and that the data collected are the data necessary to measure the success of the activity.

Table 12: QEP Purpose, Goals, and Student Learning Outcomes

SLO 1: Students will successfully navigate the intake process during their first semester of enrollment.	
2023-2024 Expected Outcome	Students will demonstrate successful navigation of the intake process when 90% of the students have completed all forms and provided all documents on or before the last day to register for their incoming semester. Students will also demonstrate successful navigation of the intake process with a 35% increase in the number of students who have applied for financial aid before the first class day of their incoming semester compared to baseline year.
Activity	Students will complete required forms and submit all required documents, including transcripts and shot records.
Assessment Instrument	Rubric Assessment team will randomly select students before mid-term and review their files, presenting findings to the Implementation Committee within four weeks.
Assessor	Assessment Team
Baseline Data	Developing in **Year One** The Assessment Team will review students during fall and spring to determine baseline data. In June of each academic year, the implementation team will review the intake process and required forms and make adjustments. The new form will be implemented each academic year as needed.
Formative Assessment	**Year Two**: review of 25 random forms completed two weeks before fall 2020 semester; review of 40 random student files completed one week before fall 2020; review of 50 random files completed by Friday of the first week of classes in fall 2020. 75% of the students sampled will successfully complete the intake process during registration. A correlation of completion of activity to semester gpa will be provided to the Implementation Committee. **Year Three**: review of 25 random forms completed two weeks before fall 2021 semester; review of 40 random files completed one week before fall 2021; review of 50 random files completed by Friday of the first week of classes in fall 2021. 80% of the students sampled will successfully complete the intake process during registration, including the Allen Campus and the Rahll Campus students. A correlation of completion of activity to semester gpa will be provided to the Implementation Committee. **Year Four**: review of 25 random files completed two weeks before fall 2022 semester; review of 40 random files completed one week before fall 2022; review of 50 random files completed by Friday of the first week of classes in

SLO 1: Students will successfully navigate the intake process during their first semester of enrollment.	
	fall 2022. 90% of students sampled will successfully complete the intake process, including students enrolled in Career/Technical Education. A correlation of completion of activity to semester gpa will be provided to the Implementation Committee.
Summative Assessment	During **Year Five** (2023-2024), the process and forms will be finalized and utilized at all locations for all students. A final assessment of the process and forms will include a random sample of 75 students from all campuses during the fall semester of 2023 and 100 students during the spring semester of 2024. A correlation of completion of activity to semester gpa will be provided to the Implementation Committee.
2023-2024 Goal	100% of students entering FPC will complete the intake process, complete all forms, and provide all required documents before the last day to register for classes during their first semester of enrollment.
Relevancy to QEP Purpose	By completing all the forms and submitting required documents, students will avoid disruption to their enrollment. When information is missing or documents have not been submitted, it is possible that students will have a hold placed on their transcripts, which prohibits registration for the following semester until the file is complete and the hold can be removed. In some cases, the missing documentation can revoke enrollment for the student. Obviously, any disruption to enrollment needs to be avoided whenever possible.
Activity	Students will enroll in correct preparatory courses according to college policies and complete their first college-level course in the area(s) with a C or higher.
Assessment Instrument	Progress Rubrics Students enrolled in a preparatory course, a co-requisite course, or a Non-Course Based Option (NCBO) will earn a C or higher in their first college-level math or English class.
Assessor	Reviews will be completed by the Director of Preparatory Education and disseminated to the Implementation Committee
Baseline Data	College report will be disseminated to implementation committee
Formative Assessment	Progress checks will be completed during weeks three, six, nine, and twelve by the Director of Preparatory Education on a random selection of 20% of students enrolled in each preparatory course at all locations.
Summative Assessment	At the end of each semester, the Director of Preparatory Education will report grades on the randomly selected students to the implementation committee.

SLO 1: Students will successfully navigate the intake process during their first semester of enrollment.	
	Year Two: 70% of the students will be correctly enrolled in required preparatory courses according to college policies and will earn a C or higher in the first college-level math and/or English course.
	Year Three: 80% of the students will be correctly enrolled in required preparatory courses according to college policies and will earn a C or higher in the first college-level math and/or English course.
	Year Four: 95% of the students will be correctly enrolled in required preparatory courses according to college policies and will earn a C or higher in the first college-level math and/or English course.
2023-2024 Goal	**Year Five**: 95% of the students will be correctly enrolled in required preparatory courses according to college policies and will earn a C or higher in the first college-level math and/or English course.
Relevancy to QEP Purpose	Addressing remediation is an important aspect of student success. In addition, Texas requires students to address remediation during the first and subsequent semesters until they have satisfied all requirements to take college-level courses. Delaying registration can have a significant impact on students' completion because they are delaying required coursework for their degrees. Advising students at intake should include remediation, but monitoring and intervening throughout the remedial work is also critical to student success and reflects appropriate advising, so FPC has committed to including the monitoring of coursework as part of the measurement of success.
Activity	Students who enroll in courses requiring pre-requisite courses will enroll in correct pre-requisite courses according to college policies during their first semester of enrollment as and earn a C or higher in the pre-requisite course and in the course that follows.
Assessment Instrument	College Report

Progress Rubric |
| **Assessor** | The Director of Enrollment Management will create and share the report(s) regarding enrollment. The instructors of the pre-requisite and follow-up courses will fill out rubrics for each student enrolled in their applicable courses. |
| **Baseline Data** | College report will be disseminated to Implementation Committee. Rubrics will be reviewed by the Assessment Team and distributed to the Implementation Committee. |

SLO 1: Students will successfully navigate the intake process during their first semester of enrollment.	
Formative Assessment	The Director of Enrollment Management will run a report one week prior to the beginning of each semester and on the last day to register for courses each semester to determine the enrollment in correct pre-requisite classes. The report will be provided to Student Central in order to assist students in changing schedules. Progress checks will be completed during weeks four and nine by faculty teaching courses for which students completed a pre-requisite. The Assessment Team will review the Progress Rubrics for randomly selected students (20% but no less than 10 students per course) and provide information to the QEP Director and Implementation Team.
Summative Assessment	At the end of each semester, the QEP Director will report grades on the randomly selected students to the Implementation Committee. **Year Two:** 70% of the students will earn a C or higher in the pre-requisite courses and the courses that require pre-requisites. **Year Three:** 80% of the students will earn a C or higher in the pre-requisite courses and the courses that require pre-requisites. **Year Four:** 95% of the students will earn a C or higher in the pre-requisite courses and the courses that require pre-requisites.
2023-2024 Goal	**Year Five**: 95% of the students completing the pre-requisite courses with a C or higher will complete the pre-requisite courses and the courses requiring pre-requisites with a C or higher.
Relevancy to QEP Purpose	Occasionally, we fail to enroll students in the required pre-requisite courses, or they enroll prior to completion of the pre-requisite course and then do not satisfy the final grade requirement. FPC is committed to identifying the students prior to the first day of classes the following semester so that they are may repeat the course or change their course of action. Monitoring students while they are taking pre-requisite classes is an early intervention technique that can impact retention and completion, so FPC will monitor both the pre-requisite and the following course for student success.

SLO 1: Students will successfully navigate the intake process during their first semester of enrollment.

Activity	Pre-nursing students will enroll in the pre-nursing cohort (Borger campus) and report a satisfactory experience as part of a learning community. The pre-nursing cohort requires students to enroll in a minimum of two courses and an FYIS course specifically designed for nursing students.
Assessment Instrument	College Enrollment Report/Rosters Student Satisfaction Survey
Assessor	The Assessment Team will collect and review data during the week before and the first week of the semester to determine if students are enrolled in the cohort and contact students who are not. A&P professor, Lisa Duncan, will administer the survey in the first semester of Anatomy and Physiology courses during the fall semester.
Baseline Data	To be determined in **Year One**
Formative Assessment	During each fall semester, a student satisfaction survey will be distributed during the eighth or ninth week of classes and again during the 13th or 14th week of classes. **Year One** surveys will serve as baseline data. **Year Two**: student satisfaction will increase by 5% over baseline year **Year Three**: student satisfaction will increase by 10% over baseline year **Year Four**: student satisfaction will increase by 15% over baseline year
Summative Assessment	During each academic year, the number of students who have identified the FPC Licensed Vocational Nursing program as their major will be advised to take the courses in the pre-nursing cohort. **Year One**: 25% of the students enrolled in the Borger program will join the pre-nursing cohort.

SLO 1: Students will successfully navigate the intake process during their first semester of enrollment.	
	Year Two: 40% of the students enrolled in the Borger program will join the pre-nursing cohort.
	Year Three: 60% of the students enrolled in the Borger program will join the pre-nursing cohort.
2023-2024 Goal	**Year Five**: student satisfaction with the learning community established though the pre-nursing cohort will increase by 20% over baseline year.
	Year Five: 75% of students enrolled in the Borger program will join the pre-nursing cohort.
Relevancy to QEP Purpose	Learning communities have great benefits for students, and FPC has had remarkable success in the Licensed Vocational Nursing program since addressing weaknesses as part of the Retention Performance Management (RPM) initiative. One contributing factor to the success of the program (which has had a 100% pass rate on the state licensure exam in 2017 and 2018 and currently has a 100% pass rate with only one student left to test) is the learning community that develops among students who are enrolled in the same courses at the same time all year. FPC determined that a strategy for students intending to enroll in the program would include creating a learning community for students while they are taking their pre-requisite courses. However, we must enroll them in the pre-nursing cohort during the intake process in order to create the successful environment they need.
Activity	Students will apply for financial aid on or before registration for the first semester of college.
Assessment Instrument	College Report concerning students who apply for financial aid and at what point they begin and complete the process.
	Student focus group of five to seven students who completed financial aid applications after the first week of the first semester of college.
Assessor	Director of Student Financial Services will produce a report to be reviewed by the Assessment Team. The QEP Director will conduct focus groups.
Baseline Data	To be determined in Year One
Formative Assessment	A focus group will be conducted by the Director of the QEP to determine reasons students are not applying early. Each academic year, the Student Financial Services office will review the findings of the focus group and make adjustments accordingly.

SLO 1: Students will successfully navigate the intake process during their first semester of enrollment.	
Summative Assessment	**Year One**: an increase of 10% over baseline year of students applying for financial aid on or before registration for their first semester of college.
	Year Two: an increase of 15% over baseline year of students applying for financial aid on or before registration for their first semester of college.
	Year Three: an increase of 20% over baseline year of students applying for financial aid on or before registration for their first semester of college.
	Year Four: an increase of 30% over baseline year of students applying for financial aid on or before registration for their first semester of college.
2023-2024 Goal	**Year Five**: an increase of 35% over baseline year of students applying for financial aid on or before registration for their first semester of college.
Relevancy to QEP Purpose	Students face a myriad of financial barriers and often do not consider financial aid, perceive the process as too difficult, or believe they are not eligible. As a result, students may be purged for non-payment or apply later in the semester while doing without the books and supplies they need for success. Helping them navigate financial aid applications is critical so that they have the tools to begin class prepared, and beginning class with the right tools increases their chance at success.
Activity	Student will express satisfaction with registration and availability of courses.
Assessment Instrument	Students will complete a satisfaction survey when they complete course registration for their first semester of college.
Assessor	Student Central will administer the surveys, and the Assessment Team will review results.
Baseline Data	To be determined during **Year One**
Summative Assessment	**Year Two**: an increase of 5% satisfaction over baseline year.
	Year Three: an increase of 10% satisfaction over baseline year.
	Year Four: an increase of 15% over baseline year.

SLO 1: Students will successfully navigate the intake process during their first semester of enrollment.	
2023-2024 Goal	**Year Five**: an increase of 25% satisfaction over baseline year.
Relevancy to QEP Purpose	Often the only measurement to determine if classes are available at the times students need to take them and to determine if the roster of classes during an academic year is sufficient for students' needs is the enrollment data. FPC has not been pro-active in assessing the semester schedules from the point of view of students. We believe this activity will provide critical feedback in helping form a schedule that meets the needs of the students as much and often as possible. Furthermore, we have collected very little information about the students' perception of their registration experience, and while we believe it is a positive experience, we must analyze the findings in order to improve the students' experience. Making registration and class selections difficult for students creates one of the first opportunities for students to give up on the overall college enrollment goal.
Activity	Students will express satisfaction with the intake process.
Assessment Instrument	Satisfaction Survey distributed during the first two weeks of FYIS 0301
Assessor	The FYIS 0301 teacher will distribute the surveys.
Baseline Data	To be determined during **Year One**
Summative Assessment	**Year Two**: an increase of 5% satisfaction over baseline year. **Year Three**: an increase of 10% satisfaction over baseline year. **Year Four**: an increase of 15% over baseline year.
2023-2024 Goal	**Year Five**: an increase of 25% satisfaction over baseline year.
Relevancy to QEP Purpose	In order to affect positively the retention of students, it is imperative to collect feedback about the intake process. If students find the process difficult to navigate or find it frustrating, the students may become overwhelmed and decide not to continue. Though the students who will be completing this survey have successfully enrolled through the intake process, the results of the survey are likely to give information indicating what is not working about the process, thus allowing for improvements and continued monitoring.

SLO 1: Students will successfully navigate the intake process during their first semester of enrollment.	
Activity	Students will express satisfaction with the intake process.
Assessment Instrument	Student Focus Groups (three groups of five to seven students)
Assessor	The QEP Director will conduct the focus groups.
Baseline Data	To be determined during **Year One**
Formative Assessment	Each year, the assessor will share results of the focus groups with Student Central staff and the Implementation Team and make necessary adjustments and improvements to the intake process.
Summative Assessment	Though this assessment is qualitative, the Assessor should be able to cite overall increases in students' satisfaction of the intake process. Coupled with the Satisfaction Survey above, the college expects to see a similar increase in both assessments.
2023-2024 Goal	By **Year Five**, the process will have been improved such that the student focus group indicates few problems and overall satisfaction with the process. *Various aspects of the process are assessed quantitatively throughout the QEP as well.
Relevancy to QEP Purpose	In addition to a quantitative measurement, a student focus group provides specific details and allows students to discuss issues at length. Combined with the survey, the focus group allows the college to determine, not only the weaknesses, but why they are weaknesses and how they can be improved.

SLO 2: Students will create a plan to meet their goals for the academic career.	
2023-2024 Expected Outcome	**Students will demonstrate success when 85% of the students enrolled on the 12th class day (official) complete the Plainsmen Trail Portfolio and 95% of the students completing the portfolio score a 75 or higher.**
Activity	Students will identify at least three goals pertaining to their college career.
Assessment Instrument	Plainsmen Trail Portfolio Goal Setting Section Goal-Setting Rubric
Assessor	Assessor will be faculty member teaching the FYIS 0301 section
Baseline Data	FYIS 0301 Pilot section Fall 2019 and Spring 2020

SLO 2: Students will create a plan to meet their goals for the academic career.

	Goal-Setting Rubric
Formative Assessment	Students will receive a participation grade for the first goal setting exercise with 90% completing the assignment with a 100 or higher. Students will receive a grade for the second goal-setting exercise with an average of 75% or higher among those completing the assignment. Students will receive a grade for the final goal-setting exercise with an average of 80% or higher among those completing the assignment.
Summative Assessment	**Year One**: Students will receive a major grade for the Plainsmen Trail Portfolio with an average of 75% or higher among those completing the portfolio. 70% of the students will complete the portfolio. **Year Two**: Students will receive a major grade for the Plainsmen Trail Portfolio with an average of 80% or higher among those completing the portfolio. 75% of the students will complete the portfolio. **Year Three**: Students will receive a major grade for the Advising portfolio with an average of 80% or higher among those completing the portfolio. 85% of the students will complete the portfolio. **Year Four**: Students will receive a major grade for the Advising portfolio with an average of 85% or higher among those completing the portfolio. 90% of the students will complete the portfolio.
2023-2024 Goal	100% of the students will complete the portfolio with an average of 90 or higher.
Relevancy to QEP Purpose	Goal setting is the foundation of the QEP. It is imperative for students to set their goals but also for the college to refrain from imposing goals on the students simply for an increase in retention and completion numbers.
Activity	Students will complete an introductory section in the Plainsmen Trail Portfolio.
Assessment Instrument	Plainsmen Trail Portfolio Introduction Rubric
Assessor	Assessor will be faculty member teaching the FYIS 0301 section.
Baseline Data	To be collected during the fall 2019 pilot course and the spring 2020 pilot course
Formative Assessment	

SLO 2: Students will create a plan to meet their goals for the academic career.	
Summative Assessment	
2023-2024 Goal	90% of the students will complete the portfolio with an average of 90 or higher.
Relevancy to QEP Purpose	The introductory section requires students to spend some time considering who they are and defining who they choose to become. It is also a mechanism for the Trail Boss to better understand the students' needs.
Activity	Students will complete an analysis of their personality tests in their Plainsmen Trail Portfolio.
Assessment Instrument	Plainsmen Trail Portfolio Personality Assessment Rubric
Assessor	Assessor will be faculty member teaching the FYIS 0301 section.
Baseline Data	Students will complete a professionally produced personality inventory at the beginning of the Plainsmen Trail Portfolio section of the course. Students will update goals after evaluating their personality and career- interest tests. Students will finalize goals as they complete the Plainsmen Trail Portfolio
Formative Assessment	
Summative Assessment	**Year One**: Students will receive a major grade for the Plainsmen Trail Portfolio with an average of 75% or higher among those completing the portfolio. 70% of the students will complete the portfolio. **Year Two**: Students will receive a major grade for the Plainsmen Trail Portfolio with an average of 80% or higher among those completing the portfolio. 75% of the students will complete the portfolio. **Year Three**: Students will receive a major grade for the Plainsmen Trail Portfolio with an average of 80% or higher among those completing the portfolio. 85% of the students will complete the portfolio. **Year Four**: Students will receive a major grade for the Plainsmen Trail with an average of 85% or higher among those completing the portfolio. 90% of the students will complete the portfolio.
2023-2024 Goal	100% of the students completing the section will earn an average of 90 or higher. 95% of the students will complete the section.

SLO 2: Students will create a plan to meet their goals for the academic career.	
Relevancy to QEP Purpose	Students are taking personality tests but making no connections with the information. This activity requires students to consider personality traits they may not have realized or may not necessarily embrace. It is, however, a critical part in planning one's own future.
Activity	Students will complete an analysis of their career inventory in their Plainsmen Trail Portfolio.
Assessment Instrument	Plainsmen Trail Career Analysis Section
Assessor	Assessor will be faculty member teaching the FYIS 0301 section.
Baseline Data	Students will complete a professionally produced career inventory at the beginning of the Plainsmen Trail Portfolio section of the course. Students will update goals after evaluating their personality and career- interest tests. Students will finalize goals as they complete the Plainsmen Trail Portfolio
Formative Assessment	Students will receive a participation grade for the first career analysis exercise with 70% completing the assignment for a grade of 100. The first assignment will be to analyze their results Students will receive a grade for the second career analysis exercise with an average of 75% or higher among those completing the assignment. The second assignment will be to investigate their career in terms of their Plainsmen Trail goals. Students will receive a grade for the final goal-setting exercise with an average of 80% or higher among those completing the assignment. (The goals will incorporate the analysis of the career inventory.) .
Summative Assessment	**Year One**: Students will receive a major grade for the Plainsmen Trail career analysis with an average of 75% or higher among those completing the portfolio. 70% of the students will complete the portfolio. **Year Two**: Students will receive a major grade for the Plainsmen Trail career analysis with an average of 80% or higher among those completing the portfolio. 75% of the students will complete the portfolio.

SLO 2: Students will create a plan to meet their goals for the academic career.	
	Year Three: Students will receive a major grade for the Plainsmen Trail career analysis with an average of 80% or higher among those completing the portfolio. 85% of the students will complete the portfolio. **Year Four**: Students will receive a major grade for the Plainsmen Trail career analysis with an average of 85% or higher among those completing the portfolio. 90% of the students will complete the portfolio.
2023-2024 Goal	**Year Five**: 100% of the students will complete the portfolio with an average of 90 or higher.
Relevancy to QEP Purpose	Like the personality tests, students will benefit from career assessments.
Activity	Students will identify barriers to their goal completion and strategies to overcome the barriers.
Assessment Instrument	Plainsmen Trail Obstacle Course Analysis Section
Assessor	Assessor will be faculty member teaching the FYIS 0301 section.
Baseline Data	Students will identify barriers (financial, familial, transportation, work, learning concerns, etc.) and create a plan to overcome the barriers. Students will update goals after evaluating their barriers and their plan for overcoming their barriers. Students will finalize goals as they complete the Plainsmen Trail Portfolio
Formative Assessment	Students will receive a participation grade for the Obstacle Course analysis with 70% completing the assignment for a grade of 100. The first assignment will be to analyze their results Students will receive a grade for the second Obstacle Course analysis and plan with an average of 75% or higher among those completing the assignment. The second assignment will be to create a plan to overcome their obstacles as part of their Plainsmen Trail Portfolio. Students will receive a grade for the final goal-setting exercise with an average of 80% or higher among those completing the assignment. (The goals will incorporate the Obstacle Course section.)
Summative Assessment	**Year One**: Students will receive a major grade for the Plainsmen Trail Obstacle Course section with an average of 75% or higher among those completing the portfolio. 70% of the students will complete the portfolio.

SLO 2: Students will create a plan to meet their goals for the academic career.	
	Year Two: Students will receive a major grade for the Plainsmen Trail Obstacle Course section with an average of 80% or higher among those completing the portfolio. 75% of the students will complete the portfolio. **Year Three**: Students will receive a major grade for the Plainsmen Trail Obstacle Course section with an average of 80% or higher among those completing the portfolio. 85% of the students will complete the portfolio. **Year Four**: Students will receive a major grade for the Plainsmen Trail Obstacle Course section with an average of 85% or higher among those completing the portfolio. 90% of the students will complete the portfolio.
2023-2024 Goal	**Year Five**: 100% of the students will complete the Plainsmen Trail Portfolio with an average of 90 or higher.
Relevancy to QEP Purpose	Students do not always know the barriers they face, nor do they know that the barriers are not impossible to overcome. The Trail Boss can help the students better plan by asking them to consider barriers they may not have considered.
Activity	Students will create measurable benchmarks during FYIS course.
Assessment Instrument	Plainsmen Trail Camp Sites Section
Assessor	Assessor will be faculty member teaching the FYIS 0301 section.
Baseline Data	Students will complete a series of benchmarks or Camp Sites in order to assess their progress towards their goals. Students will update goals after each Camp Site as needed. Students will finalize goals as they complete the Plainsmen Trail Portfolio
Formative Assessment	Students will receive a participation grade for the first Camp Site exercise (creating their benchmarks) with 70% completing the assignment for a grade of 100. Students will receive a grade for the second Camp Site exercise with an average of 75% or higher among those completing the assignment. The second assignment will be to update their plan according to their benchmarks. Students will receive a grade for the final goal-setting exercise with an average of 80% or higher among those completing the assignment. (The goals will incorporate the analysis of the benchmarks.) .

SLO 2: Students will create a plan to meet their goals for the academic career.	
Summative Assessment	**Year One**: Students will receive a major grade for the Plainsmen Trail Camp Site section with an average of 75% or higher among those completing the portfolio. 70% of the students will complete the portfolio. **Year Two**: Students will receive a major grade for the Plainsmen Trail Camp Site section with an average of 80% or higher among those completing the portfolio. 75% of the students will complete the portfolio. **Year Three**: Students will receive a major grade for the Plainsmen Trail Camp Site section with an average of 80% or higher among those completing the portfolio. 85% of the students will complete the portfolio. **Year Four**: Students will receive a major grade for the Plainsmen Trail Camp Site section with an average of 85% or higher among those completing the portfolio. 90% of the students will complete the portfolio.
2023-2024 Goal	**Year Five**: 100% of the students will complete the portfolio with an average of 90 or higher. (The portfolio will include the Camp Site section.)
Relevancy to QEP Purpose	Benchmarking is an accountability technique, but more importantly, it is a checkpoint where the students can actively and honestly view their progress and make adjustments as needed.
Activity	Students will create a timeline for implementing strategies to reach their goals.
Assessment Instrument	Plainsmen Trail Map Section
Assessor	Assessor will be faculty member teaching the FYIS 0301 section.
Baseline Data	Students will complete a Trail Map section during the Plainsmen Trail Portfolio section of the course. Students will finalize goals as they complete the Plainsmen Trail Portfolio
Formative Assessment	Students will receive a participation grade for the Trail Map exercise with 70% completing the assignment for a grade of 100. The first assignment will be to create a draft of their Trail Map. Students will receive a grade for the second Trail Map exercise with an average of 75% or higher among those completing the assignment. The second assignment will be to finalize their Trail Map to coincide with applicable deadlines.

SLO 2: Students will create a plan to meet their goals for the academic career.	
	Students will receive a grade for the Trail Map exercise with an average of 80% or higher among those completing the assignment. The assignment will be to set up a calendar or planner with their timeline activities.
Summative Assessment	**Year One**: Students will receive a major grade for the Plainsmen Trail Map with an average of 75% or higher among those completing the portfolio. 70% of the students will complete the portfolio. **Year Two**: Students will receive a major grade for the Plainsmen Trail Map with an average of 80% or higher among those completing the portfolio. 75% of the students will complete the portfolio. **Year Three**: Students will receive a major grade for the Plainsmen Trail Map with an average of 80% or higher among those completing the portfolio. 85% of the students will complete the portfolio. **Year Four**: Students will receive a major grade for the Plainsmen Trail Map with an average of 85% or higher among those completing the portfolio. 90% of the students will complete the portfolio.
2023-2024 Goal	100% of the students will complete the Plainsmen Trail Portfolio with an average of 90 or higher.
Relevancy to QEP Purpose	The timeline is different than the benchmarks. Students will create a timeline early in the portfolio so that they can establish reasonable benchmarks.

SLO 3: Students will create a degree plan in their FYIS 0301 course to prepare for seamless transfer to a four-year college or university.	
2023-2024 Expected Outcome	Students will demonstrate success when 90% of the students have completed a working degree plan that incorporates classes taken at other institutions prior to enrollment at Frank Phillips College, classes they will take at Frank Phillips College, and classes they will take at their transfer institution. Students who have not identified their transfer institution will use a degree plan from West Texas A&M University.
Activity	Students will be given a career and a transfer institution to create a practice degree plan for the purpose of learning to navigate college catalogs.
Assessment Instrument	Practice Degree Plan
Assessor	Assessor will be faculty member teaching the FYIS 0301 section.

Baseline Data	
Formative Assessment	Students will receive a grade for identifying the courses they should take at Frank Phillips College with 70% completing the assignment for a first draft grade of 70 or higher and a revision grade of 85 or higher. Once the courses are correct, they will move to the next step. Students will receive a grade for identifying the courses they should take at the transfer institution with 70% scoring a grade of 70 or higher on the first draft and a grade of 85 or higher on the revision. Students will receive a grade for identifying all other requirements for their transfer programs (i.e., testing, medical physicals, gpa) with 80% completing the assignment with an 85 or higher.
Summative Assessment	**Year One**: Students will receive a major grade for the practice degree plan with an average of 80 higher among those completing the portfolio. 80% of the students will complete the assignment. **Year Two**: Students will receive a major grade for the degree plan with an average of 85% or higher among those completing the portfolio. 85% of the students will complete the assignment. **Year Three**: Students will receive a major grade for the degree plan with an average of 90% or higher among those completing the portfolio. 90% of the students will complete the assignment. **Year Four**: Students will receive a major grade for the degree plan with an average of 95% or higher among those completing the portfolio. 95% of the students will complete the assignment.
2023-2024 Goal	95% of the students will complete the degree plan with an average of 95 or higher.
Relevancy to QEP Purpose	Transferability directly affects completion and to a degree, retention. When students realize they are not prepared for transfer, they tend to feel so overwhelmed that they see no reason to persevere.
Activity	Students will be create a degree plan for their major and transfer institution. Students who are not sure about their transfer institution will create a degree plan for West Texas A&M University. Students who are not sure about their majors will declare a meta-major.
Assessment Instrument	Degree Plan
Assessor	Assessor will be faculty member teaching the FYIS 0301 section.
Baseline Data	

Formative Assessment	Students will receive a grade for identifying the courses they should take at Frank Phillips College with 70% completing the assignment for a first draft grade of 70 or higher and a revision grade of 85 or higher. Once the courses are correct, they will move to the next step. Students will receive a grade for identifying the courses they should take at the transfer institution with 70% scoring a grade of 70 or higher on the first draft and a grade of 85 or higher on the revision. Students will receive a grade for identifying all other requirements for their transfer programs (i.e., testing, medical physicals, gpa) with 80% completing the assignment with an 85 or higher...
Summative Assessment	**Year One**: Students will receive a major grade for the practice degree plan with an average of 80 higher among those completing the portfolio. 80% of the students will complete the degree plan. **Year Two**: Students will receive a major grade for the degree plan with an average of 85% or higher among those completing the portfolio. 85% of the students will complete the degree plan. **Year Three**: Students will receive a major grade for the degree plan with an average of 90% or higher among those completing the portfolio. 90% of the students will complete the degree plan. **Year Four**: Students will receive a major grade for the degree plan with an average of 95% or higher among those completing the portfolio. 95% of the students will complete the degree plan.
2023-2024 Goal	95% of the students will complete the degree plan with an average of 95 or higher.
Relevancy to QEP Purpose	This is a practice opportunity where students can learn to navigate the process.
Activity	Participation in a college fair, a career fair, or a college visit with a two-page essay detailing their discoveries. (FPC hosts a college fair, career fair, and a trip to West Texas A&M University with transportation and lunch provided. This activity will not cost students money.)
Assessment Instrument	Essay Rubric
Assessor	Faculty members teaching FYIS 0301 will assess the essays.
Baseline Data	
Formative Assessment	

Summative Assessment	Students will complete the essay with a score of 80 or higher. 80% of the students will complete the assignment.
2023-2024 Goal	95% of the students will participate in the fair or visit and write an essay with an average score of 80% or higher.
Relevancy to QEP Purpose	Students will benefit from the social interaction with their peers while also finding out pertinent information that may be used to revise their portfolios.

SLO 4: Students will participate in support services designed to further their goals.	
2023-2024 Expected Outcome	Students will demonstrate success when they have documented participation in support services, including a minimum of three activities designed to promote a learning community, two library visits each semester, and two visits to a learning center each semester.
Activity	Students will participate in two activities during FYIS 0301 that require collaboration with classmates.
Assessment Instrument	Attendance Rosters

Analysis Assignment, which includes a satisfaction survey (Likert scale 1-5 with 5 being the highest satisfaction) |
Assessor	The advisor (teacher for the student's FYIS 0301 course) will facilitate the assignments and surveys, and the Assessment Team will analyze the findings with the QEP Director when the semester is completed.
Baseline Data	To be determined in **Year One**
Formative Assessment	Students will participate in an activity that requires collaboration with classmates, and students will analyze the assignment in terms of the collaboration with other students. The opportunities will take place between Weeks One and Four; Weeks Five and Eight; and Weeks Nine and Twelve. Each activity will require an analysis from participants.
Summative Assessment	**Year Two**: 85% of the students will complete two activities during the semester with a satisfaction survey average of 3.5 or higher on a scale of 1-5.

Year Three: 85% of the students will complete two activities during the semester with a satisfaction survey average of 3.7 or higher on a scale of 1-5.

Year Four: 90% of the students will complete two activities during the semester with a satisfaction survey average of 4.0 or higher on a scale of 1-5. |

2023-2024 Goal	95% of the students will complete two activities during the semester with a satisfaction survey average of 4.5 on a scale of 1-5.
Relevancy to QEP Purpose	Best practices in higher education indicate that relationships between students play an important role in retention. An aspect of ***Start Here. Go Anywhere.*** is using FYIS 0301 as a course that will foster a community of learners, both for the teacher (who will serve as the students' advisor until they complete enrollment) and the students. The activities are designed to allow students to form a social and academic bond with one another, and the assessment of the students' analysis will allow for continued improvement in the quest to create a sense of community.
Activity	Students will participate in two activities during FYIS 0301 that require collaboration with classmates.
Assessment Instrument	Attendance Rosters Analysis Assignment, which includes a satisfaction survey (Likert scale 1-5 with 5 being the highest satisfaction)
Assessor	The advisor (teacher for the student's FYIS 0301 course) will facilitate the assignments and surveys, and the Assessment Team will analyze the findings with the QEP Director when the semester is completed.
Baseline Data	To be determined in **Year One**
Formative Assessment	Students will participate in an activity that requires collaboration with classmates, and students will analyze the assignment in terms of the collaboration with other students. The opportunities will take place between Weeks One and Four; Weeks Five and Eight; and Weeks Nine and Twelve. Each activity will require an analysis from participants.
Summative Assessment	**Year Two**: 85% of the students will complete two activities during the semester with a satisfaction survey average of 3.5 or higher on a scale of 1-5. **Year Three**: 85% of the students will complete two activities during the semester with a satisfaction survey average of 3.7 or higher on a scale of 1-5. **Year Four**: 90% of the students will complete two activities during the semester with a satisfaction survey average of 4.0 or higher on a scale of 1-5.
2023-2024 Goal	95% of the students will complete two activities during the semester with a satisfaction survey average of 4.5 on a scale of 1-5.
Relevancy to QEP Purpose	Best practices in higher education indicate that relationships between students play an important role in retention. An aspect of ***Start Here. Go Anywhere.*** is using FYIS 0301 as a course that will foster a community of learners, both for the teacher (who will serve as the students' advisor until they complete enrollment) and the students. The

	activities are designed to allow students to form a social and academic bond with one another, and the assessment of the students' analysis will allow for continued improvement in the quest to create a sense of community.
Activity	Students will participate in two social activities during FYIS 0301 to help build a class community.
Assessment Instrument	Attendance Rosters Analysis Assignment, which includes a satisfaction survey (Likert scale 1-5 with 5 being the highest satisfaction)
Assessor	The advisor (teacher for the student's FYIS 0301 course) will facilitate the social activities and surveys, and the Assessment Team will analyze the findings with the QEP Director when the semester is completed.
Baseline Data	To be determined in **Year One**
Formative Assessment	Students will participate in two social activities during the semester in which they take FYIS 0301. Options within the class are the class picnic, the field trip to Palo Duro Canyon, the Fall Festival, and the Hanging of the Greens. The students will write an analysis of the activity as it relates to interacting with their classmates. By mid-term students must have participated in one activity and submitted the analysis and satisfaction survey. The second activity will take place between weeks eight and fifteen.
Summative Assessment	**Year Two**: 85% of the students will participate in two activities during the semester with a satisfaction survey average of 3.5 or higher on a scale of 1-5. **Year Three**: 85% of the students will participate in two activities during the semester with a satisfaction survey average of 3.7 or higher on a scale of 1-5. **Year Four**: 90% of the students will participate in two activities during the semester with a satisfaction survey average of 4.0 or higher on a scale of 1-5.
2023-2024 Goal	95% of the students will complete two activities during the semester with a satisfaction survey average of 4.5 on a scale of 1-5.
Relevancy to QEP Purpose	Best practices in higher education indicate that relationships between students play an important role in retention. An aspect of *Start Here. Go Anywhere.* is using FYIS 0301 as a course that will foster a community of learners, both for the teacher (who will serve as the students' advisor until they complete enrollment) and the students. The activities are designed to allow students to form a social and academic bond with one another, and the assessment of the students' analysis will allow for continued improvement in the quest to create a sense of community.

Activity	Students will identify the support services that may and will benefit them during the rest of their academic career at Frank Phillips College
Assessment Instrument	Plainsmen Trail Wrangler Analysis Section (A wrangler is the person responsible on a cattle drive for moving rogue cattle back into the herd.)
Assessor	Assessor will be faculty member teaching the FYIS 0301 section.
Baseline Data	Students will complete a tour of the Academic Resource Center (ARC), the Library, and the TRiO center. Students will participate in a library seminar during class. Students will learn about various organizations on campus and will learn about local resources such as the Crisis Center, Helping Hands, United Way, and Texas WorkSource Center. During the Wrangler section of their Plainsmen Trail, the students will identify the services available to them that they believe may be of use. The Wrangler section will be assessed by the FYIS 0301 teacher. Students will update goals after evaluating their personality and career- interest tests. Students will finalize goals as they complete the Plainsmen Trail Portfolio, and these goals will be informed by the student services analysis.
Formative Assessment	Students will receive a participation grade for touring campus resources and participating in the presentations regarding local resources. Students will receive a grade for evaluating the usefulness of a minimum of four resources with an average of 75% or higher among those completing the assignment. Students will receive a major grade for the Wrangler section of the Plainsmen Trail Portfolio with an average increasing each academic year during the QEP.
Summative Assessment	**Year One**: Students will receive a major grade for the Plainsmen Trail career analysis with an average of 75% or higher among those completing the portfolio. 70% of the students will complete the portfolio. **Year Two**: Students will receive a major grade for the Plainsmen Trail career analysis with an average of 80% or higher among those completing the portfolio. 75% of the students will complete the portfolio. **Year Three**: Students will receive a major grade for the Plainsmen Trail career analysis with an average of 80% or higher among those completing the portfolio. 85% of the students will complete the portfolio.

	Year Four: Students will receive a major grade for the Plainsmen Trail career analysis with an average of 85% or higher among those completing the portfolio. 90% of the students will complete the portfolio.
2023-2024 Goal	100% of the students will complete the portfolio with an average of 90 or higher.
Relevancy to QEP Purpose	Surveys indicate that students don't always know what services are available, and having someone visit the class to talk about the services in not an adequate immersion.
Activity	Students will participate in the services they determined to be beneficial.
Assessment Instrument	Logs, Attendance Rosters, Referrals Journal Entries in FYIS 0301
Assessor	The FYIS 0301 teacher will track usage of the services and note any anomalies from the student's plan. The Assessment Team will review the usage and track students through completion of their enrollment.
Baseline Data	Baseline usage of services will be determined in **Year One** FYIS 0301 class. Student usage will be tracked thereafter each semester until the student completes enrollment.
Formative Assessment	Students will participate at least one time in 75% of the services they identified during FYIS 0301. Students will participate in the same services at least once each semester after their first semester of enrollment.
Summative Assessment	Between initial enrollment and completion of their goals, 80% of the students will utilize 75% of their identified services at least once each long semester of enrollment.
2023-2024 Goal	By **Year Five**, tracking **Year One**, Two and Three cohorts will indicate that students are taking advantage of available services with 80% of the students utilizing 75% of their identified services at least once each long semester of enrollment.
Relevancy to QEP Purpose	Participation in student life, particularly curricular and co-curricular activities helps students create a sense of belonging as well as helps them with the academic support they need.
Activity	Usage of the Academic Resource Centers will increase among students enrolled in FYIS0301
Assessment Instrument	Logs, Attendance Rosters, Sign-in sheets
Assessor	Resource Center directors/coordinators
Baseline Data	**Year One** – student usage in non-pilot courses and student usage in pilot courses
Formative Assessment	
Summative Assessment	**Year One** – student usage in a resource center will be 10% for students taking a pilot section of FYIS 0301 than the average usage of students not taking a pilot course **Year Two** – student usage will be 20% higher for students in FYIS 0301 and students completing the pilot course compared to usage of students in baseline year

	Year Three – student usage among students enrolled in and having completed FYIS 0301 will increase by 25% over baseline year **Year Four** resource center usage among student enrolled in ad having completed FYIS 0301 will increase by 30% over baseline year
2023-2024 Goal	By **Year Five**, usage of an academic resource center will increase by 35% over baseline year
Relevancy to QEP Purpose	The academic resource centers offer important services for students that will help them complete their goals.

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Appendices

A. Response to QEP survey

B. QEP Committees

C. 2018-19 Through 2023-24 Plan for Sustainability and Growth

D. Krista Wilson's Resume

E. QEP Marketing Plan

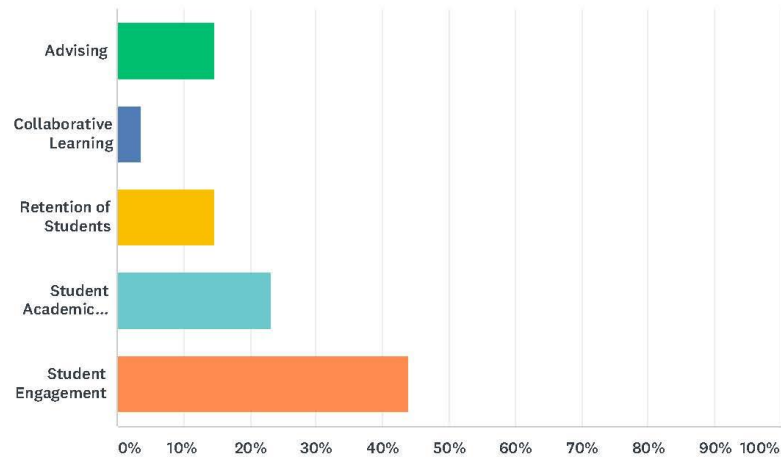## Appendix A

Quality Enhancement Plan Options   SurveyMonkey

Q1 What would you like the Frank Phillips College Quality Enhancement Plan to be over the next five years?

Answered: 82   Skipped: 0

ANSWER CHOICES	RESPONSES	
Advising	14.63%	12
Collaborative Learning	3.66%	3
Retention of Students	14.63%	12
Student Academic Planning	23.17%	19
Student Engagement	43.90%	36
TOTAL		82

#	OTHER (PLEASE SPECIFY)	DATE
1	Recruiting outreach	5/30/2018 12:28 PM

Appendix B

QEP Committees

QEP Steering Committee

- Tim Fangman, Instructor of Instrumentation and Electrical
- Lydia Howell, Assistant Professor, Government
- Dr. Renee Laney, Professor of Speech
- Jimmie McCarthy, Office Assistant
- Ilene Walton, Dean of FPC Rahll Campus
- Krista Wilson, Director of Student Central/FYE (Chair)

QEP Literature Review Committee

- Matt Broxson, Professor of Biology, Dept Chair
- Dr. Byron Housewright, Associate Dean of Instruction
- John Jordan, Professor of History
- Dr. Renee Laney, Professor of Speech
- Jason Price, Associate Dean of Academic Support Services
- Cheryl Webster, Professor of Education

QEP Implementation Committee

- Krista Wilson, Director of Student Central/QEP Director, Chair
- Amber Jones, Dean of Allen Campus Co-Chair
- Juan Avila, Director of Cosmetology
- Arielle Boone, Director of RAM (Chair)
- Lisa Duncan, Assistant Professor of Biology
- Judy Brown, Student Central Specialist
- Student Representative
- Dr. Shannon Carroll, Executive Vice President for Academic Affairs, ex officio

QEP Marketing Committee

- Arielle Boone, Director of RAM (Chair)
- Jackie Brand, Executive Assistant to the President
- Jaime Coburn, Student Central Specialist
- Jason Emory, Director of I&E

- Teri Langwell, Director of Accounting

Assessment Team

- Michel Stevens, Director of Enrollment Management, Chair

- Dr. Byron Housewright, Associate Dean of Instruction

- Lydia Howell, Professor of Government

- Elizabeth Summers Professor of Math

- Dr. Shannon Carroll, Executive Vice President for Academic Affairs

Appendix C

Frank Phillips College
Plan for Sustainability and Growth 2018-19 through
2023-24 and Goals for 2018-19

Mission Statement: Frank Phillips College is a comprehensive two-year, community-based educational organization committed to providing high-quality learning experiences and services.

A. **Goals and Objectives: Achieving Sustainability and Growth through Relevancy**
   1. **Growth and Retention**
      a. Increase headcount/contact hour enrollment by 2%
      b. Increase dual credit headcount/contact enrollment by 2%
      c. Increase continuing education headcount/contact hour enrollment by 2%
   2. **Dalhart Rahll Campus**
      a. Increase headcount/contact hour enrollment by 10%
      b. Increase dual credit headcount/contact enrollment by 10%
      c. Increase continuing education headcount/contact enrollment by 10%
      d. Successful transition into dual credit administration for Dalhart, Hartley, and Channing ISD's
      e. Continue to emphasize Extended Education with local business and industry, and utilize grant funding when available
      f. Continue to strengthen community alliances
   3. **Perryton Allen Campus**
      a. Increase headcount/contact hour enrollment by 3%
      b. Increase dual credit headcount/contact enrollment by 5%
      c. Increase continuing education headcount/contact hour enrollment by 5%
      d. Develop student activities that encourage campus, FPC, and community involvement
      e. Continue extended planning for Pathways students
      f. Continue to work towards increasing enrollment through dual credit programs with Perryton ISD
      g. Continue to emphasize Extended Education with local business and industry, and utilize grant funding when available
   4. **Agriculture programs**
      a. Academic transfer
         i. Finalize Agronomy as a core science
         ii. Finalize articulation agreements with universities
      b. Dual-credit program
         i. Build capacity with current agriculture course offerings
         ii. Obtain two additional ISD's for dual credit offerings
      c. Work Force Training
         i. Continue to implement and increase enrollments in Swine Management Certificate program
         ii. Seek grant funds to enhance existing programs
      d. Livestock Genetics Center & Beef Cattle Herd
         i. Implement a sustainable financial model
         ii. Continue to embed the components of the LGC into the traditional ag course curriculum
         iii. Develop and promote awareness of the LGC by hosting events, demonstrations, and building a clientele
   5. **Dual-credit opportunities in area high schools**
      a. Expand academic offerings both vertically and horizontally
      b. Continue the early college programs with Borger ISD to obtain Associates Degree before high school graduation and additional partner with WTAMU transfer
      c. Recruit for marketable skills certificate program
   6. **Career and Technical Education programs**
      a. Develop and implement a strategic marketing plan
      b. Additional expansion of CTE programs via dual-credit and to Dalhart and Perryton campuses
      c. Explore PTEC certification to an AAS
      d. Add a formal Internship program with industry for CTE programs
      e. Develop and obtain additional TWC Skills and Equipment grants with service-

Appendix D

Krista Wilson

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(806) 457-4200 ext 742
Email: kwilson@fpctx.edu

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Education:	**Walden University-Doctorate of Education** (Higher Education Leadership)-Anticipated Graduation 2021
	Walden University-Masters of Business Administration (HR Management)-Graduated August 2014
	Walden University-Bachelor of Science (Business Administration)-Graduated May 2011
	Frank Phillips College-Associate in Applied Science (Administrative Assistant)-Graduated December 2007
	Frank Phillips College-LVN Certificate (Vocational Nursing)-Graduated May 2005
	Borger High School (HS Diploma)-Graduated May 2002
Experience:	**Director of Student Central/FYE** Frank Phillips College, Borger, TX(April 2014-Current) Coordinate student activities, academic probation, student housing, first year experience
	Coordinator of Student Experiences Frank Phillips College, Borger, TX(September 2008-April 2014) Coordinate student activities, academic probation, student housing, first year experience
	Administrative Assistant Chip Martin Agency, Borger, TX (March 2006-September 2008) Utilizing the computer software and filing system to organize maintain and retrieve files. Answer phone calls and take payments. Help to quote, issue, and maintain insurance business.

Appendix E

<div align="center">QEP Marketing Plan</div>

500 3-color "Class of" T-shirts for Incoming Freshman - $2,640 annually   OR 250 3-color "Class of" T-Shirts for Incoming Freshman - $1,500 annually

an added charge for sleeve prints will occur OPTIONS:

150 Faculty **Start Here . . . Go Anywhere** Shirts – (1 color) $735

(2 color) $867

OPTIONS:

75 1-color printed tin coffee cups - $297.25

OPTIONS:

OR 75 1 color Santos Ceramic Mugs - $413.50

OPTIONS:

OR 75 travel mugs blue stainless steel -$567.25

OPTIONS:

Floor Graphics – (Would include the start here. Go anywhere. Logo; Would stick them on any style flooring except for carpet. Library building, CLC building, Fresh ideas, A&I?, Dorms,   BCAC) 6 graphics - $135

50 Laminated Posters (would include the logo as well as information on advising and what   the QEP really means for our students. 100GLB-PSUC-11x17", 50 posters - $38.50 + shipping

Window vinyl for rebranding of the Dining Hall (student life pictures, *Start Here . . . Go Anywhere* logo and images behind it) – minimum of 5 x-large ones are less than $95 per piece. Approx. $350-500

Table Cloth for recruitments and other QEP events. (156" x 68" for $111.42 OR 132" x 68" for

$94.28)

250 *Start Here . . . Go Anywhere* 4.25 x 5.5" tear off notepads with a cardboard backing. - $251.85 + shipping

1000 pens – *Start Here . . . Go Anywhere* $339 + shipping

500 lanyards (for students when they get their student ID's) - $499

QEP Budget: Marketing Budget

Class Of "Incoming Freshman Shirts" (Dual Credit Included) – approx. $2,700 annually   150 **Start Here . . . Go Anywhere** Faculty Shirts (2 color) -$867

75 1-color printed tin coffee cups for all faculty and staff on all 3 campuses - $297.25   1000 lanyards for students -$499

1000 1-color pens with **Start Here . . . Go Anywhere** printed on them - approx. $350   Window Vinyl for Rebranding of the Dining Hall – approx. $500

1 Recruitment 3-sided table cloth that focuses on our QEP – approx. $100 50 QEP quality posters 12x18 to be displayed throughout the campus – $50

6 min. Floor Graphics with **Start Here . . . Go Anywhere** logo displayed around campus. - $150

Total Initial Spend: $5,513.25

Annual Reoccurring Spend: +$4,000 a year (student shirts, faculty branded gift) Bi-Annual Spend: +$1,100 every other year (Faculty branded shirts, replacement graphics)

Annual QEP spend will be approx. $5000 every year after the 1st year for marketing materials.

Possible added spending needed for: events we put on that tie with the QEP such as:

-Alligator statues

-Oregon Trail Themed Event?

-Events tied to the historical facts we plan to share throughout the QEP process. (removing the ceiling to show the bullet hole, etc.)

Appendix F

Retention Performance Management® Social / Co-curricular Domain Report

Frank Phillips College

9/6/2017

Section 1: Executive Summary

Overall, the committee determined that most staff are willing to be partners in retention but consider faculty to be the primary stakeholders. However, the consensus was not that the staff have no responsibility but that the faculty are not welcoming to such partnerships. Some team building across campus is necessary in order for students to benefit fully from the co-curricular intervention strategies. Advising seems to be the primary concern of both domain committees, but an intentional conversation in the committee led to suggestions that, when implemented, will improve the campus culture for students, thus improving retention and completion.

Section 2: Social / Co-curricular domain committee

Name	Title	Committee Role
Lydia Howell	Associate Professor of Government	Committee Member
Cassi Laxton	Director of FPC Allen Campus	Committee Member
Elizabeth McCauley	Coordinator of Academic Affairs	Committee Member
Peggy Quinn	Director of Nursing	Committee Member
Lisa Trahan	Part Time Nursing Faculty/Tyler Street Dorm Director	Committee Member
Cheryl Webster	Professor of Education/Coordinator of First Year Experience	Committee Chair
Krista Wilson	Director of Student Central	Committee Chair

Section 3: Narrative on General Situation and Findings of the Domain Committee

The co-curricular committee determined that a number of issues are interfering with students' success, but one area of concern is that we have no idea, no tracking mechanism, of why students are dropping classes. Though this does not address term-to-term retention, it is a concern with course completion. A mechanism to survey students to determine why they are dropping courses or withdrawing entirely from the college will enable all of the stakeholders to better understand the needs of students. While the majority drop because of issues within the college's control, a small percentage, we believe, are dropping for reasons such as employment or relocation. The committee does suspect that the

percentage of students who are dropping for reasons outside of the college's control is small and that most students are dropping for reasons that the college should at least consider as potential improvements.

The committee also consider the physical spaces on all campuses and how they spaces affect students. Some areas have taken great care to improve the spaces in ways that fit perfectly within the college's budget while not depleting the budgets of other areas. For example, the library has a number of small, cozy spaces for students to study and to gather in small groups. In addition, areas appropriate for large groups are also available. The space is peppered with live plants, pictures, national flags, and other décor that makes the library more inviting. While no one has tracked usage, the general consensus is that the students are using the library more now than before the updates. The Perryton Allen Campus has also taken strides to improve the physical setting, and all of the employees working at the Allen Campus donated time to paint each of the classrooms in warm colors. They decorate with seasonal and holiday decorations. The campus has an advantage over Borger and Dalhart because it is relatively new with new furnishings. However, the age of the buildings in Borger should not be used for permission to overlook improvements as it is not likely that the Borger campus will replace any of the buildings in the next ten years. Dalhart is in the process of building a new campus, so while their campus is in very poor condition, they cannot make many cosmetic changes but are taking other steps to make the building more inviting.

The domain committee expressed concern about the college's branding initiatives. Students should feel a strong identity with FPC, yet little has been done to create a visual brand for the college. As is common across the state of Texas, high-school football dominates educational branding in the FPC service area. The FPC brand should be more visible both on and off campus.

Advising is the biggest concern between both domain committees, so an overhaul of advising is recommended. The two committees determined that having poor advising is a significant factor is low retention rates as students are not taking the best course sequences for their individual skill levels, needs, or plans. Faculty are currently serving as advisors along with coaches and a few key staff members. Mostly advising meetings are simply scheduling sessions while the advisor and the student try to figure out what classes will fit in the student's schedule. The domain committee recommends that advising be structured in a way that students are engaged in real conversations about their careers and plans, including those paths to a four-year degree. In order to do this, faculty must be relieved of the sheer load of students they advise. Most faculty have twenty-five or more students with only a few majoring in a career within the faculty member's expertise. In some cases, students request to change advisors, so the advisors who tend to spend time advising students (versus scheduling) are the advisors who end up with forty of more advisees. On the other hand, sometimes advising meetings for students are impractical and burdensome because of trying to arrange time to meet with their advisors, so being able to get help with a schedule (especially for those who fill out degree plans during their first semester) would be much easier for the student and put her in a position in which she will go ahead and enroll for the next semester.

Students are creating degree plans during their orientation class and have several mechanisms for determining career interests. One week each semester, these students are given registration opportunities and class time to meet with advisors. Sophomore students have first priority, however, but not particular arrangements are made to meet with them. Because we assume that these students have been assigned to an advisor, our assumption is that the students are using their week to meet with their advisor, but in reality, faculty advisors report that they are not seeing all of their students, and Student Central specialists report that they are overwhelmed with students who have not been able to connect to their advisors for one reason or another. FPC needs to reconsider its approach during the pre-registration period.

The population of FPC students is diverse with over 50% of the students enrolled as dual-credit. We have residential and commuter students. Though the college has activities for the students, the domain committee would like to see more activities that are appropriate for all students. Furthermore, a more intrusive approach to dual-credit students is recommended.

Section 4: Recommendations for Action

Advising

1. Create a survey instrument that will track students' reasons for dropping classes in order to obtain a baseline understanding of retention needs.

2. Revise the process of assigning advisees so that faculty are not overwhelmed with too many advisees and can give adequate time and attention to those students who have expressed an interest in a field in which faculty advisors have expertise.

3. Allow students to utilize Student Central (in Borger) for scheduling classes without having to wait for an advisor for general studies.

4. Hold an advising day at each campus where knowledgeable faculty and staff are available throughout the day to assist general studies students. In a non-threatening environment, faculty and student can interact in such a way that the faculty may be able to help the students determine a pathway that would then allow them to find the best advisor. At the least, students can identify whether they prefer an AA or AS degree if they are not CTE students, and this gives advisors a better starting place.

5. Implement "advising weeks" for pre-registration in fall and spring where faculty and staff are available extended hours to meet with students. During this time, faculty can assist with the overflow of non-declared major students when they are not in class. This will also give students a broader window of time for advising and scheduling.

6. Develop a student survey as a way to measuring students' perceptions and opinions of the process to make improvements. In addition, hold a follow-up meeting with advisors on all campuses to determine areas of strength and weakness.

7. Utilize FYIS opportunities to capitalize on the information collected regarding pathways and career interests.

8. Create a questionnaire for students prior to advising that gives faculty advisors some insight into the student's needs, including employment status, family commitments,

college activities, financial needs, and anything else that might help faculty advisors give the students optimal assistance.

Physical Spaces

Classrooms

1. Refresh classrooms on the Borger campus by painting, installing new blinds, and relocating technology equipment.

2. Add items of visual interest in classrooms (maps, flags, art work, etc.)

3. Arrange tables in a configuration that encourages engagement and collaboration and does not disconnect faculty and students from one another.

4. Refresh bulletin boards in the classrooms.

5. Repaint chalkboards until they can be replaced.

Common Areas

CLC Foyer

1. Make cushions for the benches in the CLC foyer and add a second table. Though the space was not designed for student use, it is the space most often used by students for studying.

2. Make a coffee bar. We are serving coffee all day, but the table on which the coffee sits is unattractive and awkward. We will replace it with a piece of furniture that looks homey and inviting.

3. Hang the television so that it is not taking up space that could be used by students.

4. Replace the rug.

5. Purchase a hanging file holder for brochures and other information.

College bulletin boards

1. Refresh the bulletin boards and utilize materials to brand the college.

2. Designate bulletin boards for SGA, Honors, and PTK groups. If other organizations are interested in maintaining a bulletin board, invite them to do so.

3. Designate a person to monitor bulletin boards and remove outdated information.

Branding

1. Use the college's logo on all publications.
2. Strategically include the college's slogan whenever appropriate.
3. Update billboards.
4. Address FPC in service-area high schools that have made space available.
5. Decorate in the tradition of the Old West as it is so closely tied to our heritage.
6. Use the Weatherly Dugout as part of the branding of the college.
7. Update the website pictures monthly so they include current students.

8. Resurrect some of the traditions of FPC (as we did Hanging of the Green with student organizations creating ornaments for the Christmas tree in the library).
9. Create new t-shirts and give aways that reflect the college's culture.

Co-Curricular Support

- Provide professional counseling in Dalhart and Perryton with a regularly-scheduled counselor
- Provide library services
  - o Librarian visits to all four off-campus sites
  - o Develop more videos on library skills
  - o Librarian visit to all high schools (as needed)
  - o Purchase additional databases
- Provide tutoring services at Dalhart and Perryton
  - o Creation of learning center in Dalhart with completion of new building
  - o Student tutors will receive training from Writing Coach and applicable faculty
- Revise advising process and include Dalhart, Dumas, Hereford, and Perryton in new processes
- Make advising help available to all campuses on scheduled days

Section 5: Sources of Evidence

Doc #	Title	Author	URL
1	Student Central FYIS survey fall 2016.pdf	Jason Price	https://rpm.jngi.org/d/149d2-7271/student-central-fyis-survey-fall-2016.pdf
2	Student library survey 2015-2016.pdf	Jason Price	https://rpm.jngi.org/d/d56f2-7276/student-library-survey-20152016.pdf
3	Student library survey spring 2015.pdf	Jason Price	https://rpm.jngi.org/d/8b409-7277/student-library-survey-spring-2015.pdf
4	FYIS library-student central survey spring 2015.pdf	Jason Price	https://rpm.jngi.org/d/384d6-7278/fyis-librarystudent-central-survey-spring-2015.pdf

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Appendix G

Retention Performance Management® Academic / Curricular Domain Report

Frank Phillips College

7/17/2017

Section 1: Executive Summary

Section 2: Academic / Curricular domain committee

Name	Title	Committee Role
Matt Broxson	Professor of Biology/Division Chair of Math and Science	Committee Member
Derrick Cummings	Director of Preparatory Education and ARC	Committee Chair
Lisa Duncan	Associate Professor Biology	Committee Member
Byron Housewright	Director of Agricultural Sciences	Committee Member
Amber Jones	Dean of Allen Campus	Committee Member
John Jordan	Professor of History/Social Sciences Division Chair	Committee Chair
Robyn Line	Associate Professor of English	Committee Member
Jimmie McCarthy	Director of Dual Credit	Committee Member
Jason Price	Associate Dean of Academic Support Services/Library	Committee Member
Ilene Walton	Director of Dalhart Campus	Committee Member

Section 3: Narrative on General Situation and Findings of the Domain Committee

The Academic Domain Committee found in general that steps have been taken to improve the academic success for students in general. However, weaknesses within the gateway courses are apparent, and no organized steps have been taken in order to improve retention in those courses. The committee also found that the gateway courses are not completely typical of courses that we find prevalent in other institutions. Some of the issues with the gateway courses include pre-requisite courses set by the Texas Higher Education Coordinating Board and beyond the control of FPC. However, co-requisite courses are generally within the control of the community colleges.

A great deal of emphasis has been put on the first-year seminar in determining its real effectiveness for college students. The students have expressed, informally, dissatisfaction with the course with the primary reason seemingly due to transferability and athletic eligibility.

The committee also determined that the current state of advising was problematic and needed revision as faculty had expressed concern with students being placed in their courses without proper preparation. Again, state regulations contribute to some of the problems, but in general, advising is not working as well as it should. Furthermore, no real long-term plan has been part of advising for the students who intend to transfer, and little information about reverse-transfer has been made available to students.

Professional development for faculty, in particular new and adjunct faculty, is almost non-existent, yet they are expected to participate in assessment of courses and programs. Faculty development is a critical aspect of the implementation of the retention plan, and it is sorely lacking.

Technology, though greatly improved, is still weak in distance-learning classes. Faculty are often left to deal with problems because the technology is superb in some aspects, so in those areas of weakness, faculty just have to deal with the restrictions. Students enrolled at receiving sites lack adequate support. The training and support for faculty teaching online courses is weak at best, and most faculty noted they do not feel like their classes are created in such a way as to give an appropriate experience for online student learning.

Based on the most recent Online Resume for FPC, our student success is a little lower than average in persistence, graduation rates, and degrees and certificates awarded. However, FPC students tend to transfer with 30 or more college credit hours at a rate higher than average, which is likely related to the significant number of dual-credit opportunities for students to earn credit in high school. A decline in state funding and federal funding is also evident, leaving the cost of attendance to be an increasing burden on students.

In analyzing the data from the RPM system, the first to third semester retention sharply declines from term-to-term retention. This decline is the evidence that the current strategies are not adequately working to retain students. However, among students graduating, a correlation between gpa and graduation is strong. The higher the student's gpa, the more likely he/she is to graduate. Retention is tied similarly to gpa. Retention of female students is higher than male students, and White students have the lowest retention rates, which may be due to the high percentage of students.

On a positive note, the committee found that most faculty members are open to new ideas and will support an initiative that improves student success.

Section 4: Recommendations for Action

Supplemental Instruction

- Create a supplemental instruction program for gateway courses where there is the biggest opportunity to impact retention.
  - A&P
  - History
  - General Psychology
  - Math
  - English
- Invite professors to utilize the back room of the ARC to help facilitate these SI sessions.
  - Incentivize participation in this initiative.
- Set up a DLR SI room (if class scheduling allows) to give DLR students the same access to services.

Developmental Education.

- Reform Developmental Math to get students credit faster and invest them in retention.
- Creating a pilot where students who don't qualify for Integrated Algebra are put in that course with an NCBO requirement, so students are not forced into paying for multiple semesters of developmental math.
- Forming a comprehensive course out of the three separate classes. Specifically creating a developmental course that teaches SKEM, Elementary Algebra, and Intermediate Algebra. Students who would traditionally be put into Intermediate Algebra will not join the course until the class reaches that time frame of the course. For example, SKEM = first two weeks. Elementary = next 7 weeks. Integrated = the last 7 weeks. Students who fail earlier aspects of the course will be forced to seek remediation through tutoring, but be allowed to continue. The only grade that matters will be Intermediate Algebra grade.
- Revaluating the NCBO program to better address student needs and create more participation.
- Gathering data to establish a baseline success rate, so we can evaluate if these programs are helping or harming our retention rates.
- Enrolling students in the right Mathways courses as they leave Developmental.

FYIS
- Creating a committee to evaluate FYIS to make sure that FPC is properly weighing the pros and cons of FYIS as it is currently taught to consider changing its function to help with retention.

Professional Development

- New Faculty Workshop – technology and assessment
- Faculty Academy – open to all faculty, classes once a week (equivalent of a night class) to cover teaching strategies with some kind of incentive
- Advising Training – a revamping of advising and training that will include some partnering with WTAMU
- Non-Academic Program Review
- Consider making a certain amount of PD mandatory for employment or incentivizing it.
- Forming a committee to not only facilitate PD, but also forming a committee to identify mentors for new employees.

Technology

- Eliminate technology problems in distance-learning courses
    - Training for technology staff
    - Training for faculty in DLR
    - Participation in Quality Matters for online course development and delivery
    - Creation of a Distance-Learning Task Force to study problems noted by students and faculty
    - Create survey instruments to better grasp issues arising in distance-learning rooms

- Create survey instruments for online courses with a way to ensure student availability and feedback

Student Intervention

- Pre-Nursing Learning Community
- Creation of FYIS workshop for students transferring in dual-credit courses and other college courses
- Purchase of TurnItIn to help students avoid plagiarism
- Intrusive test preparation for cosmetology state exam, written
- Subscription to Full Measure, an application that will students can download that allows college interaction, including that between faculty and students.

Section 5: Sources of Evidence

Doc #	Title	Author	URL
13	THECB resume 2016 for the public.pdf	THECB	https://rpm.jngi.org/d/998ef-7288/thecb-resume-2016-for-the-public.pdf
14	THECB resume 2016 for the legislators.pdf	THECB	https://rpm.jngi.org/d/d95e2-7289/thecb-resume-2016-for-the-legislators.pdf
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