



Revised: March 1, 2013

**Paris Junior College
Quality Enhancement Plan**

Developing Accountability and Responsibility Together

On-Site Review: September 25-27, 2012

Submitted: August 2012

Table of Contents

I.	Executive Summary.....	3
II.	Process Used to Develop the QEP	5
III.	Identification of the Topic.....	6
IV.	Literature Review and Best Practices	12
V.	Desired Student Learning Outcomes and Actions to be Implemented	19
VI.	Timeline.....	24
VII.	Organizational Structure	36
VIII.	Resources	39
IX.	Assessment.....	41
X.	References	46
XI.	Appendices.....	52
	Appendix A Survey of Entering Student Engagement (SENSE) 2010	52
	Appendix B Community College Survey of Student Engagement 2011 ..	53
	Appendix C Blackboard discussions QEP Questions	54
	Appendix D Blackboard discussions Name the QEP	55
	Appendix E Blackboard discussions QEP Topics.....	56
	Appendix F Blackboard discussions QEP Student Learning Outcomes	57
	Appendix G Blackboard discussions Attendance Policy.....	58
	Appendix H Student Attendance/Participation Survey.....	59
	Appendix I QEP Implementation & Orientation Sub-Committee Min.....	60
	Appendix J QEP Advising Sub-Committee Minutes	76
	Appendix K Focus Group Responses	112
	Appendix L Organizational Chart	123
	Appendix M DART Director Job Description.....	128
	Appendix N Secretary to the DART Director Job Description	129
	Appendix O DART Assessment & Continuous Improvement Process..	130

List of Tables

Table 1 QEP Planning Committee.....	49
Table 2 QEP Implementation Committee	50
Table 3 QEP Budget	51

I. Executive Summary

The Paris Junior College Quality Enhancement Plan entitled “*Developing Accountability and Responsibility Together*” (DART) will enhance student learning by developing accountability and responsibility through a collaborative effort of students, faculty, and staff. The goal of DART is to increase student completion rates through the establishment of academic plans and pathways that will lead them in their college and life endeavors. The plan contains actions to provide students with (1) intrusive academic advising and (2) mandatory orientation and includes the following measurable student learning outcomes:

1. Students will demonstrate readiness for the upcoming semester after the completion of orientation by being able to:
 - a. Manage the campus physical environment by knowing which buildings to go to for academic and student services and where their classes will be located.
 - b. Demonstrate knowledge of college resources and services available to them that will support their educational goals.
 - c. Understand degree requirements and relate those to their own academic program.
 - d. Access and navigate Campus Connect and Blackboard.
 - e. Understand the expectations of class attendance.
 - f. Understand the importance and purpose of a class syllabus.
 - g. Understand where to locate academic policies.
2. Students will be able to identify their academic advisor by name and know how to contact his or her advisor by the end of their first semester of enrollment.
3. Students will produce an online degree audit by the end of their second semester of enrollment.
4. Students will declare a major by the end of their second semester of enrollment.

DART will be conducted through planning and coordination, implementation, assessment, professional development, and communications. A detailed timeline will guide the actions to be implemented throughout DART and review of assessment data will facilitate changes and revisions as warranted by the data. The assessment plan will use both quantitative and qualitative measures, as well as formative and summative methods. Professional development will be provided throughout the plan to help faculty incorporate best practices in student advising. The progress of the plan will be continually communicated to institutional stakeholders through a variety of venues, including, but not limited to, formal and informal reports, the student newspaper, the PJC website, and internal communications.

The Paris Junior College Quality Enhancement Plan represents our commitment to enhancing student learning. The involvement of institutional supporters in the long-term implementation and execution of identified strategies will not only lead to students becoming accountable and responsible members of society, but will also serve as an institutional promise to students to be accountable for quality instruction and support. DART will lead the institution in our effort to equip students with the skills they must have to be successful in their chosen careers.

II. Process Used to Develop the QEP

All faculty and professional staff participated in a staff development workshop where participants were asked to identify key issues that need improvement in order to enhance student learning. Participants were divided into small groups and asked to present their issues to the entire group. As each issue was presented, it was recorded and categorized. Two issues rose to the top of the list as they were mentioned repeatedly: student accountability and responsibility. Many of the other issues were related either directly or indirectly to accountability and responsibility, and it became clear that those issues were significant to the institution and to the success of our students. President Anglin asked the Board of Regents and a community advisory board for their input and all agreed that increasing students' accountability and responsibility would touch several aspects of the students' lives and would lead them to be productive members of and valuable contributors to our diverse community.

III. Identification of the Topic

The process for identification of the topic included the formation of the QEP Planning Committee. The committee is composed of employees from a variety of departments across the institution and has representatives from each campus center. The committee members are listed in Table 1 below.

Table 1 QEP Planning Committee

Mrs. Mayra Cummings, Co-Chair	Faculty
Mrs. Rita Tapp, Co-Chair	Registrar/Adjunct Faculty
Mr. Dwight Chaney	Vice President of Academic Studies
Mr. John Spradling	Vice President of Workforce Education
Mr. Ed McCraw	Associate Dean of Academic Studies/Faculty
Mr. Scott Edwards	Greenville Center Director/Adjunct Faculty
Mrs. Beverly Matthews	Director of Institutional Research
Mrs. Jan Jordan	Faculty
Mr. Jack Brown	Faculty
Mrs. Marian Ellis	Faculty
Mr. Anthony Sawyer	Faculty

The co-chairs met with President Anglin to review the development process and the timeline for completion of the plan. The full committee convened in February to discuss the issues identified and to select a topic that would reflect our desire to enhance student learning and that would involve all faculty, staff, and students. The committee also wanted to make sure that the topic linked to the institutional mission: Paris Junior College is a dynamic, comprehensive community college advancing the education of students while strengthening the economic, social and cultural life of our diverse community. The committee selected three student learning outcomes based on the key issues identified at the previous staff development workshop and on data from the Survey of Entering Student Engagement (SENSE) (Appendix A) and the Community College Survey of Student Engagement (CCSSE) (Appendix B). Attendance and participation, academic plans and pathways, and financial literacy were among

the top issues identified and are directly related to the accountability and responsibility topic. Ultimately, academic plans and pathways was selected as the focus of the QEP and a discussion board was created in Blackboard as one way to communicate with the institution and to receive feedback.

In the staff development workshop, there was much talk about students' lack of direction and understanding of the progression necessary to complete a degree or certificate. Paris Junior College enrolls many first-generation students who do not understand the terminology of college life and do not know the requirements or the sequence of events that must occur in order to complete a degree or certificate. Many students are not sure what direction they want their lives to go or, if they do know, they do not know how to get there. Yet, according to the 2010 SENSE survey, 75.4% of entering students responded that they *never or once* used academic advising/planning during the first three weeks of their first semester. Additionally, 94.4% of these students indicated that they *never or once* used career counseling during that same time period. Institutional discussions determined that establishing a degree plan will steer the student in a clear path with defined courses and sequences that will guide them on their chosen path. Academic plans and pathways are defined as a degree plan and knowledge of the education and skills necessary to achieve their desired career.

An email message was sent to all faculty and professional staff to update them on the progress of the QEP and to ask for their comments and suggestions about the student learning outcome. The faculty were also asked to post in Blackboard any questions related to the QEP (Appendix C). The committee also posted a proposed slogan/acronym for the QEP topic (Appendix D) and asked for suggestions. The following student learning outcome was developed: Student completion rates will increase through the establishment of academic plans and pathways that will lead them in their college and life endeavors.

The following slogans/acronyms were proposed:

DART – Developing Active Responsibility Today

DART – Developing Accountability and Responsibility Today

PYRO – Be PREPARED YES Be RESPONSIBLE Create OPPORTUNITIES

DRAGON – Developing Responsibility Actively Growing Opportunities Now

At the next meeting, the committee reviewed the discussion forum postings made by faculty and professional staff. The topic represents our commitment to students through the involvement of institutional supporters who are engaged in the long-term implementation and execution of strategies aimed at improving student learning. A suggestion about the slogan/acronym resulted in the final selection: DART – Developing Accountability and Responsibility Together. The slogan represents our commitment to students: to be accountable for quality instruction and support throughout the institution.

The committee sponsored a contest among faculty, staff, and students for the design of a graphic to illustrate the slogan DART. Information was included in the student newspaper, by email to employees, and by flyers posted at each campus center asking for entries. Eight entries were received, some from students and others from faculty and staff. The winning design was submitted by staff member Robin Wheat.

The committee discussed using the Learning Frameworks course and the gatekeeper courses identified by the Achieving the Dream data as the pilot courses during the first year of the implementation of the student learning outcomes. The QEP discussion forum postings included several comments concerning this plan and confirmed that these were the appropriate courses to focus on in the first year (Appendix E and Appendix F). Learning Frameworks is required for all new students and for transfer students with less than 12 hours. The gatekeeper courses are ARTS 1301 Art Appreciation, HIST 1301 U.S. History to 1876, MATH 1314 College Algebra, and ENGL 1301 Composition and Rhetoric. Because the PJC Developmental Education Plan already includes an attendance policy for developmental courses, they were not included.

Professional development workshops were scheduled for faculty and staff to make sure that our QEP topic was well understood and that all stakeholders were aware of their role in the implementation and long-term commitment to the process. The workshops were presented multiple times at all three campus centers. A total of 136 faculty and professional staff attended the professional development workshops. During each workshop, presenters explained what the Quality Enhancement Plan is and the importance of input from all institutional constituents. The process for determining the topic was reviewed as was the 2.12 core requirement for reaffirmation, the necessary components of a QEP, and the planning process involved in developing a plan. Workshop presenters went over the student learning outcomes and asked for feedback and suggestions related to the assessment and measurement of the outcomes. Faculty and professional staff in attendance were reminded that a QEP Blackboard discussion board had been established as a place where they could leave their comments and suggestions and to facilitate discussion about the QEP. Workshop attendees were reminded of the username and password information and asked to continue their participation. The following questions/statements were posted on the QEP Blackboard discussion board (Appendix F and Appendix G):

1. Should Paris Junior College institute an institutional attendance policy? If so, what should the policy be? How many absences should be allowed? What should the consequences be?
2. Suggestions for specific ways to assess the SLOs.
3. Suggestions for specific ways to measure the SLOs.

Committee volunteers began the literature review on responsibility and accountability, best practices of other institutions, the shared responsibility between faculty and students, SENSE and CCSE data for Paris Junior College that reflects the need to address our topic of responsibility and accountability.

The committee constructed a short survey (Appendix H) to be given to students in order to gather their opinions and input concerning a college-wide attendance policy. Faculty members on the committee agreed to give the survey to their students in order to accomplish a quick turn-around time. The courses surveyed included both freshman and sophomore students, academic and workforce students, and students from each campus location. A total of 291 students participated. Students were asked to indicate their answers as “Agree”, “Neutral”, or “Disagree” to the following statements:

1. Paris Junior College should have a campus-wide attendance policy.
2. I would be more likely to participate in class if I knew I would receive points for participation.
3. I would be more likely to participate in class if I knew I would lose points for not participating.

The results of the survey indicated that 45% of the students agreed and 34% were neutral to the statement “Paris Junior College should have a campus wide attendance policy.” A total of 73% of the students agreed and 19% were neutral to the statement “I would be more likely to participate in class if I knew I would receive points for participation” and 64% agreed and 18% were neutral to the statement “I would be more likely to participate in class if I knew I would lose points for not participating.” This short survey bolstered the belief that the institution was ready for a college-wide attendance policy and that the students would respond positively.

As a result of a SACS On-Site Reaffirmation Committee’s conclusion that the QEP was too broad, the decision was made to narrow the focus of DART to the issue of students who are undecided about their educational goals and/or who do not complete a certificate or degree as it would be most likely to positively impact student success. The student learning outcome *Student completion rates will increase through the establishment of academic plans and pathways that will lead them in their college and life endeavors* was selected. The Quality

Enhancement Plan Implementation Committee membership was appointed by the administrative leadership and includes representatives from all sectors of the institution similar to the QEP Planning Committee. The membership was increased to assure input from Student Services and instructional departments/divisions.

The Implementation Committee met on October 30, 2012 (Appendix I) and divided into sub-committees for mandatory orientation and advising. Committee members chose the sub-committee they wished to contribute to. Advising established co-chairs representing student services and faculty. (Appendix J) The QEP Director chairs the orientation sub-committee. (Appendix I) Each sub-committee is composed of student service staff, faculty and administrators and involves participation from faculty and student services as evidenced by the minutes of the sub-committee meetings. Further communication and involvement takes place through the Faculty Advisory Council which is made up of a faculty representative from each instructional division at the college and the president of PJC and through meetings of the Administrative Council. The Implementation Committee decided to conduct focus groups of students, student services staff, and faculty to solicit input on what students needed to know the first day or week of class. Input was received from Student Services, faculty, and student focus groups (Appendix K).

IV. Literature Review and Best Practices

Academic Advising

The purpose of academic advising is for students to set clear academic plans and pathways to be successful and graduate. According to *A Matter of Degrees, Promising Practices for Community College Success*, “achieving a goal becomes considerably easier when the goal is specific and the path to reaching it is defined” (CCSSE, 2012, p.11). Students need advising to set and keep long term goals to be successful in college. Almost half of students in the survey indicated that students did not use advising. At Paris Junior College, 46.2% *sometimes* went to advising (CCSSE, 2010). National SENSE data shows that, “only 38% [35,791 of 93,043] *agree or strongly agree* that an advisor helped them set academic goals and create a plan for achieving them” (SENSE, 2010, p.7). Research done by Tinto (1999) indicated that advising is key and promotes retention for it shows an institution’s commitment to the education of students. Kuh (1997) stated, “It is hard to imagine any academic support function that is more important to student success and institutional productivity than advising” (p. 11). According to the National Academic Advising Association, academic advising is integral to fulfilling the teaching and learning mission of higher education (NACADA, 2012). Setting clear plans and pathways is key for students to succeed in college and ultimately reach their goal to graduate.

Together students and advisors must undertake shared responsibility in the advising process and set goals. “Academic advising programs must assist students to make the best academic decisions possible by encouraging identification and assessment of alternatives and consideration of the consequences of their decisions” (CAS Standards and Guidelines, 2008, p.39).

Importance of Advising

Arlene Arnsperger, program manager for CCSSE stated:

“When students do visit with an advisor, they often don’t get the information and tools they need to develop a pathway to success. Too often the meetings focus on selecting individual courses to fulfill graduation requirements rather than on long-term goals such as career aspirations and pathways and short-term needs, such as time-management skills.” (Dembicki, 2011, para.6)

The importance of academic advising and the correlation of students meeting their plans and pathways in college are essential for success. Academic advisors must assist students to set their long and short term goals and to understand the purpose of students’ education as well as guiding the student through college; advisors must be effective communicators. Students in turn have to understand the responsibilities of being a college student by being prepared for advising sessions, taking responsibility for their educational choices so goals are attained, and completing their degree of choice. Also, students should be open to their advisor’s recommendations.

Best Practices for Advising

Many colleges across the nation have been successful in advising. For example, at Century College in Minnesota, the GPS Life Plan (Goals + Plans = Success) assists students by developing goals and plans that coincide with their chosen career, finances, and personal development (CCSSE, 2012). This program involves more than 100 faculty and 40 courses. In Florida, at Chipola College, five policy changes were implemented to improve graduation and retention. The changes included eliminating late registration so students were not set-up for failure before they started, a 45–60 minutes mandatory advising meeting for incoming students’ initial advising session, making registration earlier for students that have work and family commitments to help in planning, offering orientation led by faculty during the summer before the initiation of the fall semester, and renaming Curriculum Guides to Academic Plans so students are able to clearly see a plan for graduation (CCSSE, 2012). In addition, at Henderson

Community College, advisors and students use an advising syllabus and checklist during the advising process.

Importance of Attendance

Kay McClenney, Director of the Center for Community College Student Engagement, stated that “students’ class attendance is the best predictor of academic performance in college – it more reliably predicts college grades than do high school GPA, SAT scores and other standardized admissions tests, study habits, and study skills” (CCCSE, 2012, p.19). Undeniably, the relationship is so strong as to suggest that striking improvements in average grades (and failure rates) could be achieved by efforts to increase class attendance rates among college students (Credé, Roch, & Kieszczynka, 2010).

Additionally, researchers have claimed that improved class attendance is correlated with motivational strategies in the classroom as related to the instructor. Borden and Pike (2008) noted that the United States has seen a vast movement in accountability in higher education over the past 25 years. One theme reported in the accountability movement was the shared responsibility and collaboration between policyholders, administration, faculty, and students. Borden and Pike (2008) also found that “...ignoring student responsibility will feed into consumerist belief that education is bought and sold rather than developed through engaged interactions among students and faculty” (p. 85).

The Center for Instructional Innovation and Assessment (CIIA) (2010) published “Best Practices in Teaching and Learning” from a compiled list of research which spanned thirty years. They found, in the arena of Assessment and Outcomes, that “in student-centered education, faculty take on less responsibility for being sources of knowledge, and take on greater responsibility as facilitators of a broad range of learning experiences” (CIIA, Assessment and Outcomes, para. 1). CIIA (2010) found that best practices in teaching and learning included the following:

- Engaging students in active learning experiences

- Setting high, meaningful expectations
- Providing, receiving, and using regular, timely, and specific feedback
- Becoming aware of values, beliefs, preconceptions; unlearn if necessary
- Recognizing and stretching student styles and developmental levels
- Seeking and presenting real-world applications
- Understanding and valuing criteria and methods for student assessment
- Creating opportunities for student-faculty interactions
- Creating opportunities for student-student interactions
- Promoting student involvement through engaged time and quality effort

Additional research conducted in student engagement techniques suggested that teachers should create a sense of community in their classrooms (Barkley, 2010). Barkley (2010) asserted that promoting a sense of community in colleges has existed since the establishment of “residence halls, student clubs, campus activities, and sororities and fraternities ...” (p. 25). She also noted that students participating in collaborative classroom activities promoted active learning and classroom motivation.

Researchers believed that students who take responsibility for their learning become more self-directed and are more motivated to learn (Hom & Murphy, 1983). Through best practice research, Worcester Polytechnic Institute (2009) in Massachusetts found three primary techniques to incorporate into their teaching methods to increase student responsibility in learning:

- Providing opportunities for students to develop self-directed learning techniques by incorporating instructional strategies in the classroom by implementing learning contracts
- Guiding students in becoming more aware of their learning styles by providing learning styles inventories and multiple intelligence assessments

- Providing students with opportunities to critique their work and re-submit in order to promote learning through instructor feedback

Davis and Murrell (1994) conducted a study and found that colleges must communicate to students how to take responsibility for their learning through a campus culture of faculty-student engagement and student-peer engagement. The collegiate campus must promote the idea of a shared partnership between the faculty and the students. “Colleges alone cannot ‘produce’ student learning. Colleges provide opportunities for interaction and involvement and establish a climate conducive to responsible participation” (Davis & Murrell, 1994, p. 3).

Research has focused heavily on instructional methods and various learning styles. However, one key factor in both is that the student must be present. Class attendance is likely to be beneficial for learning irrespective of the specific teaching mode or modes used by the instructor (Credé et al, 2010). The argument for the importance of attendance is supported by findings linking class attendance to both learning (e.g., Jenne, 1973) and better grades (e.g., Moore et al., 2003). Researchers in the fields of education and psychology, by estimating correlations between exam performance and class attendance, have generally found that a student’s class attendance has a positive effect on exam performance (Chen & Lin, 2008; Gunn, 1993). Researchers have also found that the more lectures a student attends, the better overall grade he or she obtains (Jones, 1984; Van Blerkon, 1992). Jones also found a negative correlation between absences and grades whereby absences correlated with low grades, and low grades correlated with absences.

Class attendance allows students to gain information not presented in their textbooks, insight into future exams, and interaction with both the professor and classmates. Research has shown again and again the importance of class attendance and its relationship with improved exam scores and course completion. Marburger (2006) found evidence suggesting that an enforced mandatory attendance policy significantly reduces absenteeism and improves exam performance.

Best Practices for Improving Student Attendance

Researchers have found that instructors can increase student attendance by providing appropriate incentives (Chenneville & Jordan, 2008). Chenneville and Jordan (2008) noted that providing incentives for attendance cannot improve instances of emergency situations but can motivate those who do not attend due to other less serious issues. Hancock (1994) studied the results of incentive based attendance on exam scores in six statistics courses where he made attendance part of the course grade in three sections and not in the other three. He revealed that both attendance and grades were significantly higher in the three experimental courses where he required attendance. Hansen (1990) showed that class attendance was higher when instructors offered a grade point bonus reward policy when compared to those who offered no such policy. Of course arguments against incentive or credit for attendance exist. The most frequently cited are that college students are adults and, therefore, should be responsible for coming to class on their own accord (Chenneville, & Jordan, 2008). However in a 1997 survey of 257 undergraduate psychology students, Launius (1997) found that 70% thought instructors should provide credit for class attendance. A major study by Chenneville and Jordan (2008) indicated that graded attendance policies increased class attendance, which supports findings reported by Hancock (1994) and Hansen (1990). Others have found novel ways to improve and underscore the importance of attendance while at the same time focusing on learning. There are numerous cases where professors give daily quizzes covering previously covered material or important topics. The quizzes count as a portion of the grades and only by attending can students take the quizzes which are actually designed to improve grades and review major course objectives. Messling and Dermer (2009) significantly improved attendance and class averages by allowing students to use notes they had taken on exams with the contingency that only if students attended lecture and submitted notes for each day's reading assignment could use their notes during a later test. This proved to be a positive reinforcement for course

attendance. Positive reinforcement seems to increase student attendance and therefore success. Students must see a value in attending either intrinsically or extrinsically.

Some colleges have implemented mandatory attendance policies. For example, Tarrant County College has a mandatory attendance policy. An instructor may drop the student if the student has missed more than 15% of the course and not remained current with his or her assignments. This attendance policy is in effect for online classes as well. Higbee and Fayon (2006) found that it is clear that class attendance benefits the students and results in a better understanding of the material. A mandatory attendance policy ensures a level of commitment that is not present with a non-mandatory attendance policy and it gets students accustomed to future attendance policies they may face with a job (Higbee & Fayon, 2006).

V. Desired Student Learning Outcomes & Actions to be Implemented

In narrowing the focus of the Quality Enhancement Plan, the Implementation Committee selected the original student learning outcome #1 and revised the SLO as: Student completion rates will increase through the establishment of academic plans and pathways that will lead them in their college and life endeavors. Achieving this objective will entail two components: academic advising and mandatory orientation as discussed in the original DART document. The Implementation Committee chose to maintain the revised SLO from the Quality Enhancement Plan with multiple measurable student learning outcomes.

1. Students will demonstrate readiness for the upcoming semester after the completion of orientation by being able to:
 - a. Manage the campus physical environment by knowing which buildings to go to for academic and student services and where their classes will be located.
 - b. Demonstrate knowledge of college resources and services available to them that will support their educational goals.
 - c. Understand degree requirements and relate those to their own academic program.
 - d. Access and navigate Campus Connect and Blackboard.
 - e. Understand the expectations of class attendance.
 - f. Understand the importance and purpose of a class syllabus.
 - g. Understand where to locate academic policies.⁸

2. Students will be able to identify their academic advisor by name and know how to contact his or her advisor by the end of their first semester of enrollment.

3. Students will produce an online degree audit by the end of their second semester of enrollment.

4. Students will declare a major by the end of their second semester of enrollment.

<p>Strategy: New Student Orientation will become mandatory for new students beginning Summer 2013. New students will become acclimated to the college campus and the logistics associated with starting college. New Student Orientation will introduce students to the college resources and services available that will support their educational goals. By completing New Student Orientation, students are better prepared for the expectations of college and in turn, more successful in their courses during their first semester of college.</p>			
<p>Student Learning Outcome: Students completing orientation will demonstrate readiness for the upcoming semester by being able to 1) Manage the campus physical environment by knowing which buildings to go to for academic and student services and where their classes will be located, 2) Demonstrate knowledge of college resources and services available to them that will support their educational goals, 3) Understand degree requirements and relate those to their own academic program, 4) Access and navigate Campus Connect and Blackboard, 5) Understand the expectations of class attendance, 6) Understand the importance and purpose of a class syllabus, and 7) Understand where to locate academic policies.</p>			
Assessment Method	Measure	Baseline Data	Target
An assessment (20 multiple choice questions) will be administered at the end of each orientation session.	Students will score a minimum of 75 on the orientation assessment.	To be determined. No pre-existing data.	80% of students will score a minimum of 75 on the orientation assessment.
At the end of the fall semester (after grades are posted), students that completed orientation will be tracked in POISE for course completion (A, B, or C).	Students will successfully complete their courses with an A, B, or C.	Fall 2011 – 69%	80% of students who complete orientation for the fall semester will demonstrate successful course completion (A, B, or C).
At the beginning of the spring semester (after ORD), students from the fall semester that completed orientation will be tracked through Estudios to see if they persisted to the spring semester.	Students will be retained from fall to spring.	Fall 2011 – 79%	85% of the students who complete orientation for the fall semester will return in the following spring semester.

Strategy: Because proper course placement is essential to student success and persistence, the college will mandate individual intrusive advising for all first-time entering students beginning Fall 2013.

Students will meet with academic advisors prior to initial enrollment and at appropriate intervals to assess academic progress and to provide needed counseling. Regular contact with advisors will help students establish a connection with an advisor which will ultimately lead to increased completion of courses.

Assessments will include using the student information system (POISE) to record advising sessions as well as a questionnaire to new students at the end of the semester. Additionally, data will be collected on the percentage of full-time students who complete 15 hours in their first semester of enrollment, the percentage of full-time students who complete 30 hours in their first year of enrollment, and the percentage of students who complete the gatekeeper courses.

Student Learning Outcome: Students will be able to identify their academic advisor by name and know how to contact his or her advisor by the end of their first semester of enrollment.

Assessment Method	Measure	Baseline Data	Target
Advising screen will record advising session dates and notes; data will be retrieved at the end of each semester. Questionnaire will be sent at the end of the student's first semester of enrollment.	Students will be able to identify their academic advisor by name and know how to contact his or her advisor by the end of their first semester of enrollment.	To be determined. No pre-existing data.	75% of students will be able to identify their academic advisor after the first semester.
Track the percentage of full-time students completing 15 hours in their first semester of enrollment.	Percentage of full-time students completing 15 hours in their first semester of enrollment.	17.34% completed 15 hours in their first semester of enrollment	5% increase per year.
Track the percentage of full-time students completing 30 hours in their first year of enrollment.	Percentage of full-time students completing 30 hours in their first year of enrollment.	15.32% completed 30 hours in their first year of enrollment	5% increase per year.
Track the percentage of students completing gatekeeper courses: HIST 1301, ENGL 1301, MATH 1314, or ARTS 1301.	Percentage of students completing gatekeeper courses: HIST 1301, ENGL 1301, MATH 1314, or ARTS 1301 in their first year of enrollment.	64.6% ARTS 1301; 64.7% HIST 1301; 64.6% ENGL 1301; 71.9% MATH 1314 in their first year of enrollment	5% increase per year.

Strategy: Students who follow a prescribed degree plan and are able to monitor their progress independently are more likely to complete a degree or certificate.

Students will meet with academic advisors at appropriate intervals to assess academic progress. Students and advisors will be able to perform periodic checks for the student's progress toward attainment of goals through the use of degree audit software.

Assessments will include recording the students' ability to access and review the online degree audit program. The data will be recorded in the student information system (POISE) and retrieved at the end of the student's second semester of enrollment. The number of students completing degrees, core curriculum, or certificates will be tracked.

Student Learning Outcome: Students will be able to generate an online degree audit by the end of their second semester of enrollment.

Assessment Method	Measure	Baseline Data	Target
Advising screen will record student's ability to access and review the online degree audit.	Students will be able to generate an online degree audit by the end of their second semester of enrollment.	To be determined. No pre-existing data.	60% of students will be able to generate an online degree audit by the end of their second semester.
Track the number of students completing degrees or certificates within 150% of the normal time of their program.	Number of cohort students completing degrees or certificates within 150% of the normal time of their program.	17.36% of cohort students complete degree requirements or certificates within 150% of the normal time of their program.	5% increase per year.

Strategy: Students who are undecided about a declared major will meet with an academic advisor to explore their personal interests, abilities, and values in order to determine a declared major. Many students do not know what they really want from college, including their personal and academic goals. These students will complete interest inventories and learn strategies for setting short-term and long-term goals that integrate career plans.

Advising sessions will allow advisors to assist students in choosing appropriate career pathways based on continuous self-assessment and analysis of the work world.

Assessments will include the percentage of students who have declared a major by the end of their second semester of enrollment.

Student Learning Outcome: Students will declare a major by the end of their second semester of enrollment.

Assessment Method	Measure	Baseline Data	Target
-------------------	---------	---------------	--------

Major code data for students will be retrieved from POISE at the end of each semester	Students will declare a major by the end of their second semester of enrollment.	71% of students in the Fall 2011 ATD cohort have declared a major	75% of students will declare a major by the end of their second semester of enrollment.
---	--	---	---

VI. Timeline

The Implementation Committee established detailed timelines for each component identified to achieve the objective of the QEP.

New Student Orientation Component		
Strategy: New Student Orientation will become mandatory for new students beginning Summer 2013. New students will become acclimated to the college campus and the logistics associated with starting college. New Student Orientation will introduce students to the college resources and services available that will support their educational goals.		
ACTIVITIES	TIMELINE 2012-2013	PERSONNEL
Conduct student focus groups on "What do students need to know by day 1/first week of class or what they wish they had known".	Fall 2012	QEP Implementation Orientation Sub-Committee faculty members
Survey faculty and student services staff on "What do students need to know by day 1/first week of class or what they wish they had known".	Fall 2012	Associate Dean for Student Access & Success/QEP Director
Analyze responses from student focus groups, faculty and student services staff	Fall 2012	Associate Dean for Student Access & Success/QEP Director
Develop Student Learning Outcomes/Assessments using Achieving the Dream baseline data	Fall 2012	QEP Implementation Orientation Sub-Committee
Develop Orientation modules based on data from student focus groups, faculty and student services staff	Fall 2012	QEP Implementation Orientation Sub-Committee
Develop assessment instrument to be used in orientation that addresses each student learning outcome	Fall 2012	QEP Implementation Orientation Sub-Committee
Pilot New Student Orientation using new orientation modules	Fall 2012	Associate Dean for Student Access & Success/QEP Director, Director of Admissions
Revise orientation presentation based on responses to assessment instrument data	Spring 2013	Associate Dean for Student Access & Success/QEP Director, Director of Admissions
Develop online delivery of New Student Orientation	Spring 2013	Associate Dean for Student Access & Success/QEP

		Director, Associate Dean of Distance Learning, Director of Admissions
Implement mandatory New Student Orientation	Summer 2013	Associate Vice President for Student Access & Success/QEP Director, Director of Admissions, Student Services professional staff, Faculty
Implement <u>online</u> New Student Orientation	Summer 2013	Associate VP for Student Access & Success/QEP Director, Associate VP of Distance Learning, Director of Admissions
ACTIVITIES	TIMELINE 2013-2014	PERSONNEL
Assessment of orientation student learning outcomes	Fall 2013	QEP Implementation Committee
Make any needed changes to New Student Orientation based on assessment of orientation student learning outcomes data	Fall 2013	QEP Implementation Committee
Annual Report to the President and Board of Regents on progress of QEP	September 2013	QEP Implementation Committee
Offer face to face and online orientation	Fall 2013	Associate VP for Student Access & Success/QEP Director, Director of Admissions, Student Services professional staff, Faculty
Offer face to face and online orientation	Summer 2014	Associate VP for Student Access & Success/QEP Director, Director of Admissions, Student Services professional staff, Faculty
ACTIVITIES	TIMELINE 2014-2015	PERSONNEL
Assessment of orientation student learning outcomes	Fall 2014	QEP Implementation Committee
Make any needed changes to New Student Orientation based on assessment of orientation student learning outcomes data	Fall 2014	QEP Implementation Committee
Annual Report to President and board of Regents on progress of QEP	September 2014	QEP Implementation Committee
Offer face to face and online orientation	Fall 2014	Associate VP for Student Access & Success/QEP Director, Director of

		Admissions, Student Services professional staff, Faculty
Offer face to face and online orientation	Summer 2015	Associate VP for Student Access & Success/QEP Director, Director of Admissions, Student Services professional staff, Faculty
ACTIVITIES	TIMELINE 2015-2016	PERSONNEL
Assessment of orientation student learning outcomes	Fall 2015	QEP Implementation Committee
Make any needed changes to New Student Orientation based on assessment of orientation student learning outcomes data	Fall 2015	QEP Implementation Committee
Annual Report to President and Board of Regents on progress of QEP	September 2015	QEP Implementation Committee
Offer Face to Face and online orientation	Fall 2015	Associate VP for Student Access & Success/QEP Director, Director of Admissions, Student Services professional staff, Faculty
Offer Face to Face and online orientation	Summer 2016	Associate VP for Student Access & Success/QEP Director, Director of Admissions, Student Services professional staff, Faculty
ACTIVITIES	TIMELINE 2016-2017	PERSONNEL
Assessment of orientation student learning outcomes	Fall 2016	QEP Implementation Committee
Make any needed changes to New Student Orientation based on assessment of orientation student learning outcomes data	Fall 2016	QEP Implementation Committee
Annual Report to President and Board of Regents on progress of QEP	September 2016	QEP Implementation Committee
Offer face to face and online orientation	Fall 2016	Associate VP for Student Access & Success/QEP Director, Director of Admissions, Student Services professional staff, Faculty
Offer face to face and online orientation	Summer 2017	Associate VP for Student Access & Success/QEP

		Director, Director of Admissions, Student Services professional staff, Faculty
--	--	--

Academic Plans and Pathways Component		
<p>Strategy: PJC will provide multiple opportunities for students and advisors to establish a connection with each other. All faculty will be assigned as advisors to students based on the students' declared major and the faculty members' teaching discipline. Counselors/Advisors will advise students who have declared "General Studies" as a major and students who have not declared a major. Advisors will participate in professional development that will equip them with the knowledge and tools necessary to properly advise students and help the students begin their educational path to successful completion of their goals. An advising syllabus for students and advisors has been developed as well as an advising manual for advisors. In addition, training on the use of the online Degree Audit module will be provided for advisors who will teach their advisees how to use the module.</p>		
Activities	Timeline 2012-2013	Personnel
Develop advising syllabus	Fall 2012- meetings held Nov. 1, Nov. 6, Nov. 8, Nov. 12, Nov. 27	QEP Implementation Advising Sub-Committee
Develop student learning outcomes specific to advising	Fall 2012 – meetings held Nov. 1, Nov. 6, Nov. 8, Nov. 15, Nov. 29	QEP Implementation Advising Sub-Committee
Develop advisor outcomes specific to advising	Fall 2012 – meetings held Nov. 15, Nov. 29, Dec. 3	QEP Implementation Advising Sub-Committee
Develop process for assigning new students to advisors	Fall 2012 – meetings held Nov. 12, Nov. 27	QEP Implementation Advising Sub-Committee
Gather input from faculty and student services personnel about basic concepts needed for advising session	Fall 2012 – Nov. 26-30	QEP Implementation Advising Sub-Committee
Create an advising manual using input from faculty and student services personnel	Fall 2012 – meetings held Nov. 15, Nov. 27, Nov. 29	QEP Implementation Advising Sub-Committee
Develop training for using POISE including the online Degree Audit module and the new advising screen	Spring 2013	QEP Implementation Advising Sub-Committee
Develop an advising screen in POISE to record student's ability to access and review online degree audit and to record contact with students	Spring 2013	QEP Implementation Advising Sub-Committee, Information Technology (IT) POISE specialist

Assign new students to advisors	Spring 2013	Associate VP of Student Access and Success
Develop assessment instrument to administer at the end of each professional development training to assess the effectiveness of training	Spring 2013	QEP Implementation Advising Sub-Committee, Associate VP of Student Access and Success
Conduct professional development training on using the advising syllabus and advising manual including: Admissions and advisor training-review, advising syllabus, sample letter, tips for effective advising, support services, establish degree plan for every student, limit the number of dropped courses, repeated courses, grading system, 4.0 scale, incomplete grades, special population referral, and student activities	April 12, 2013	QEP Implementation Advising Sub-Committee, Associate VP of Student Access and Success
Conduct professional development training on using the POISE system including: how to log-in, how to register a student, how to use the new advising screen, how to run an online degree audit, Campus Connect, selection of degree plan, registration pointers, adding and dropping classes, updating demographic information	April 26, 2013	QEP Implementation Advising Sub-Committee, Associate VP of Student Access and Success, IT POISE Specialist
Conduct professional development training including: overview of placement/exemption scores, course sequence, exemptions and waivers, developmental plan, core curriculum, current TSI placement and sequence for TSI advisors	May 3, 2013	QEP Implementation Advising Sub-Committee, Associate VP of Student Access and Success
Determine baseline data using Achieving the Dream cohort data for 2011-2012	Spring 2013	QEP Implementation Committee, Institutional

		Research, Assistant to the President
Develop assessment instrument to give to all new students at the end of their first semester to assess the overall effectiveness of advisor and their contact with advisor	Spring 2013	QEP Implementation Advising Sub-Committee
Review and analyze data from professional development POISE training including using the online Degree Audit training and the new advising screen and make changes as needed	Summer 2013	QEP Implementation Committee
Review and analyze data from professional development training on using the advising manual and advising syllabus and make changes as needed	Summer 2013	QEP Implementation Committee
Review advising manual and update as warranted	Summer 2013	QEP Implementation Committee
Attend National Academic Advising Association Summer Institute	Summer 2013	Two members of the QEP Implementation Committee
Submit annual report to President and Board of Regents on progress of QEP	September 2013	QEP Implementation Committee, Associate VP of Student Access and Success
Activities	Timeline 2013-2014	Personnel
Review state-mandated changes in TSI requirements and core curriculum changes and update advising manual.	Fall 2013	QEP Implementation Committee, Associate VP of Student Access and Success
Conduct advisor training for new faculty and refresher training for returning faculty on the advising syllabus, advising manual, and online degree audit, POISE	Fall 2013	Associate VP of Student Access and Success, QEP Implementation Committee
Administer to new students the assessment instruments for advisor effectiveness and student contact	End of Fall 2013	Associate VP of Student Access and Success
Retrieve data from POISE related to student use of online degree audit, receipt of advising syllabus, and student contact	End of Fall 2013	QEP Implementation Committee, Institutional Research

Conduct advisor training for new faculty and refresher training for returning faculty on the advising syllabus, advising manual, and online degree audit, POISE	Spring 2014	Associate VP of Student Access and Success, QEP Implementation Committee
Compile/analyze data for advisor outcomes related to advising from previous semester and make changes as needed	Spring 2014	Associate VP of Student Access and Success, Institutional Research, QEP Implementation Committee
Compile/analyze data for student learning outcomes related to advising from previous semester and make changes as needed	Spring 2014	Associate VP of Student Access and Success, Institutional Research, QEP Implementation Committee
Attend the Achieving the Dream DREAM Institute	Spring 2014	Four members of the QEP Implementation Committee
Administer to new students the assessment instruments for advisor effectiveness and student contact	End of Spring 2014	Associate VP of Student Access and Success
Retrieve data from POISE related to student use of online degree audit, receipt of advising syllabus, and student contact	End of Spring 2014	QEP Implementation Committee, Institutional Research
Update Achieving the Dream cohort data	Spring 2014	QEP Implementation Committee, Institutional Research, Assistant to the President
Review and analyze advisor training for new faculty and refresher training for returning faculty on the advising syllabus, advising manual, and online degree audit, POISE and make changes as needed	Summer 2014	QEP Implementation Committee
Review advising manual and make changes as warranted	Summer 2014	QEP Implementation Committee
Attend National Academic Advising Association Summer Institute	Summer 2014	Two members of the QEP Implementation Committee
Submit annual report to President and Board of Regents on progress of QEP including assessment data for each student learning outcome	September 2014	QEP Implementation Committee
Activities	Timeline 2014-2015	Personnel

Review state-mandated changes in TSI requirements and core curriculum changes and update advising manual.	Fall 2014	QEP Implementation Committee, Associate VP of Student Access and Success
Conduct advisor training for new faculty and refresher training for returning faculty on the advising syllabus, advising manual, and online degree audit, POISE	Fall 2014	Associate VP of Student Access and Success, QEP Implementation Committee
Administer to new students the assessment instruments for advisor effectiveness and student contact	End of Fall 2014	Associate VP of Student Access and Success
Retrieve data from POISE related to student use of online degree audit, receipt of advising syllabus, and student contact	End of Fall 2014	QEP Implementation Committee, Institutional Research
Conduct advisor training for new faculty and refresher training for returning faculty on the advising syllabus, advising manual, and online degree audit, POISE	Spring 2015	Associate VP of Student Access and Success, QEP Implementation Committee
Compile/analyze data for advisor outcomes related to advising from previous semester and make changes as needed	Spring 2015	Associate VP of Student Access and Success, Institutional Research, QEP Implementation Committee
Compile/analyze data for student learning outcomes related to advising from previous semester and make changes as needed	Spring 2015	Associate VP of Student Access and Success, Institutional Research, QEP Implementation Committee
Attend the Achieving the Dream DREAM Institute	Spring 2015	Four members of the QEP Implementation Committee
Administer to new students the assessment instruments for advisor effectiveness and student contact	End of Spring 2015	Associate VP of Student Access and Success
Retrieve data from POISE related to student use of online degree audit, receipt of advising syllabus, and student contact	End of Spring 2015	QEP Implementation Committee, Institutional Research
Update Achieving the Dream cohort data	Spring 2015	QEP Implementation Committee, Institutional Research, Assistant to the President

Review and analyze data from advisor training for new faculty and refresher training for returning faculty on the advising syllabus, advising manual, and online degree audit, POISE and make changes as needed	Summer 2015	QEP Implementation Committee
Review advising manual and make changes as warranted	Summer 2015	QEP Implementation Committee
Attend National Academic Advising Association Summer Institute	Summer 2015	Two members of the QEP Implementation Committee
Submit annual report to President and Board of Regents on progress of QEP including assessment data for each student learning outcome	September 2015	QEP Implementation Committee

Activities	Timeline 2015-2016	Personnel
Review state-mandated changes in TSI requirements and core curriculum changes and update advising manual.	Fall 2015	QEP Implementation Committee, Associate VP of Student Access and Success
Conduct advisor training for new faculty and refresher training for returning faculty on the advising syllabus, advising manual, and online degree audit, POISE	Fall 2015	Associate VP of Student Access and Success, QEP Implementation Committee
Administer to new students the assessment instruments for advisor effectiveness and student contact	End of Fall 2015	Associate VP of Student Access and Success
Retrieve data from POISE related to student use of online degree audit, receipt of advising syllabus, and student contact	End of Fall 2015	QEP Implementation Committee, Institutional Research
Conduct advisor training for new faculty and refresher training for returning faculty on the advising syllabus, advising manual, and online degree audit, POISE	Spring 2016	Associate VP of Student Access and Success, QEP Implementation Committee

Compile/analyze data for advisor outcomes related to advising from previous semester and make changes as needed	Spring 2016	Associate VP of Student Access and Success, Institutional Research, QEP Implementation Committee
Compile/analyze data for student learning outcomes related to advising from previous semester and make changes as needed	Spring 2016	Associate VP of Student Access and Success, Institutional Research, QEP Implementation Committee
Attend the Achieving the Dream DREAM Institute	Spring 2016	Four members of the QEP Implementation Committee
Administer to new students the assessment instruments for advisor effectiveness and student contact	End of Spring 2016	Associate VP of Student Access and Success
Retrieve data from POISE related to student use of online degree audit, receipt of advising syllabus, and student contact	End of Spring 2016	QEP Implementation Committee, Institutional Research
Update Achieving the Dream cohort data	Spring 2016	QEP Implementation Committee, Institutional Research, Assistant to the President
Review and analyze data from advisor training for new faculty and refresher training for returning faculty on the advising syllabus, advising manual, and online degree audit, POISE and make changes as needed	Summer 2016	QEP Implementation Committee
Review advising manual and make changes as warranted	Summer 2016	QEP Implementation Committee
Attend National Academic Advising Association Summer Institute	Summer 2016	Two members of the QEP Implementation Committee
Submit annual report to President and Board of Regents on progress of QEP including assessment data for each student learning outcome	September 2016	QEP Implementation Committee
Activities	Timeline 2016-2017	Personnel
Review state-mandated changes in TSI requirements and core curriculum changes and update advising manual.	Fall 2016	QEP Implementation Committee, Associate VP of Student Access and Success

Conduct advisor training for new faculty and refresher training for returning faculty on the advising syllabus, advising manual, and online degree audit, POISE	Fall 2016	Associate VP of Student Access and Success, QEP Implementation Committee
Administer to new students the assessment instruments for advisor effectiveness and student contact	End of Fall 2016	Associate VP of Student Access and Success
Retrieve data from POISE related to student use of online degree audit, receipt of advising syllabus, and student contact	End of Fall 2016	QEP Implementation Committee, Institutional Research
Conduct advisor training for new faculty and refresher training for returning faculty on the advising syllabus, advising manual, and online degree audit, POISE	Spring 2017	Associate VP of Student Access and Success, QEP Implementation Committee
Compile/analyze data for advisor outcomes related to advising from previous semester and make changes as needed	Spring 2017	Associate VP of Student Access and Success, Institutional Research, QEP Implementation Committee
Compile/analyze data for student learning outcomes related to advising from previous semester and make changes as needed	Spring 2017	Associate VP of Student Access and Success, Institutional Research, QEP Implementation Committee
Attend the Achieving the Dream DREAM Institute	Spring 2017	Four members of the QEP Implementation Committee
Administer to new students the assessment instruments for advisor effectiveness and student contact	End of Spring 2017	Associate VP of Student Access and Success
Retrieve data from POISE related to student use of online degree audit, receipt of advising syllabus, and student contact	End of Spring 2017	QEP Implementation Committee, Institutional Research
Update Achieving the Dream cohort data	Spring 2017	QEP Implementation Committee, Institutional Research, Assistant to the President
Review and analyze data from advisor training for new faculty and refresher training for returning faculty on the advising syllabus, advising	Summer 2017	QEP Implementation Committee

manual, and online degree audit, POISE and make changes as needed		
Review advising manual and make changes as warranted	Summer 2017	QEP Implementation Committee
Attend National Academic Advising Association Summer Institute	Summer 2017	Two members of the QEP Implementation Committee
Submit annual report to President and Board of Regents on progress of QEP including assessment data for each student learning outcome	September 2017	QEP Implementation Committee

VII. Organizational Structure

The Quality Enhancement Plan Implementation Committee membership was appointed by the administrative leadership and includes representatives from all sectors of the institution similar to the QEP Planning Committee. The membership was increased to assure input from Student Services and instructional departments/divisions. The expanded QEP Implementation Committee includes five student service representatives, ten faculty and five administrative staff. The Quality Enhancement Plan Implementation Committee membership includes:

Quality Enhancement Plan Implementation Committee

NAME	POSITION
Sheila Reece	Associate Vice President for Student Access and Success/QEP Director
Rita Tapp	Registrar and Advising Sub-Committee Co-Chair
Mayra Cummings	Spanish Faculty and Advising Sub-Committee Co-Chair
John Shasteen	Counselor and Interim Director of the Greenville Center
Andrew Fisher	Director of the Sulphur Springs Center
Jan Jordan	Office Technology Faculty Member (represents Business & Technology)
Beverly Matthews	Director of Institutional Research
Ed McCraw	Associate Vice President for Math & Sciences
Beth Shelton	Associate Vice President for Communications & Fine Arts
John Spradling	Vice President for Workforce Education
Linda Miles	Advisor
William Walker	Drama Faculty and Chair of the Faculty Association
Jennifer Collar	English Faculty
Mallie Hood	Math Faculty
Lee LaRue	Science Faculty
Charlie Hodgkiss	Industrial Technologies Faculty
Amie Cato	Director of Admissions
Jack Brown	Science Faculty
Marian Ellis	Developmental Reading/Writing Faculty
Anthony Sawyer	Economics Faculty

The organizational structure for Student Services has been modified and will go into effect June 1, 2013 (Appendix L). The modified structure includes an Associate Vice President for Student Access and Success/QEP Director. The Associate Vice President for Student Access and Success/QEP Director's responsibilities will include Counseling, Admissions,

Advising, and Testing. Responsibilities for this position have been narrowed since the On-Site visit to assure appropriate implementation and success of the QEP.

A job description for the DART Director is included as Appendix M. The DART Director will be responsible for the following broad functions:

- Programmatic leadership, coordination, planning, and budget
- Facilitation for communication and collaboration
- Support for implementation framework
- Training: development, scheduling, coordination, and delivery
- Assessment and evaluation data dissemination

The DART Director will work closely with other administrative leaders including the appropriate vice presidents and the Director of Institutional Research to manage the implementation and administration of DART. Under the direction and leadership of the DART Director, the Implementation Committee will constantly monitor the adherence to DART student learning outcomes, evaluation, and effectiveness as well as make recommendations about the activities needed to accomplish the outcomes. As DART progresses through each year, the membership and the need for such a committee will be reevaluated and reappointments made as deemed appropriate. The DART Director will lead the DART Implementation Committee and report continuous implementation progress of the DART program to all institutional stakeholders.

Given the amount of coordination, planning, data collection, and assessment needed to efficiently and effectively accomplish the successful implementation of DART, secretarial support for the DART Director will be required. The QEP Planning Committee recommended that a new, part-time secretarial position be added for the DART Director. The DART Director and the Director of Institutional Research will work collaboratively to facilitate the administration and collection of the various assessment instruments and data entry of the data at every stage

of implementation. In addition to routine secretarial support needed for the DART Director, the DART Director secretary will provide supplemental support for the Office of Institutional Research for the data entry of the assessment data. A job description for the DART secretarial job is included as Appendix N.

VIII. Resources

The budget has been modified to reflect the strengthening of the QEP Director position through the reorganization of the Student Services function at Paris Junior College. Travel and professional development funds have been increased to fund annual on-campus professional development for all faculty and professional staff, two QEP Implementation Committee members to attend National Academic Advising Association (NACADA) Summer Institute each year, and four faculty and student service professional staff members to attend the Achieving the Dream's DREAM Institute each year.

The funding for DART will be included in the annual institutional operating budget. The DART Director will be responsible for administering the budget. The DART Director will be the Associate Vice President of Student Access and Success with one-half of the position's budgeted salary being charged to the QEP budget. Organizational responsibilities include new student orientation and advising. A part-time secretarial position is included to provide support to the DART Director. The budget will cover financial, physical, and human resources to develop, implement, and sustain the QEP.

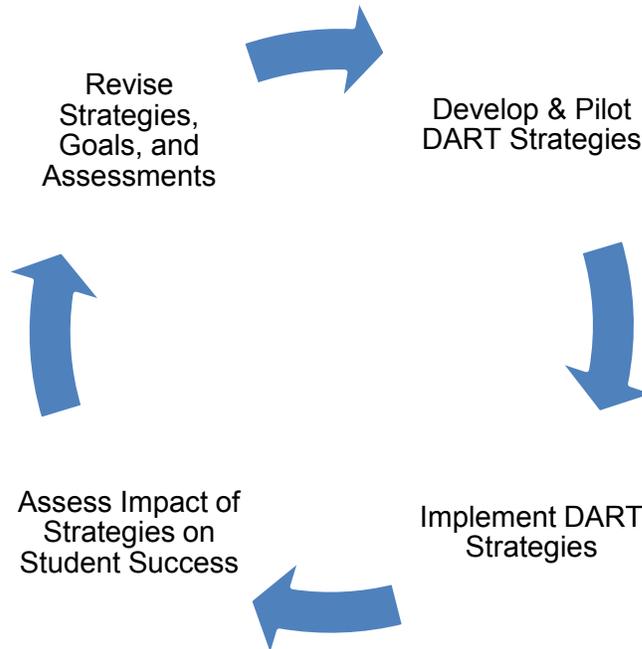
QEP Budget

	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	Total
	Year 1	Year 2	Year 3	Year 4	Year 5	5 Years
DART Director (QEP allocation)	38,500	38,500	39,655	40,844	42,000	\$199,499
Director fringe benefits (QEP allocation)	9,625	9,625	9,914	10,211	10,500	\$49,875
Service & Supplies	8,000	8,000	8,000	8,000	5,000	\$37,000
Travel	3,000	9,000	9,000	9,000	9,000	\$39,000

Professional Development	3,500	3,500	3,500	3,500	3,500	\$17,500
Printing	1,500	1,800	2,100	2,400	2,700	\$10,500
Secretarial Support 19 hrs/wk @ \$12/hr.	11,628	11,978	12,336	12,706	13,087	\$61,735
Secretarial Support Fringe Benefits	1,047	1,078	1,110	1,144	1,177	\$5,556
Total	\$76,800	\$83,481	\$85,615	\$87,805	\$86,964	\$420,665

IX. Assessment

DART Assessment and Continuous Improvement Process (Appendix O)



This section describes DART's Student Learning Outcomes assessments and process. The assessment plan will use both quantitative and qualitative measures, as well as formative and summative methods. The plan is flexible to allow for changes as DART develops in response to assessment data.

The reporting of DART's assessment activities will follow the existing format used by educational programs assessments of student learning outcomes; however, the reporting period will be an annual assessment cycle. The first cycle will begin Summer 2013 and end Spring 2014 with an Assessment Report published Summer 2014. Assessment data will be collected every semester and analyzed, and strategies, goals, and assessment instruments revised as needed. The DART Director will supervise this process and present the Assessment Report to institutional stakeholders with assistance from the Director of Institutional Research. The cyclical nature of the assessment process provides for continuous improvement, implementation, assessment, and modification of strategies and assessment plans as needed.

To measure success of the Quality Enhancement Plan, PJC will track a cohort group of students. The cohort group will be the Achieving the Dream (AtD) cohort group. The cohort group is defined as the group entering Paris Junior College for the first time in the fall semester or first time in college, including full-time and part-time students. This will include students who transfer to PJC; however, the cohort does not include dual credit students still enrolled in high school. Additionally, summer first-time students enrolled in the fall semester are not included in the AtD cohort.

<p>Strategy: Because proper course placement is essential to student success and persistence, the college will mandate individual intrusive advising for all first-time entering students beginning Fall 2013.</p> <p>Students will meet with academic advisors prior to initial enrollment and at appropriate intervals to assess academic progress and to provide needed counseling. Regular contact with advisors will help students establish a connection with an advisor which will ultimately lead to increased completion of courses.</p> <p>Assessments will include using the student information system (POISE) to record advising sessions as well as a questionnaire to new students at the end of the semester. Additionally, data will be collected on the percentage of full-time students who complete 15 hours in their first semester of enrollment, the percentage of full-time students who complete 30 hours in their first year of enrollment, and the percentage of students who complete the gatekeeper courses.</p>			
<p>Student Learning Outcome: Students will be able to identify their academic advisor by name and know how to contact his or her advisor by the end of their first semester of enrollment.</p>			
Assessment Method	Measure	Baseline Data	Target
Advising screen will record advising session dates and notes; data will be retrieved at the end of each semester. Questionnaire will be sent at the end of the student's first semester of enrollment.	Students will be able to identify their academic advisor by name and know how to contact his or her advisor by the end of their first semester of enrollment.	To be determined. No pre-existing data.	75% of students will be able to identify their academic advisor after the first semester.
Track the percentage of full-time students completing 15 hours in their first semester of enrollment.	Percentage of full-time students completing 15 hours in their first semester of enrollment.	17.34% completed 15 hours in their first semester of enrollment	5% increase per year.

Track the percentage of full-time students completing 30 hours in their first year of enrollment.	Percentage of full-time students completing 30 hours in their first year of enrollment.	15.32% completed 30 hours in their first year of enrollment	5% increase per year.
Track the percentage of students completing gatekeeper courses: HIST 1301, ENGL 1301, MATH 1314, or ARTS 1301.	Percentage of students completing gatekeeper courses: HIST 1301, ENGL 1301, MATH 1314, or ARTS 1301 in their first year of enrollment.	64.6% ARTS 1301; 64.7% HIST 1301; 64.6% ENGL 1301; 71.9% MATH 1314 in their first year of enrollment	5% increase per year.

Strategy: Students who follow a prescribed degree plan and are able to monitor their progress independently are more likely to complete a degree or certificate.

Students will meet with academic advisors at appropriate intervals to assess academic progress. Students and advisors will be able to perform periodic checks for the student's progress toward attainment of goals through the use of degree audit software.

Assessments will include recording the students' ability to access and review the online degree audit program. The data will be recorded in the student information system (POISE) and retrieved at the end of the student's second semester of enrollment. The number of students completing degrees, core curriculum, or certificates will be tracked.

Student Learning Outcome 2: Students will be able to generate an online degree audit by the end of their second semester of enrollment.

Assessment Method	Measure	Baseline Data	Target
Advising screen will record student's ability to access and review the online degree audit.	Students will be able to generate an online degree audit by the end of their second semester of enrollment.	To be determined. No pre-existing data.	60% of students will be able to generate an online degree audit by the end of their second semester.
Track the number of students completing degrees or certificates within 150% of the normal time of their program.	Number of cohort students completing degrees or certificates within 150% of the normal time of their program.	19.8% of cohort students completing degree requirements or certificates within 150% of the normal time of their program.	5% increase per year.

<p>Strategy: Students who are undecided about a declared major will meet with an academic advisor to explore their personal interests, abilities, and values in order to determine a declared major. Many students do not know what they really want from college, including their personal and academic goals. These students will complete interest inventories and learn strategies for setting short-term and long-term goals that integrate career plans.</p> <p>Advising sessions will allow advisors to assist students in choosing appropriate career pathways based on continuous self-assessment and analysis of the work world.</p> <p>Assessments will include the percentage of students who have declared a major by the end of their second semester of enrollment.</p>			
<p>Student Learning Outcome3: Students will declare a major by the end of their second semester of enrollment.</p>			
Assessment Method	Measure	Baseline Data	Target
Major code data for students will be retrieved from POISE at the end of each semester	Students will declare a major by the end of their second semester of enrollment.	71% of students in the Fall 2011 ATD cohort have declared a major	75% of students will declare a major by the end of their second semester of enrollment.

<p>Strategy: New Student Orientation will become mandatory for new students beginning Summer 2013. New students will become acclimated to the college campus and the logistics associated with starting college. New Student Orientation will introduce students to the college resources and services available that will support their educational goals. By completing New Student Orientation, students are better prepared for the expectations of college and in turn, more successful in their courses during their first semester of college.</p>			
<p>Student Learning Outcome: Students completing orientation will demonstrate readiness for the upcoming semester by being able to 1) Manage the campus physical environment by knowing which buildings to go to for academic and student services and where their classes will be located, 2) Demonstrate knowledge of college resources and services available to them that will support their educational goals, 3) Understand degree requirements and relate those to their own academic program, 4) Access and navigate Campus Connect and Blackboard, 5) Understand the expectations of class attendance, 6) Understand the importance and purpose of a class syllabus, and 7) Understand where to locate academic policies.</p>			
Assessment Method	Measure	Baseline Data	Target
An assessment (20 multiple choice questions) will be administered at the end of each orientation session.	Students will score a minimum of 75 on the orientation assessment.	To be determined. No pre-existing data.	80% of students will score a minimum of 75 on the orientation assessment.
At the end of the fall semester (after grades are posted), students that	Students will successfully complete their	Fall 2011 – 69%	80% of students who complete orientation for the fall semester

completed orientation will be tracked in POISE for course completion (A, B, or C).	courses with an A, B, or C.		will demonstrate successful course completion (A, B, or C).
At the beginning of the spring semester (after ORD), students from the fall semester that completed orientation will be tracked through Estudios to see if they persisted to the spring semester.	Students will be retained from fall to spring.	Fall 2011 – 79%	85% of the students who complete orientation for the fall semester will return in the following spring semester.

During the implementation of the QEP, all constituents will have regular input through questionnaires, surveys and through intercampus communications with QEP Implementation Committee members. There will be annual reports provided to the President and Board of Regents at each year's September board meeting.

X. References

- Barkley, E. F. (2010). *Student engagement techniques: A handbook for college faculty*. San Francisco, CA: Jossey-Bass.
- Borden, V. M., & Pike, G. R. (2008). Sharing responsibility for student learning. *New Directions For Institutional Research*, *ns1*, 83-89. doi:10.1002/ir.264
- Center for Community College Student Engagement. (2012). A matter of degrees: Promising practices for community college student success (a first look). Austin, TX: The University of Texas at Austin, Community College Leadership Program.
- Center for Innovation in Instruction and Assessment. (2010). Assessment and outcomes: best practices in teaching and learning. Western Washington University. Retrieved from http://pandora.cii.wvu.edu/cii/resources/outcomes/best_practices.asp
- Chen, M & Lin, T. F. (2008). Class attendance and exam performance: A randomized experiment, *Journal of Economic Education*, *39*(3), 213–227.
- Chenneville, T., & Jordan, C. (2008). Impact of attendance policies on course attendance among college students. *Journal of the Scholarship of Teaching and Learning*, *8*(3), 29-35.
- Council for the Advancement of Standards in Higher Education (CAS). (2008). Academic advising programs: CAS standards and guidelines. Retrieved from <http://www.cas.edu/getpdf.cfm?PDF=E864D2C4-D655-8F74-2E647CDECD29B7D0>
- Credé, M., Roch, S. G., & Kieszczynka, U. M. (2010). Class attendance in college: A meta-analytic review of the relationship of class attendance with grades and student characteristics. *Review of Educational Research*, *80*(2), 272-295.
- Davis, T. M. & Murrell, H. (1994). Turning teaching into learning: The role of student responsibility in the collegiate experience (Report No. EDL-HE-93-8). Washington, DC: George Washington University. (ED372702)
- Dembicki, M. (2011, June 4). Including students in their own success. *Community*

- College Times*. Retrieved from <http://www.communitycollege.times.com/Pages/Campus-Issues/Including-students-in-their-own-success>
- Derby, D., & Smith, T. (2004). An orientation course and community college retention. *Community College Journal of Research and Practice*, 28(9), 763-773.
- Gunn, P. (1993). A correlation between attendance and grades in a first-year psychology course. *Canadian Psychology*, 34(2), 201–202.
- Hancock, T. M. (1994). Effects of mandatory attendance on student performance. *College Student Journal*, 28(3), 326-329.
- Hansen, T. L. (1990). A positive reinforcement program for controlling student absenteeism. *College Student Journal*, 24(3), 307-312.
- Hellyer, B. (2012). Student success: the national agenda with a local focus. *Community College Times*, Retrieved from <http://www.communitycollegetimes.com/Pages/Opinions/Student-success-the-national-agenda-with-a-local-focus.aspx>
- Higbee, J. L., & Fayon, A. K. (2006). Attendance policies in developmental education courses: Promoting involvement or undermining students' autonomy? *Research & Teaching in Developmental Education*, 22(2), 71-77.
- Hom, H. L., Jr., & Murphy, M.D. (1983). Low achiever's performance: The positive impact of a self- directed goal. *Personality and Social Psychology Bulletin*, 11, 275-285.
- Jacobs, J. (2012, February 3). Supports for success don't reach students. *The Hechinger report, Community College Spotlight*. Retrieved from <http://www.ccsse.org/center/news/article.cfm?ArticleID=184>.
- Jenne, F. H. (1973). Attendance and student proficiency change in a health science class. *Journal of School Health*, 43(2), 125-126.
- Jones, H. 1984. Interaction of absences and grades in a college course. *Journal of Psychology*, 116(1), 133–136.

- Kuh, G. (1997) The student learning agenda: Implications for academic advisors. *NACADA Journal*, 17(2), 7-12.
- Launius, M. H. (1997). College student attendance: Attitudes and academic performance *College Student Journal*, 31(1), 86-92.
- Marburger, D. (2006). Does mandatory attendance improve student performance? *The Journal of Economic Education*, 37(2), 148-155.
- Messling, P., & Dermer, M. (2009). Increasing students' attendance at lecture and preparation for lecture by allowing students to use their notes during tests. *Behavior Analyst Today*, (10)n3-4, 381-390.
- Moore, R. (2003). Attendance and performance: How important is it for students to attend class? *Journal of College Science Teaching*, 32(n6), 367–371.
- National Academic Advising Association. (2006). NACADA concept of academic advising. Retrieved from <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Concept-Advising.htm>
- Tarrant County College. (2012, March 9). Mandatory attendance policy. Retrieved from http://www.tccd.edu/Courses_and_Programs/Mandatory_Attendance.html
- Tinto, V. (1999). Taking retention seriously: Rethinking the first year of college. *NACADA Journal*, 19(2), 9.
- Van Blerkom, L. (1992). Class attendance in an undergraduate course. *Journal of Psychology*, 126(5), 487–494.
- Worcester Polytechnic Institute. (2009). WPI Academic Technology Center. Teaching with technology collaboratory: Encouraging student responsibility for learning. Retrieved from <http://www.wpi.edu/academics/ATC/Collaboratory/Idea/responsibility.html>

Table 1 QEP Planning Committee

Table 1 QEP Planning Committee

Mrs. Mayra Cummings, Co-Chair	Faculty
Mrs. Rita Tapp, Co-Chair	Registrar/Adjunct Faculty
Mr. Dwight Chaney	Vice President of Academic Studies
Mr. John Spradling	Vice President of Workforce Education
Mr. Ed McCraw	Associate Dean of Academic Studies/Faculty
Mr. Scott Edwards	Greenville Center Director/Adjunct Faculty
Mrs. Beverly Matthews	Director of Institutional Research
Mrs. Jan Jordan	Faculty
Mr. Jack Brown	Faculty
Mrs. Marian Ellis	Faculty
Mr. Anthony Sawyer	Faculty

Table 2 QEP Implementation Committee

NAME	POSITION
Sheila Reece	Associate Vice President for Student Access and Success/QEP Director
Rita Tapp	Registrar and Advising Sub-Committee Co-Chair
Mayra Cummings	Spanish Faculty and Advising Sub-Committee Co-Chair
John Shasteen	Counselor and Interim Director of the Greenville Center
Andrew Fisher	Director of the Sulphur Springs Center
Jan Jordan	Office Technology Faculty Member (represents Business & Technology)
Beverly Matthews	Director of Institutional Research
Ed McCraw	Associate Vice President for Math & Sciences
Beth Shelton	Associate Vice President for Communications & Fine Arts
John Spradling	Vice President for Workforce Education
Linda Miles	Advisor
William Walker	Drama Faculty and Chair of the Faculty Association
Jennifer Collar	English Faculty
Mallie Hood	Math Faculty
Lee LaRue	Science Faculty
Charlie Hodgkiss	Industrial Technologies Faculty
Amie Cato	Director of Admissions
Jack Brown	Science Faculty
Marian Ellis	Developmental Reading/Writing Faculty
Anthony Sawyer	Economics Faculty

Table 3 QEP Budget

QEP Budget

	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	Total
	Year 1	Year 2	Year 3	Year 4	Year 5	5 Years
DART Director (QEP allocation)	38,500	38,500	39,655	40,844	42,000	\$199,499
Director fringe benefits (QEP allocation)	9,625	9,625	9,914	10,211	10,500	\$49,875
Service & Supplies	8,000	8,000	8,000	8,000	5,000	\$37,000
Travel	3,000	9,000	9,000	9,000	9,000	\$39,000
Professional Development	3,500	3,500	3,500	3,500	3,500	\$17,500
Printing	1,500	1,800	2,100	2,400	2,700	\$10,500
Secretarial Support 19 hrs/wk @ \$12/hr.	11,628	11,978	12,336	12,706	13,087	\$61,735
Secretarial Support Fringe Benefits	1,047	1,078	1,110	1,144	1,177	\$5,556
Total	\$76,800	\$83,481	\$85,615	\$87,805	\$86,964	\$420,665

Appendix A Survey of Entering Student Engagement (SENSE) 2010

Item	Variable	Responses	Your College		Medium Colleges		2011 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18f. An advisor helped me to set academic goals and to create a plan for achieving them [ACADPLAN]	ACADGOAL	Strongly disagree	35	7.7	2,278	7.8	7,577	8.1
		Disagree	59	12.9	6,771	23.1	21,187	22.8
		Neutral	134	29.4	8,910	30.4	28,488	30.6
		Agree	138	30.4	7,108	24.3	22,275	23.9
		Strongly agree	88	19.5	4,209	14.4	13,516	14.5
		Total	453	100	29,275	100	93,043	100
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?								
19d. Not turn in an assignment [HIEXPECT]	NOTTURN	Never	378	83.8	21,919	75	69,049	74.4
		Once	56	12.5	5,363	18.3	17,429	18.8
		Two or three times	14	3.1	1,532	5.2	5,034	5.4
		Four or more times	3	0.7	417	1.4	1,267	1.4
		Total	451	100	29,231	100	92,779	100
19f. Come to class without completing readings or assignments [HIEXPECT]	NOTCOMPL	Never	314	70.5	16,992	57.8	53,458	57.3
		Once	81	18.2	8,522	29	26,952	28.9
		Two or three times	37	8.3	3,193	10.9	10,606	11.4
		Four or more times	13	3	691	2.4	2,330	2.5
		Total	446	100	29,398	100	93,347	100
19s. Skip class [HIEXPECT]	SKIPCL	Never	377	83.3	22,134	75.3	69,533	74.4
		Once	48	10.7	5,012	17	16,632	17.8
		Two or three times	25	5.5	1,886	6.4	6,020	6.4
		Four or more times	2	0.4	375	1.3	1,215	1.3
		Total	452	100	29,407	100	93,400	100
Item 20.1: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. Did you know about the following services?								
20.1g. Financial assistance advising	FAADVS	Yes	342	77.4	21,921	75.5	69,450	75.3
		No	100	22.6	7,123	24.5	22,751	24.7
		Total	442	100	29,044	100	92,201	100
Item 20.2: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. How often did you use the following services?								
20.2a. Academic advising/planning	ACADPUSE	Never	164	39.1	13,179	47	40,576	45.5
		Once	153	36.3	9,900	35.3	31,567	35.4
		Two or three times	85	20.3	4,299	15.3	14,655	16.4
		Four or more times	18	4.3	690	2.5	2,464	2.8
		Total	420	100	28,067	100	89,262	100
20.2b. Career counseling	CARCUSE	Never	318	76.2	23,051	83.4	72,698	82.6
		Once	76	18.2	3,322	12	11,146	12.7
		Two or three times	21	5	1,045	3.8	3,403	3.9
		Four or more times	3	0.6	223	0.8	775	0.9
		Total	417	100	27,641	100	88,022	100
20.2g. Financial assistance advising	FAUSE	Never	183	43.5	15,006	53.8	47,299	53.5
		Once	174	41.2	7,370	26.4	23,117	26.1
		Two or three times	50	11.9	3,904	14	12,877	14.6
		Four or more times	14	3.4	1,595	5.7	5,124	5.8
		Total	422	100	27,875	100	88,418	100

Appendix B Community College Survey of Student Engagement (CCSSE) 2011

Item		Your College		Medium Colleges		2011 Cohort	
		Count	Percent	Count	Percent	Count	Percent
9f . Providing the financial support you need to afford your education (SUPPORT)	Very little	139	23.9	27,335	23	99,972	23.1
	Some	124	21.4	30,149	25.3	111,343	25.7
	Quite a bit	147	25.3	30,518	25.7	111,226	25.7
	Very much	172	29.5	30,951	26	110,142	25.5
	Total	583	100	118,954	100	432,684	100
13.1a . Frequency: Academic advising/planning (SUPPORT)	Do not know/Not applicable	56	9.6	9,728	8.3	35,295	8.2
	Rarely/Never	180	30.7	39,945	33.9	145,161	33.9
	Sometimes	271	46.2	51,817	44	188,484	44
	Often	79	13.5	16,203	13.8	59,002	13.8
	Total	585	100	117,693	100	427,941	100
13.3g . Importance: Financial aid advising	Not at all	110	19.5	20,104	18.1	73,324	18.2
	Somewhat	79	14.1	18,565	16.7	69,145	17.1
	Very	373	66.4	72,235	65.1	260,878	64.7
	Total	561	100	110,903	100	403,347	100

Appendix C Blackboard discussions QEP Questions (representative sample)



Collection

Users can Collect posts into a printable, sortable format. Collections are a good way to organize posts for quick reading. A Collection must be created to tag posts. [More Help](#)

Thread:	Questions?	Posted Date:	March 10, 2012 11:14 AM
Post:	Questions?	Edited Date:	March 10, 2012 11:15 AM
Author:	Myra Cummings	Status:	Published
		Overall Rating:	

Post any questions you have.

(Post is Read)

Thread:	Questions?	Posted Date:	March 23, 2012 9:55 AM
Post:	RE: Questions?	Status:	Published
Author:	Quality Enhancement plan Enhancement plan	Overall Rating:	

Something to consider when we are trying to find ways to better engage students & have more 'active' learning is to ask why isn't there more participation from our own faculty & professional staff when developing our QEP?

What prevents us from participating? Lack of technological ability? Time? Priorities? Fear of sharing?

On the same note, when we have meetings - what seats fill in first? Front? Back? Who comes prepared with pencil & paper? How many share when questions are asked for discussion?

We share & exhibit some of the same behaviors that we are trying to address with our students. How do we address those?

(Post is Read)

Thread:	Questions?	Posted Date:	March 23, 2012 11:03 AM
Post:	RE: Questions?	Status:	Published
Author:	Myra Cummings	Overall Rating:	

We developed the QEP suggestions in Blackboard to help us stay organized and keep all comments documented. This is for SACS accreditation and this QEP will be used for the next 5 years.

I mentioned the QEP to the Faculty Advisory Board to tell their departments and it was noted that the faculty made suggestions in January when we worked in groups, out of the 25 groups, 19 groups picked accountability and responsibility.

Individual faculty comments are welcomed as well as departmental participation (submitted just by department). We appreciate all the postings and the QEP committee will review the postings. In order for faculty to participate more another email will be sent. The first email was sent the Friday before spring break. We encourage and want all faculty involved. Thank you!

(Post is Read)

Thread:	Questions?	Posted Date:	March 27, 2012 5:35 PM
Post:	RE: Questions?	Status:	Published
Author:	Quality Enhancement plan Enhancement plan	Overall Rating:	

some very good and hard questions are posed here.

Appendix D Blackboard discussions Name the QEP (representative sample)



Collection

Users can collect posts into a printable, sortable format. Collections are a good way to organize posts for quick reading. A Collection must be created to tag posts. [More Help](#)

Thread: Name the QEP Posted Date: March 10, 2012 9:24 AM
Post: Name the QEP Edited Date: March 10, 2012 1:46 PM
Author: Myra Cummings Status: Published

Submit your suggestions and ideas
1. DART=Developing Active Responsibility Today
2. DART=Developing Accountability & Responsibility Today
3. PYRO=Be Present YES!! Be Responsible Create Opportunity-PYRO Excellence!!
4. DRAGON=Developing Responsibility Actively Growing Opportunities Now

(Post is Read)

Thread: Name the QEP Posted Date: March 19, 2012 9:22 AM
Post: RE: Name the QEP Status: Published
Author: Quality Enhancement plan Enhancement plan

REACT - Responsibly Educating about Accountability through Creative Teaching

(Post is Read)

Thread: Name the QEP Posted Date: March 19, 2012 10:15 AM
Post: RE: Name the QEP Status: Published
Author: Quality Enhancement plan Enhancement plan

Student
Accountability
Through
Education
Responsibly
Educating about
Accountability in
Life

(Post is Read)

Thread: Name the QEP Posted Date: March 23, 2012 10:29 AM
Post: RE: Name the QEP Status: Published
Author: Quality Enhancement plan Enhancement plan

I was offering two separate acronyms: SATE and REAL. The spacing was eliminated when I submitted the post. Rhonda Armstrong

(Post is Read)

Thread: Name the QEP Posted Date: March 20, 2012 5:32 PM
Post: RE: Name the QEP Status: Published
Author: Quality Enhancement plan Enhancement plan

I think either of the DART acronyms would be effective but I particularly like Developing Accountability and Responsibility Today. Or, perhaps, to show a cooperative effort between students and instructors: Developing Accountability and Responsibility Together. Since the QEP is about both accountability and responsibility, I like the idea of both being included in the acronym. The other two suggestions seem a bit too complicated.

(Post is Read)

Thread: Name the QEP Posted Date: March 21, 2012 8:47 AM
Post: RE: Name the QEP Status: Published
Author: RITA TAPP

I like this suggestion and the idea that we are all in this together.

Appendix E Blackboard discussions QEP Topic (representative sample)

Collection

https://parisjc.blackboard.com/webapps/discussionboard/do/message...



Collection

Users can Collect posts into a printable, sortable format. Collections are a good way to organize posts for quick reading. A Collection must be created to tag posts. [More Help](#)

Thread: QEP Topic
Post: QEP Topic
Author: Myra Cummings
Posted Date: March 10, 2012 9:25 AM
Edited Date: March 10, 2012 11:25 AM
Status: Published

The QEP Committee would like any suggestions and ideas.

(Post is Read)

Thread: QEP Topic
Post: RE: QEP Topic
Author: Quality Enhancement plan Enhancement plan
Posted Date: March 20, 2012 10:41 AM
Status: Published

I may be ahead here, but I am interested to know if we are working with these ideas in Learning Frameworks or if we are trying to incorporate some of these ideas into as many courses and presentations as we can over the next five years?

(Post is Read)

Thread: QEP Topic
Post: RE: QEP Topic
Author: RITA TAPP
Posted Date: March 20, 2012 5:19 PM
Status: Published

I think the idea is that we can incorporate them into the Learning Frameworks (and some of the ideas are already being addressed in LF) and the gatekeeper courses. It will be an ongoing process for the next five years.

(Post is Read)

Thread: QEP Topic
Post: RE: QEP Topic
Author: Quality Enhancement plan Enhancement plan
Posted Date: March 21, 2012 8:21 AM
Status: Published

In every course we teach, especially to developmental students, we should stress the responsibility of attendance in every class, being on time, and turning in assignments on time. A stronger emphasis in these areas for students who may have not grown up with an emphasis on these values could certainly impact them in later courses. Even if it is a repetition of what it taught in the Learning Frameworks course, it would help them see the importance if every instructor stressed the importance of this skill set in relation to education as well as on the job training.

(Post is Read)

Thread: QEP Topic
Post: RE: QEP Topic
Author: Quality Enhancement plan Enhancement plan
Posted Date: March 27, 2012 12:45 PM
Status: Published

Attendance is very important to all courses that are offered. The students can not learn if they do not attend to obtain the information. There are several programs that attendance is a big factor in passing or failing. In some programs, there are strict attendance policies that are followed. The student is only allowed 3 absences within the semester, and they have to justify why they were absent if they miss. They have to make up the work that was missed or do additional work to make up for the information that was missed. If the student goes beyond those 3 absences, then they may have to go before an extenuating circumstance committee. This committee can allow the student to stay or dismiss them for the program depending on if they have an extenuating circumstance for missing more than the allotted number of absences. It keeps the students within our programs accountable for their actions. We do not usually have problems with attendance, because we cover the policy the first day of class. They sign off that they understand the policy, and how the policy is implemented. I call my students if they are not in class, so they know that someone is checking on them. It is just another way to show that we want them to be successful in their college experiences.

(Post is Read)

Thread: QEP Topic
Post: RE: QEP Topic
Author: Quality Enhancement plan Enhancement plan
Posted Date: March 28, 2012 12:24 PM
Status: Published

Is there any type of campus wide marketing plan in the works to help reinforce these values? For example, a poster campaign stressing behaviors associated with academic success (timely completion of assignments, attendance, etc.). Another possibility would be to include a campus wide reward OK

Appendix F Blackboard discussions Student Learning Outcomes (representative sample)



Collection

Users can Collect posts into a printable, sortable format. Collections are a good way to organize posts for quick reading. A Collection must be created to tag posts. [More Help](#)

Thread: Student Learning Outcomes Posted Date: March 10, 2012 9:32 AM
Post: Student Learning Outcomes Edited Date: March 10, 2012 11:11 AM
Author: Myra Cummings Status: Published

Paris Jr. College will have to do assessments and have a plan to implement. Data will be collected and evaluated. A decision has not been made on what courses (Gatekeeper Courses/Learning Frameworks). Please be specific in what SLO you are making suggestions to assess and implement.

SACS: Identifying the Actions to be Implemented Step Eight: Assessing the Success of the QEP

The institution's evaluation of its QEP should be multifaceted, with attention both to key objectives and benchmarks to be achieved in the implementation of the QEP as well as to the overall goals of the plan. Initially, evaluation strategies need to focus on the implementation process and provide crucial feedback to those with primary responsibility for the QEP.

In evaluating the overall goals of the QEP, primary emphasis is given to the impact of the QEP on the quality of student learning. Since On-Site Reaffirmation Committees must be convinced that institutions have developed the means for assessing the success of their QEPs, they expect details – names of assessment instruments, timelines for their administration, processes for the review of the assessment results – rather than general descriptions of intentions to develop instruments at some point in the future. Multiple strategies using both quantitative and qualitative, as well as internal and external, measures should be employed. The identified student learning outcomes will require careful analysis for consistency of results across different measures and for understanding variation among the outcomes. The chosen measures need to be both valid and reliable, and the comprehensive assessment plan should be flexible enough to accommodate, if necessary, subsequent changes made to implementation activities and timelines as a result of the analysis of previous assessment results. On-Site Reaffirmation Committees also expect institutions to have developed a system for monitoring progress in implementing its QEP and to describe the process by which the results of evaluation will be used to improve student learning.

(Post is Read)

Thread: Student Learning Outcomes Posted Date: March 19, 2012 9:36 AM
Post: [RE: Student Learning Outcomes](#) Status: Published
Author: Quality Enhancement plan Enhancement plan

Learning Frameworks would be an excellent course to assess students' abilities (since the course already addresses topics such as financial responsibility, study skills, etc.). My only concern is that the ideas of accountability and responsibility can be very broadly defined and hard to assess (and some ideas/thoughts about these areas are very intangible). As a college, we should be very focused on which areas of accountability and/or responsibility we plan to assess - and make sure those areas can be concretely assessed and evaluated (since, according to SACS, if it isn't documented, it doesn't happen).

Some ideas of certain areas that might be considered:

1. Class Assignments - Do the students turn work in on time? Is there a consequence for late work? Does turning in late work correlate to poor grades?
2. Attendance - Do students attend class regularly? Is there an attendance policy for the course? What factors (both internal and external) affect student attendance? The early warning system and teacher phone calls/emails/letters are a good way to document this; however, instructors need to clearly document the attempted contact and report this to the QEP committee.
3. Dropping Courses - Why do students drop courses? Are the students prepared for the course (in particular, online courses)? What factors correlate to dropping courses?

(Post is Read)

Thread: Student Learning Outcomes Posted Date: March 20, 2012 10:44 AM
Post: [RE: Student Learning Outcomes](#) Status: Published
Author: Quality Enhancement plan Enhancement plan

I think that many instructors can work with some of these questions. However, I am not sure that most of our responses might not be anecdotal and difficult to change into data.

Appendix G Blackboard discussions Attendance Policy (representative sample)



Collection

Users can collect posts into a printable, sortable format. Collections are a good way to organize posts for quick reading. A Collection must be created to tag posts. [More Help](#)

Thread: PJC Attendance Policy
Post: [PJC Attendance Policy](#)
Author: Myra Cummings

Posted Date: April 3, 2012 7:27 PM
Edited Date: April 3, 2012 7:32 PM
Status: Published
Overall Rating:

Should PJC have a campus wide attendance policy?
There was a lot of posts about attendance, thank you, Please let us know all details that need to be considered. Please be specific.
Number of days (no percentages, students do not understand this)
Face-to-face
Night class
Mention ORD
Religious
Athletes

(Post is Read)

Thread: PJC Attendance Policy
Post: [Diana Mason](#)
Author: Quality Enhancement plan Enhancement plan

Posted Date: April 6, 2012 8:50 AM
Status: Published
Overall Rating:

I hope and pray for a college-wide attendance policy! I think students need to understand the consequences of missing classes and that their success is directly tied to their attendance. I know they need to be responsible, but most workplaces expect responsibility too and still have either a written or implied attendance policy. If they miss too much work, they are fired. We should drop them from any course where they have passed the possibility of success and give them the opportunity to succeed next semester. If there are no consequences (failure of the course doesn't seem to be a consequence), then how are they to learn? We need to shift from our thinking of the student's right to fail to the student's right opportunity to succeed, eventually. Maybe if there is a consequence (across the campus) of being dropped from courses, we can shift their thinking that, since they paid for a course, they are entitled to do as they wish, including failing.
With so many different course schedules, face-to-face, online, etc, it is hard to put a number on times missed, but if we calculate the number as 20% of the course (in a 48 hour course that is 4 absences?) and then put that number in the syllabus, it will be consistent across the board and yet the students will have the number for the course. Online could still be 20% of the course...once they miss 20% by a certain time of the semester, they are dropped...maybe at 75% completion mark?
However, now I want to bring up another aspect of responsibility. Do any of you have students in your classes who attend regularly...in fact, hardly ever miss class...but who do not submit any work?? I have seen this for several semesters now. Nice students...they smile and nod and then never do a lick of work...but they are in class and are appalled when they receive an F for the course. Surely it isn't just me!

(Post is Read)

Thread: PJC Attendance Policy
Post: [RE: Diana Mason](#)
Author: Quality Enhancement plan Enhancement plan

Posted Date: April 11, 2012 4:07 PM
Status: Published
Overall Rating:

I think you are correct in that there does not seem to be a consequence for not attending. It does need to be clear what the consequence for not attending is, and it needs to be enforced. I believe our students are so used to not having any consequences for their actions. On the other topic about students who come to class yet never turn in any work, well, welcome to my world there, too. And I'm afraid that these two issues are intertwined. On the one hand, we have the students who don't come to class but will show up with a handful of late work, thinking that if they just give us some papers, that should be good enough. On the other hand, we have those other students who believe that if they just show up, they will pass the class. Somehow they are missing the point that they HAVE to attend and they HAVE to do the work.

Appendix H Student Attendance/Participation Survey

Student Attendance/Participation Survey

291 students participated

1. Paris Junior College should have a campus wide attendance policy.
 - a. Agree 45%
 - b. Neutral 34%
 - c. Disagree 21%

2. I would be more likely to participate in class if I knew I would receive points for participation.
 - a. Agree 73%
 - b. Neutral 19%
 - c. Disagree 8%

3. I would be more likely to participate in class if I knew I would lose points for not participating.
 - a. Agree 64%
 - b. Neutral 18%
 - c. Disagree 18%

Appendix I QEP Implementation Committee and Orientation Sub-Committee Minutes

Paris Junior College
Quality Enhancement Plan
Meeting October 30, 2012

Review SACS report from On-Site Committee

Refocus of Quality Enhancement Plan

Orientation – Mandatory. Both in person and on-line. Focusing on what the student needs to know by the first day/week of classes.

Revising the Advising Process – 1. Introduction of a syllabus to provide consistency and checkpoints to define timelines to meet with students and assess progress. 2. Assign each student an advisor (including all faculty) with workforce faculty advising their declared majors and academic faculty assigned students by major. 3. Provide assistance for students in choosing a career and developing a degree plan (career planning and placement). 4. Training to use the online degree audit. 5. Train advisors with a developed advising manual.

Where do we want to be in 5 year with this QEP? What does student success look like with the implementation of the QEP? What will students know?

Develop learning outcomes for orientation

Develop learning outcomes for the advisement process

By November 13th at 2:00 p.m.

Sub-committee will focus on Orientation

Conduct student focus groups to find out what students think they need to know by Day 1 of the first week or what they wish they had known.

Survey faculty and student service personnel to ask what students need to know by Day 1 of the first week.

Develop a three hour orientation that can be completed both face to face and online before enrollment. Prepare the orientation in modules so that a student can go online and have questions answered at any time. Use a pre-test and a post-test to determine what a student knows when they come in and when they complete orientation.

Develop professional development for adjunct and full-time faculty and staff so that all faculty and staff can answer these need to know questions.

Determine what needs assessing.

Sub-committee will focus on Advising

Development of an advising syllabus for consistency and to provide checkpoints to define timelines to meet with a student during the semester and assess progress.

Development of an advising manual to be used in training.

Revise career planning process at Paris Junior College.
Development of process to assign new students to an advisor.
Provide training for online degree audit.
Provide advisor training for all faculty.
Determine what needs assessing.

Assessments

Collect baseline data on each item to be assessed and as soon as possible.

Suggestions for consideration: Increase graduation rates (how do you measure consistently—consider use a cohort of first-time entering college students or the AtD cohort definition). Increase number of students reaching goals. Improve course success rates (first semester gen. ed. Or gatekeeper courses success rates for students before and after the processes are implemented. Measure progress or momentum toward degree completion (can use Texas momentum point measures)

Note: You can use SENSE and CCSSE data but do not use them as a pre-test post-test.

QUALITY ENHANCEMENT PLAN
COMMITTEE MEETING
November 13, 2012

Present:

Anthony Sawyer, John Spradling, Andrew Fisher, Amie Cato, Linda Miles, Sheila Reece, Charlie Hodgkiss, Beverly Matthews, Beth Shelton, Ed McCraw, Lee LaRue, Mallie Hood, Marian Ellis, Rita Tapp, Mayra Cummings, Jan Jordan, Pam Anglin

Report from Orientation Sub-Committee through distribution and discussion of minutes of Sub-Committee including:

- Finding from Focus Groups
- Learning Outcomes for Orientation
- Items to be included in Orientation
- Assessment Method
- (Orientation will be offered both face to face and online)

Report from Advising Sub-Committee through distribution and discussion of minutes of Sub-Committee including:

- Learning Outcomes for Advising
- Proposed Advising Syllabus
- Proposed method for assigning advisors – All faculty will advise students with majors within their discipline. Non-declared and general studies will be advised through advisors in the Counseling Department.

Proposed career planning process – Learning Frameworks will be enhanced to include more career planning (chapter in next edition of text and exercise using Career Coach)

- Assessment Method

Tasks for Next Meeting of QEP Committee

Orientation:

- Follow up from November 13th meeting
- Review proposed modules for orientation
- Review deliver times to offer face to face orientation
- Review proposed online delivery of orientation
- Review pre-test and post-test
- Review proposal for staff development

Advising:

- Follow up from November 13th meeting
- Review development of advising manual
- Review proposal for advisor training
- Review proposal for training of online degree audit

QUALITY ENHANCEMENT PLAN IMPLEMENTATION COMMITTEE
MINUTES
December 3, 2012

Present: Sheila Reece, Linda Miles, Andrew Fisher, Amie Cato, Jan Jordan, Mallie Hood, Jennifer Collar, Jack Brown, Ed McCraw, Rita Tapp, Beverly Matthews, Marian Ellis, John Spradling, Charlie Hodgkiss, Mayra Cummings, Beth Shelton, Pam Anglin

The Orientation Sub-Committee presented a pre-test and post-test to be used as an evaluation instrument for orientation. The Sub-Committee presented the proposed modules developed, based on input from all Focus Groups, for the review of the whole committee. Developing the online orientation and the possible use of Blackboard as the LMS was discussed. The Committee discussed having all new students or transfer students with less than 12 hours.

The Advising Sub-Committee presented the Advising Manual that has been developed to be used in professional development and as a reference tool during advising sessions. The Committee proposed conducting the training by modules.

QEP Sub –Committee for Orientation

November 8, 2012

Members present: Sheila Reece, Beverly Matthews, Jack Brown, Jennifer Collar, Marian Ellis, Amie Cato, Linda Miles, Andrew Fisher

After the initial QEP meeting held October 30, 2012, the sub-committee met to assign work on conducting student focus groups and surveying faculty and student service staff on “What do students need to know by day 1/first week of class or what they wish they had known”. Each faculty member utilized 1-2 of their classes for the student focus groups, Beverly took vocational/technical classes and Sheila, Amie and Linda surveyed student services staff. The Faculty Association committee members were emailed to retrieve results they had already gathered from their faculty. The student focus groups were taken from all three campuses, academic and vocational/technical classes, and both day and evening classes. A survey was sent to all committee members for their use in the focus groups to ensure that all groups were asked the same questions. All surveys were due by November 7, 2012.

The survey and focus group responses were compiled and sent to the committee members to review prior to the meeting. The top 16 responses for both faculty/staff and students were highlighted. These top items are what will be included in orientation. Other items mentioned and comments made will be considered for possible additions to the Learning Frameworks course. The top 16 items were location of classes, attendance, available student services, where and how to purchase textbooks, navigating campus connect, how to add/drop courses and make schedule changes, accessing blackboard, how to read a schedule, understanding a degree plan, tutoring, financial aid, locating instructors, how/when to pay tuition, obtaining a student id/parking permit and where to hang out on campus/student clubs.

After discussion, the following Student Learning Outcomes and assessments were created.

Orientation Student Learning Outcomes

Students completing orientation will demonstrate readiness for the upcoming semester by being able to:

- Manage the campus physical environment by knowing which buildings to go to for academic and student services and where their classes will be located.
- Demonstrate knowledge of college resources and services available to them that will support their educational goals.
- Understand degree requirements and relate those to their own academic program.
- Understand how to navigate the use of Campus Connect and Blackboard.
- Understand the expectations of class attendance.
- Understanding the importance and purpose of a class syllabus.

Assessment of Student Learning Outcomes for Orientation – Pre/Post Test – Questions will be targeted to each of the above bullets using a sliding scale.

Assessment #2 (Assessing orientation and the overall SLO including the Advising component)

By the end of the first semester of enrollment, 75% of students will demonstrate successful course completion. (A, B, or C)

ATD Baseline data –	Fall 2009	75%
	Fall 2010	69%
	Fall 2011	69%

Assessment #3 (Assessing orientation and the overall SLO including the Advising component)

Students will demonstrate retention from fall to spring of 85%.

ATD Baseline data -	Fall 2009	82%
	Fall 2010	77%
	Fall 2011	79%

Can also use ATD's fall to fall and GPA baseline data to assess overall SLO that will include the Advising component.

QEP Sub –Committee for Orientation

November 14, 2012

Members present: Sheila Reece, Beverly Matthews, Amie Cato

Due to committee member schedules, the committee members above met on November 14, 2012 to begin work on the next phase and the other members will meet on November 15, 2012 to continue. “Understanding where to locate academic policies” was added to the orientation student learning outcomes after a suggestion was made by the implementation committee on November 13th. Another suggestion was to increase the percentage of students demonstrating successful course completion from 75% to 80%. Those revisions have been made and are reflected below. The orientation modules have been outlined below. Proposed delivery times for orientation on each campus are also outlined based on the number of first-time students on each campus during the fall 2012 semester. Each campus will have an orientation schedule that includes morning, afternoon, evening and possibly a Saturday session. We believe the maximum number of students per session should be limited to 100 in order to make the session less intimidating for students to be involved in discussions and to be able to work through the presentation plus give adequate time for students to obtain a student id, receive a degree plan and register for classes. An assessment was developed that contains 30 questions that map back to each of the student learning outcomes.

QEP Sub-Committee for Orientation

November 15, 2012

Members present: Sheila Reece, Marian Ellis, Jack Brown, Lee Larue, Linda Miles, Andrew Fisher

Committee members continued the work by reviewing the modules and the subtopics under each module. Suggestions were made to several modules and added to the list. The assessment instrument was discussed in length and some members felt that using a pre/post test would be a better assessment instrument. After much discussion, a decision was made to ask Dr. Anglin which assessment should be used before moving forward. The next topic discussed was the online delivery. Sheila will forward to the committee members two websites that offer professionally produced online orientations. Andrew will also forward a website called shindig that offers another alternative to presenting the orientation online. The committee members will look at these and others they may find and report back during the next meeting. Blackboard is still a way to offer the online orientation, but needs to be done in a way that will be informative to the students in a creative way. Faculty and staff who understand how to use Blackboard and make it user-friendly will need to be available to work on this project in the spring in order to have it ready by May 2013 (when early registration typically begins). Delivery times were discussed next and are mentioned in the prior minutes. There were 617 first-time students during the fall 2012 semester on the Paris campus, 519 on the Greenville campus and 355 on the Sulphur Springs campus. A minimum of 7 orientations will be needed in Paris, 6 in Greenville and 4 in Sulphur Springs. The next topic of discussion was staff development. During staff development in January, our committee will explain why orientation will be mandatory beginning fall 2013 and the process of how we came up with the modules being presented. Faculty and staff will be informed of what their contribution to orientation will be. Assistance will be needed for advising and registration for the students who attend orientation. The committee felt that adjunct instructors should be made to attend a staff development at least once per year and this can be presented to them at that time.

QEP Sub-Committee for Orientation

November 28, 2012

Members present: Sheila Reece, Marian Ellis, Jack Brown, Lee Larue, Linda Miles, Amie Cato, Jennifer Collar

The committee met and discussed the online delivery of orientation. Marian spoke to Communication Evolved, an outside source for creating an online orientation and the cost for PJC was a set-up fee of \$5,625 and annual ongoing cost of \$2,940 for 1500 students per year. The committee felt that this was expensive and thought the online orientation could be built using Blackboard. Dr. Haley will assist with the technical side of creating the class with assistance from this committee on the information needed in the course. Students requesting online orientation will be loaded into Blackboard by Admissions staff and released to register after orientation has been completed. The next item of discussion was the assessment test. After speaking to Dr. Anglin, Sheila created a set of test questions to be used as an assessment pre/post test and these were sent to the committee members to analyze prior to this meeting. Suggestions were made as each question was discussed. The number of questions was reduced to 20. It was decided that we could give the assessment at the end of the orientation and not at the beginning and have a learning outcome of 80% of students will score a minimum of 75 on the orientation assessment. The assessment will be given next week at the Greenville and Paris campus orientations to see if this is a reasonable learning outcome.

Orientation Student Learning Outcomes

Students completing orientation will demonstrate readiness for the upcoming semester by being able to:

- Manage the campus physical environment by knowing which buildings to go to for academic and student services and where their classes will be located.
- Demonstrate knowledge of college resources and services available to them that will support their educational goals.
- Understand degree requirements and relate those to their own academic program.
- Access and navigate Campus Connect and Blackboard.
- Understand the expectations of class attendance.
- Understand the importance and purpose of a class syllabus.
- Understand where to locate academic policies.

Assessment of Student Learning Outcomes for Orientation – 80% of students will score a minimum of 75 on the orientation assessment.

Assessment #2 (Assessing orientation and the overall SLO including the Advising component)

By the end of the first semester of enrollment, 80% of students will demonstrate successful course completion. (A, B, or C)

ATD Baseline data –	Fall 2009	75%
	Fall 2010	69%
	Fall 2011	69%

Assessment #3 (Assessing orientation and the overall SLO including the Advising component)

Students will demonstrate retention from fall to spring of 85%.

ATD Baseline data -	Fall 2009	82%
	Fall 2010	77%
	Fall 2011	79%

Can also use ATD's fall to fall and GPA baseline data to assess overall SLO that will include the Advising component.

Orientation Modules

1. Attendance....The importance of coming to class.
 - a. Consequences of not attending class or lab (FA)
 - b. Importance of attending the first class day
 - c. Attendance expectations of faculty
 - d. Attendance expectations in developmental classes and programs such as nursing

2. Student Services....Where are they and who are they?
 - a. Records Office
 - b. Business Office
 - c. Disability Services
 - d. Admissions Office
 - e. Library
 - f. Food Service...not just for the residence hall students
 - g. Testing Center
 - h. Financial Aid Office
 - i. Counseling Office

3. Textbooks....Where do I purchase them?
 - a. Navigating the college bookstore website
 - b. How do you know what books to purchase
 - c. Access Codes
 - d. Alternatives to bookstore for purchasing textbooks
 - e. When to charge your textbooks using your FA

4. Navigating Campus Connect
 - a. Importance of updating demographic information
 - b. How to view class schedule, unofficial transcript and grades
 - c. How to accept FA
 - d. How to pay tuition using FACTS

5. Syllabus.....What is it and why it is important.
 - a. How to read a syllabus....show an example
 - b. Attendance policy
 - c. Due dates
 - d. Grading policy

6. Schedule Changes.....How to add and drop a class.
 - a. How to add and drop/change your schedule
 - b. Last day to add
 - c. Last day to drop

7. Accessing Blackboard
 - a. When to log on
 - b. Help Desk
 - c. Importance of reading the announcements

- d. Each Blackboard course may be set up differently
8. My class schedule....What does it really tell me?
 - a. How to read a class schedule...show an example
 9. Degree Plans....Understanding what they are and why I need one.
 - a. Certificate Plans
 - b. Associate Degree Plans
 - c. Associate of Applied Science Degree Plans
 - d. Core Curriculum
 - e. Selecting a major
 10. Tutoring
 - a. Where can I ask for a tutor
 - b. Tutoring is free
 - c. Writing Center
 - d. Math Lab
 11. Financial Aid.....The basics.
 - a. How to accept FA
 - b. GPA needed to maintain FA
 - c. Consequences of not attending classes while on FA (SAP)
 - d. Consequences of dropping classes while on FA (SAP)
 12. Tuition.....Options for payment.
 - a. FACTS payment plan
 - b. In-House payment plan
 - c. Financial Aid
 - d. Last day to pay before being dropped (ORD)
 - e. Scholarships
 13. Academic Policies.....What are they and where can they be found?
 - a. Student Handbook...go through it.
 14. Student Clubs.....How can I get involved?
 - a. The Blend, SGA, AASU, Student Ministries, Program specific ie: HVAC
 - b. Student Activities....give examples.....commuter students are encouraged to participate
 - c. Student Center – 1st floor
 15. Student ID/Parking Permit.....Where do I get them?
 - a. Take students to get id/parking permit on tour
 16. Location, Location, Location
 - a. Buildings/ signage
 - b. Where classes are located/ new map
 - c. How to contact their instructors
 - d. Campus Tour

Orientation Delivery Times

Paris Campus (617 first-time students fall 2012) Minimum of 7 orientations

Monday afternoon

Monday evening

Tuesday afternoon

Tuesday evening

Wednesday morning

Thursday morning

Saturday ???

Greenville Campus (519 first-time students fall 2012) Minimum of 6 orientations

Sulphur Springs Campus (355 first-time students fall 2012) Minimum of 4 orientations

Maximum # of students per orientation - 100

Orientation Assessment

On the scantron provided, please mark the best answer to each question.

1. Attending face to face class or logging into Blackboard for online courses on the first day of class is
 - a. Mandatory
 - b. Not important because nothing is really covered the first day
 - c. Very important because course guidelines and syllabi are covered the first day

2. To log on to Campus Connect, you will need the following
 - a. Social Security number
 - b. Student ID number
 - c. Birthdate
 - d. Both b and c
 - e. Both a and c

3. You can locate the textbooks you need by
 - a. Calling your instructor
 - b. Asking the Business Office
 - c. Going to the PJC Bookstore website

4. You can view your final course grades on
 - a. Blackboard
 - b. Report card sent in the mail
 - c. Campus Connect

5. Where do you locate an instructor's grading policy?
 - a. Degree Plan
 - b. Syllabus
 - c. Ask a classmate

6. Who do you contact if you need assistance with logging on to Blackboard?
 - a. Your Instructor
 - b. Help Desk
 - c. Admissions Office

7. Where can you find the last day to drop a class?
 - a. Syllabus
 - b. Student Handbook
 - c. Degree Plan
 - d. Both A and B

8. The number "3" in Engl 1301.05 tells you what?
 - a. The section number of the course
 - b. The level of the course, such as freshman or sophomore
 - c. The number of semester hours the course is worth

9. How many semester hours must you have to be a full-time student?
 - a. 9
 - b. 12
 - c. 15

10. When should you get a degree plan?
 - a. First semester
 - b. Second semester
 - c. Right before graduation

11. Where do you go for assistance in selecting a major?
 - a. Admissions Office
 - b. Registrar's Office
 - c. Counseling Office

12. Tutoring is available and free.
 - a. True
 - b. False

13. What GPA is required to maintain Satisfactory Academic Progress (SAP) for financial aid?
 - a. 2.0
 - b. 2.5
 - c. 3.0

14. To accept your Financial Aid, you must
 - a. Log on to Blackboard
 - b. Log on to Campus Connect
 - c. Go to the Financial Aid Office

15. Before dropping classes, you should
 - a. Talk to your instructor
 - b. Seek the help of a tutor
 - c. All of the above

16. Not attending class can negatively affect your Financial Aid.
 - a. True
 - b. False

17. You can be dropped from all classes if tuition is not paid by a specific date each semester.
- True
 - False
18. You can pay tuition with
- Credit Card
 - Cash
 - Financial Aid
 - Scholarship
 - All of the above
19. Where can you find a calendar of important dates
- Student Handbook
 - Syllabus
 - Bulletin Board
20. What does "R" mean on your class schedule?
- Tuesday
 - Wednesday
 - Thursday

Appendix J QEP Advising Sub-Committee Minutes

QEP Advising Sub-Committee
Minutes
March 6, 2013

Present: Mayra Cummings, John Shasteen, Mallie Hood, Jan Jordan, Ed McCraw, Beth Shelton, Anthony Sawyer, Sheila Reece, Charlie Hodgkiss, Rita Tapp

Absent: William Walker

The QEP Advising Sub-Committee met Wednesday, March 6, 2013, to discuss the upcoming advisor training scheduled for March 29. The committee reviewed the revised timeline. The committee also reviewed the advising syllabus in its final format. It is ready to print.

Rita Tapp updated the committee on the status of the advising screen being designed in POISE. Mary Mims is working on the screen using input provided by the committee and it should be ready soon. The screen will provide an electronic means of recording data related to advising and a place for advisors to make notes for review at each advising session.

The following professional development training sessions are scheduled for advisors in Spring 2013:

Advising manual/syllabus	March 29
POISE system	April 12
Placement/TSI	April 26

Specific times and locations will be determined later. The committee discussed the need for an assessment tool to be administered at the end of each professional development training session to assess the effectiveness of the training. Each committee member is to review the advising manual and advising syllabus and propose 1-5 questions to be included in a quiz for the first training session. The questions should be submitted to Rita Tapp by March 20.

Sheila Reece presented a list of full-time faculty by teaching discipline and asked for input from the committee to determine which faculty can be assigned students at the Greenville and Sulphur Springs centers. The committee discussed how to notify students about their assigned advisor and all agreed that having the information in Campus Connect will be the most efficient method. All advisors will be expected to send each student an introductory letter that includes the advisor's contact information including office hours and location.

Respectfully submitted,

Rita Tapp

QEP Advising Sub-Committee
Minutes
November 8, 2012

Present: Charlie Hodgkiss, Rita Tapp, Ed McCraw, Anthony Sawyer, Mallie Hood, John Shasteen, Mayra Cummings, Beverly Matthews, Sheila Reece

Absent: Jan Jordan, William Walker

The committee met to continue the discussion about student learning outcomes. The SLOs established at the previous meeting needed to be revised to include measurable outcomes. Beverly Matthews provided input related to developing outcomes that would be measurable. Baseline data will be used to measure the effectiveness of our outcomes toward the institutional level goals of increasing persistence, grade point average, and successful completion of courses. The student learning outcomes established regarding the advising process will lead students to be more likely to complete courses, make better grades, and to stay enroll until graduation.

The discussion centered on what students need to know after the advising process, and Sheila Reece provided input about what information will be covered in orientation and how the information will be measured. Based on the Coordinating Board draft of the Report on Methods for Increasing Student Success and Degree Completion at Public Institutions of Higher Education, the committee wanted to establish student learning outcomes that would effectively guide students through core curriculum and degree plan requirements and other academic policies regarding academic progress and graduation, as well as helping students cultivate the skills to make informed decisions related to their educational experience. After much discussion and input from all committee members in attendance, the following student learning outcomes were established:

1. 60% of students will be able to generate an online degree audit by the end of their second semester of enrollment.
2. 75% of students will declare a major by the end of their second semester of enrollment.
3. 75% of students will demonstrate an understanding of academic policies related to adding, dropping, and withdrawing from courses as demonstrated by correctly answering 4 out of 5 questions on a quiz.

The committee will meet again on Monday, November 12, 2012, at 3:00 p.m. via ITV (Paris campus: AS 105, Greenville campus: GC 212, Sulphur Springs campus: SSC Conference room). The agenda for the meeting will include reviewing the proposed advising syllabus, discussing the career planning process, and developing a process to assign new students to an advisor.

Respectfully submitted,

Rita Tapp

QEP Advising Sub-committee
Minutes
November 12, 2012

Present: Mayra Cummings, John Shasteen, Ed McCraw, Jan Jordan, Anthony Sawyer, Mallie Hood, Rita Tapp
Absent: Charlie Hodgkiss, William Walker

The QEP Advising Sub-Committee met Monday, November 12, 2012, to discuss revising the career planning process, the process to assign new students to an advisor, and to review the proposed advising syllabus.

The advising syllabus was reviewed and several suggestions made for improvement. It was suggested that the Campus Resources area indicate the number for resources at each campus. The revised copy will be presented to the full committee on November 13, 2012.

There was much discussion about the process for assigning new students to advisors. It was noted that to assign students to an advisor at the time of admission would be possible, but may be problematic during the summer for advising purposes since many faculty are not available in the summer. The sub-committee makes the following recommendations:

- Assign advisors to students during the first semester of enrollment according to each student's declared major and the faculty area of discipline.
 - Assignment must be made early in the semester so students will have time to meet with their advisors more than once during the semester.
- Provide professional development on best practices to all faculty who will be advising students who are undecided about a major or who have declared a General Studies major.
 - Provide supplemental one-on-one peer training with advisors who have experience advising those students.

The sub-committee also talked about the career planning process. The committee makes the following recommendations:

- Enhance the career planning section in Learning Frameworks.
- Designate specific sections of Learning Frameworks for general studies majors or undeclared students.
- Create an Academic Advising page on the PJC website to include additional career planning information as well as other advising tools and resources.

Respectfully submitted,

Rita Tapp

Quality Enhancement Plan
Advising Sub-Committee
Minutes
November 15, 2012

Present: Mayra Cummings, John Shasteen, Anthony Sawyer, Charlie Hodgkiss, Beth Shelton, Rita Tapp, Jan Jordan, Ed McCraw, Mallie Hood

Absent: William Walker

The QEP Advising Sub-Committee met Thursday, November 15, 2012, to revise the student learning outcomes based on input from the full committee meeting on Tuesday, November 13. The third proposed student learning outcome related to students understanding academic policies was removed from the advising section. A previously proposed SLO was reinstated and was revised to read:

75% of students will be able to identify their academic advisor by name and know how to contact his or her advisor by the end of their first semester of enrollment.

Faculty advisors will track advising sessions with students by entering data in POISE. The data can be collected from POISE to document advising; students who see their assigned advisor are considered to know their advisor and how to contact him or her.

The sub-committee reviewed sample letters that could be sent to students from faculty as an introduction and initial communication. Other sample letters were to notify students when registration begins and encourage students to schedule an appointment for advising.

The sub-committee listed information that faculty advisors will need to know and this information will be used to create an advising manual. The top items to be included are:

- TSI information
- Developmental Plan
- Core Curriculum
- Pre-requisites and co-requisites
- Sequence of courses
- Lecture/Lab combo requirements
- List of courses that do not require TSI completion
- Fact sheets from departments
- FERPA information
- Common course numbering system
- Availability of campus resources (disability services, special populations, etc.)
- POISE instructions
 - How to update demographic information and major
 - How to change termcodes
 - How to change screens (add/drop)

- How to generate/review degree audit

Barbara Thomas recently completed an advising manual and the sub-committee will utilize the available information where appropriate and add information as needed.

Rita Tapp demonstrated the degree audit program that is available to students in Campus Connect. An inquiry will be made to ESP to see if the format can be modified slightly to make it easier to understand.

The next meeting will be held Tuesday, Nov. 27 at 1:00 p.m. via ITV. The Paris participants will meet in AS 105, Greenville participants in GC 212.

Respectfully submitted,

Rita Tapp

Quality Enhancement Plan
Advising Sub-Committee Minutes
November 27, 2012

Present: Anthony Sawyer, William Walker, Jan Jordan, Ed McCraw, Beth Shelton, Mayra Cummings, John Shasteen, Charlie Hodgkiss, Rita Tapp, Mallie Hood

At a previous meeting, the sub-committee discussed the need for a way for advisors to electronically store information from advising sessions with students. Rita Tapp discussed this need with Mary Mims who indicated that a separate screen could be created in POISE where advisors can enter data during or after each advising session. The data could later be retrieved for reporting purposes and analysis.

Ed McCraw reported that at an Administrative Council meeting, the issue of assigning students who are TSI incomplete to faculty advisors was discussed. The Administrative Council agreed that the Student Services staff could be included as advisors for those students. The sub-committee will also plan to utilize selected faculty from both the math and English departments as advisors for TSI incomplete students.

It was suggested that the advising syllabus have a place for the student to sign and acknowledge receipt of the document. The acknowledgement will be electronically recorded on the advising screen. There will also be a place for the student to include his or her name on the advising syllabus.

A copy of *Insider's Guide to Academic Planning* was distributed. The booklet contains valuable information that will be considered in developing our advising manual. Also distributed were copies of the existing advising manual written specifically for the Counseling/Advising Department that the sub-committee will use to develop an advising manual for faculty advisors. The sub-committee began a review of the manual and discussed areas that could be eliminated or decreased in order to shorten it for faculty use. An email message was sent to all faculty asking them to submit 3-5 basic concepts that students should obtain from an advising session. The input will be used in developing the final version of the advising manual.

Rita Tapp reported that the online degree audit transcript has been modified to be easier to read. The degree audit now indicates areas that are incomplete, but does not include "Incomplete" for each individual course option. The change will help students see which areas they need to complete.

The next meeting of the sub-committee will be Thursday, November 29, 2012, at 1:00 p.m. The sub-committee members are asked to continue to review the advising manual and to ensure that the important issues suggested by faculty are included as well as information described in the academic planning booklet. The meeting will be conducted via ITV. Paris participants will meet in AS 105; Greenville participants will meet in GC 212.

Respectfully submitted,

Rita Tapp

Quality Enhancement Plan
Advising Sub-Committee
Minutes
November 29, 2012

Present: Anthony Sawyer, Mallie Hood, Jan Jordan, Rita Tapp, Beth Shelton, Ed McCraw, Mayra Cummings, John Shasteen

Absent: Charlie Hodgkiss, William Walker

The sub-committee reviewed an article from the Community College Journal entitled "Be Advised" which outlines the ideal process of academic advising. The article emphasizes the importance of having students identify their life and vocational goals before choosing their career plan. It further gives the following list of skills required of effective advisors: (1) explore life goals, (2) explore vocational goals, (3) choose a program, (4) choose a course, and (5) schedule courses.

A composite list of basic concepts students should obtain from an advising session (as submitted by faculty) were reviewed. The concepts most frequently mentioned by faculty included: (1) establishing academic career goals, (2) establishing and understanding a degree plan, (3) knowledge and understanding of the core curriculum (4) choosing a transfer institution [when applicable], (5) understanding the importance of a course syllabus, and (6) the availability of student services.

The advising manual was reviewed and areas to eliminate or reduce were discussed. A final copy of the proposed advising manual will be distributed at the full committee meeting on Monday, December 3. The sub-committee discussed the value of organizing the manual by topics and conducting the training by topic.

Also discussed was the proposed advising screen and the information that should be included. A suggestion was made to have the screen as one of the screens used by advisors during arena registration so any notes or information previously entered would be available to another advisor as needed. The sub-committee will work closely with the Computer Center staff in the creation and design of the screen.

In preparation for the full committee meeting on Monday, the sub-committee reviewed the recommended student learning outcomes and the proposed assessment methods.

SLO #1: 75% of students will be able to identify their academic advisor by name and know how to contact his or her advisor by the end of their first semester of enrollment. Assessment: advising screen will record session date and notes.

SLO #2: 60% of students will be able to generate an online degree audit by the end of their second semester of enrollment. Assessment: advising screen will record student's ability to access and review the online degree audit in campus connect. Data will be entered by advisor.

SLO #3: 75% of students will declare a major by the end of their second semester of enrollment. Assessment: Data retrieved from POISE will show the major code of all students and the percentage of students who have a declared major (not General Studies) will be calculated from that data.

Respectfully submitted,

Rita Tapp

Campus Resources

ACADEMIC ADVISEMENT

Paris: (903) 782-0426
Greenville: (903) 454-9333
Sulphur Springs: (903) 885-1232

FINANCIAL AID

(903) 782-0429

REGISTRAR/ACADEMIC RECORDS

(903) 782-0302

TUTORING SERVICES

(903) 782-0270

WRITING LAB

(903) 782-0314

MATH LAB

(903) 782-0209

LIBRARY

Paris: (903) 782-0415
Greenville: (903) 457-8729
Sulphur Springs: (903) 885-1232

STUDENT ACTIVITIES

(903) 782-0403

COUNSELING CENTER

(903) 782-0426

ADMISSIONS OFFICE

(903) 782-0425

CAMPUS HOUSING

(903) 782-0402

COMPUTER CENTER HELP DESK

(903) 782-0496

BOOKSTORE

Paris: (903) 782-0344
Greenville: (903) 457-8731
Sulphur Springs: (903) 885-1232

MAIL (Paris Campus Housing students)

(903) 782-0346

Advising Objectives

- Help students establish academic goals and develop their personal potential.
- Work with students in developing academic plans and pathways for their major or program.
- Help students in choosing appropriate courses and reviewing degree audit.
- Connect students with campus and community resources.

Go to the PJC
website at
www.parisjc.edu

Paris Junior College

2400 Clarksville Street, Paris, Texas 75460
(903) 785-7661 • (800) 232-5804
www.parisjc.edu

Paris Junior College gives equal consideration of all applicants for admission, without regard to race, color, religion, creed, national origin, sex, age, marital status, disability or veteran status. Assistance is provided to students with limited English speaking abilities, disabilities, or academic deficiencies.

PARIS JUNIOR COLLEGE



ACADEMIC ADVISING SYLLABUS

Student Name

My Advisor is:

Office phone number:

Office is located:

Paris Junior College: (903) 782-0426
PJC - Greenville Center: (903) 454-9333
PJC-Sulphur Springs Center: (903) 885-1232

The Quality Enhancement Plan focuses on increasing student completion rates by developing academic plans and pathways through intrusive academic advising and mandatory orientation.

Academic Partnership

STUDENT RESPONSIBILITIES

- Clarify personal and career values and goals.
- Be well-informed about college programs, policies and procedures.
- Have a list of questions or concerns before each advising session.
- Keep a personal record of your academic progress.

ADVISOR RESPONSIBILITIES

- Explain the college's core curriculum requirements, policies and procedures.
- Assist and guide students to define and develop realistic educational goals.
- Listen carefully to questions and concerns.
- Communicate the importance of diligence in academic endeavors.
- Assist with developing academic plans consistent with students' abilities and interests.
- Refer students to appropriate resources.

By the End of the First Semester

YOU SHOULD KNOW HOW TO

- Contact your advisor
- Use Campus Connect
- Use the online directory
- Access Blackboard
- Schedule an advising appointment
- Use the undergraduate catalog and degree audit
- Add/Drop a class
- Read the PJC Course Schedule
- Know the course numbering system
- Refer to the PJC Student Handbook for information on programs, policies, and procedures

KNOW WHERE TO FIND

- Tutoring Services
- Information about certificates, degrees, majors, minors and programs
- Dates and deadlines
- Full-time/Part-time status, GPA requirements for financial aid

DEVELOP

- Responsibility and accountability for your education, time management and study skills
- Rapport with your advisor

By the End of the Second Semester

YOU SHOULD KNOW HOW TO

- Access, read, and understand your degree audit via Campus Connect
- Determine hours for classification (freshman, sophomore, etc.)
- Calculate your GPA
- Request an official transcript

DEVELOP

- An academic plan and register for the next semester

During Each Semester

YOU SHOULD

- Make an appointment with your advisor and come prepared

Before Your Advising Appointment

- Review your degree audit
- Verify your degree major
- Update any personal information on Campus Connect
- List questions and concerns for advising session

I acknowledge receipt of the advising syllabus:

Student signature

Date

Part 1 – Overview of Academic Advising

Advising Mission Statement

Academic advising provides counseling and advising that supports the college mission statement and provides comprehensive assessment and information that enables a diverse student population to successfully meet their educational, life and career goals.

Purpose

The Academic Advising Manual is a compilation of important information that will be helpful for facilitating student success. Academic advising is a procedure in which counselors, advisors, and faculty work with students to give them direction about their academic experience.

The Role of the Advisor

1. Explain the college's core curriculum requirements, policies, and procedures.
2. Assist and guide students to define and develop realistic educational goals.
3. Listen carefully to questions and concerns.
4. Communicate the importance of diligence in academic endeavors.
5. Assist with developing academic plans consistent with students' abilities and interests.
6. Refer students to appropriate resources.

The Role of the Student

1. Clarify personal and career values and goals.
2. Be well-informed about college programs, policies, and procedures.
3. Have a list of questions or concerns before each advising session.
4. Keep a personal record of your academic progress.

Tips for EFFECTIVE ADVISING

1. Post office hours and keep them.
2. Establish a warm, genuine, and open relationship; students should feel welcome in your office.
3. Encourage student to talk by asking open-ended questions such as "Which courses are you enjoying?" Avoid yes/no questions and questions that require only a one-word response. Use probing questions or leading questions to help the student answer the initial question or to provide a more complete answer. Avoid leading questions such as "Don't you think that ...?" which will not encourage students to offer their own opinions and views.
4. Provide a degree plan so the student can monitor progress toward their educational goals.
5. Be realistic with the student; try to have them match program requirements, course selections, and career options with their abilities and interests.
6. Encourage student to consider and develop career alternatives when appropriate.
7. Explore the reasons for poor academic performance and help student develop plans to improve the situation.
8. When in doubt, refer to the college catalog or student handbook or call the appropriate office for information.
9. Be familiar with support services on campus; refer students to the experts.
10. Keep in contact with the student; take the initiative to send a note or make a phone call.

11. Never criticize other faculty, staff, or students; listen sympathetically and suggest steps that student could take to change the situation.
(Adapted from “Thirty Reminders for Effective Advising”, ACT.)

Part 2 – Advising New Students

I. ASSESSMENT

According to the Texas Legislature, each student who enters a public college or university must be assessed in the areas of reading, writing, and math. Students who meet exemption criteria listed in this document will not be required to test. Paris Junior College uses the ACCUPLACER and Quick THEA for TSI Assessment. Minimum performance levels are determined by The Texas Higher Education Coordinating Board. Students who fail one or more sections of this test and who are not exempt are required to remediate until TSI requirements are satisfied. Students who fail more than two sections of a TSI approved test are required to remediate in at least two sections and are strongly encouraged to begin remediation in all developmental sections until TSI requirements have been satisfied in order to prevent being barred from TSI- restricted courses in subsequent semesters and to complete their required developmental sequences in a more timely and efficient manner.

Students who have taken and failed sections of the COMPASS test at another institution may be required to complete local testing for placement in reading and writing. Students will not be charged for additional local testing under these circumstances.

II. EXEMPTIONS

The following exemptions have been defined for the Texas Success Initiative (TSI).

- For a period of five (5) years from the date of testing, students who score at or above the following standards:
 - ACT: 23 composite; 19 minimum on subtests
 - SAT: 1070 combined score; 500 minimum on subtests
- Beginning with tests given in April, 2004:
 - ACT: 23 composite; 19 minimum on either subtest will provide a partial exemption *in that area*
 - SAT: 1070 combined score: 500 minimum on either subtest will provide a partial exemption *in that area*
- Students who score a 2200 on the Math and/or Reading/Language Arts with a 3 on the writing sample on the 11th grade TAKS will be exempt from the Texas Success Initiative Requirements. The Reading/Language Arts portion of the TAKS MAY NOT BE SEPARATED-if a student does not score a 2200 and a 3 on the writing sample, the student must take BOTH the reading and the writing portions of ACCUPLACER or Quick THEA.
- Students whose math placement test scores are more than two years prior to enrollment should retest in math before enrolling in a math course. (*According to state regulations,*

TAKS scores, including math scores, are good for a period of 3 years from the date of the test).

- Students who graduated with an associate or baccalaureate degree from an institution of higher education.
- Transfer students who have satisfactorily completed college-level course work in reading-, writing-, and math-intensive areas as determined by the receiving institution.
- Students who have met readiness standards at another institution and have supporting documentation from that institution.
- Students in a Level-One certificate program (42 hours or fewer). These students will be required to take a TSI approved test to fulfill state testing requirements. Students who do not test into Reading II (LSKL 0301) may be required to take a developmental reading course in order to participate in some certificate programs. TSI determination will be made by program advisors in conference with students.
- Students serving on active duty as a member of the armed forces of the U.S., the Texas National Guard, or as members of a reserve component of the armed forces are granted a WAIVER from TSI requirements, NOT an exemption as long as they remain active duty.
- The students are eligible for a permanent exemption upon HONORABLE DISCHARGE documented with a DD214.
- If an active military student has met the requirements of TSI or happens to meet the requirements of TSI while enrolled (for example, through successful completion of college-level coursework as determined by the receiving institution), then the student may be reported as having satisfied TSI obligations. For this student, producing documentation of discharge type would not be necessary.
- Students who on or after Aug. 1, 1990, were honorably discharged, retired, or released from active duty as a member of the armed forces of the U.S. or the Texas National Guard or service as a member of a reserve component of the armed forces of the U.S.
NOTE: Students with military exemptions or waivers must test in math before enrolling in a math course in order to insure correct placement. The student will be tested free of charge and may choose to test during the semester before the math course is taken rather than upon enrollment.
- Non-degree seeking, non-certificate seeking students (limited to 6 hours/semester; no more than 15 hours total before testing; no TSI-restricted courses may be taken without assessment).

A student who has hours prior to Fall 1989 must also have enrolled in a Texas institution prior to September 1, 2003 in order to be exempt from TSI. Previous TASP exemptions should only be used for exemptions granted prior to September 1, 2003 for: grand-fathering-any student with at least three college-level semester credit hours or the equivalent from an accredited institution accumulated prior to the fall semester 1989; deaf students who have three or more college-level hours or the equivalent from an accredited institution prior to September 1, 1995; high school graduated with 3.5 or above GPA in Recommended or Advanced Curriculum (effective from September 1, 2001 to August 31, 2003); or students who completed TASP obligation via provision TEC 51.306(u), dyslexia, and other related disorders (effective from September 1, 1995 to August 31, 2003)).

III. CASUAL ENRICHMENT STUDENTS

Paris Junior College may defer developmental education for students who are not seeking a degree or Level-Two certificate. Students not seeking a degree or Level-Two certificate are limited to two college-level courses, not to exceed six semester hours, in any single semester. The maximum number of college-level hours that may be attempted under this provision is fifteen. No math-, reading-, or writing-intensive courses may be taken until TSI requirements in those areas are satisfied. UNDER NO CIRCUMSTANCES are these limits to be exceeded.

The Admissions Office will examine the transcripts of students desiring to enroll as casual enrichment students each semester to determine student status.

IV. TRANSIENT STUDENTS

Students from private or out of state institutions who wish to attend PJC for the summer terms or a mini-term, then return to their parent institution, may enroll in courses for which they have demonstrated competence through previous coursework or testing without participating in remediation. Students who enroll as transients, then attempt to enroll for a spring or fall semester, must immediately begin to participate in remediation, and will be dropped from all classes for failure to comply with TSI requirements.

Students attending under this provision must sign a waiver indicating that they understand TSI requirements and agree to abide by those requirements if they do not transfer credits earned at PJC to their parent private or out of state institution.

V. ADVISEMENT

Paris Junior College provides advising opportunities for all students who are considering enrollment at the institution. Before regular registration periods, students may meet with his or her advisor to have TSI status assessed and to plan their schedules for the next semester.

Students requiring remediation in more than one area will be required to remediate in the following sequence:

Reading
Math
Writing

Any exceptions to this sequence may be determined by developmental advisors during registration and must be documented on the student's enrollment form.

Students transferring from other public institutions may use previous developmental education for placement purposes only if PJC is able to determine course content of those courses already completed. If the student has previous developmental work and PJC is unable to determine placement due to lack of course descriptions, the student may test free of charge in the area in question. The institution will make every effort to determine placement without additional testing. Students are encouraged to bring course descriptions along with their college transcripts to make the transition to PJC more efficient.

VI. CONTINUOUS REMEDIATION

Paris Junior College advises students to complete developmental education in a timely and efficient manner. Students are advised to remediate in all indicated areas during their first semester if at all possible. They must remediate in at least two areas if they are TSI mandated. In addition, once students begin a developmental sequence in any area, they must continuously enroll in that sequence until they are TSI complete in the area.

Part-time students who have not satisfied TSI requirements must enroll and participate in at least one developmental course per semester enrolled. All students must satisfy state and institutional requirements before being allowed to enroll in a TSI-restricted course.

If a developmental instructor believes that a student has been placed in remediation in error due to poor performance on the test, the student will be advised to retest at the earliest time possible.

Students must earn a minimum grade of C in order to move forward in any developmental sequence. A grade of D or F requires that the student retakes the course(s) or that the student retakes the placement test to see if he/she can place into a higher level developmental course or test out of remediation.

VII. SATISFYING TSI REQUIREMENTS (this will change beginning the first day of class Fall 2013; updates will be provided at that time)

Students may satisfy TSI requirements in the following ways:

1. Take one (or a combination of) the following TSI approved tests and achieve a satisfactory score as determined by the Texas Higher Education Coordinating Board.

- *Quick THEA - Reading (230); Math (230); Writing (220)

- * ASSET - Reading (41); Elementary Algebra (38);
Writing Skills (objective) (40); Essay (6).

- *COMPASS - Reading Skills (81); Algebra (39);
Writing Skills (objective) (59); Essay (6).

- * ACCUPLACER - Reading Comprehension (78);
Elementary Algebra (63); Sentence Skills (80), essay ~ 5 OR
Sentence skills < 80, and essay ~ 6.

2. Test, remediate, and earn a grade of C or better in LSKL 0302 to satisfy the reading TSI component, in ENGL 0302 and ENGL 0102 to satisfy the writing TSI component, or in MATH 0301 and MATH 0106 to satisfy the math TSI component.

VIII. ATTENDANCE IN DEVELOPMENTAL COURSES

Students are required to participate in continuous remediation every semester until all parts of the Texas Success Initiative have been satisfied.

IX. WITHDRAWAL FROM DEVELOPMENTAL COURSES

Students who have not attended developmental classes before the official report date **must** be dropped by the instructor of record. Students dropped from all developmental courses due to non-attendance before the official reporting day will be out of compliance with the Paris Junior College Developmental Education Plan. All developmental student schedule changes prior to the official report date must stay in compliance with policy.

Students may not withdraw from any developmental courses until after sixty percent of the semester is completed. After that date, students should remain enrolled in at least one developmental course. Students will be advised to remain in all of their developmental courses in order to complete their developmental sequences as quickly as possible as outlined by their TSI Developmental Plan. Students will also be advised of the consequences of withdrawing from developmental courses and the repercussions of receiving grades of D or F in developmental courses. Students must be advised, if applicable, to consult with Financial Aid before making a decision about withdrawing from a course.

X. CERTIFICATE PROGRAMS

Students seeking a Level-One certificate are not required to remediate in areas of weakness. However, students may be required to take a developmental reading course in order to participate in some certificate programs. This determination will be made by program advisors in conference with students.

XI. NON-COURSE-BASED REMEDIATION and COURSE REVIEW

Content Learning and Study Skills Services

Students who lack study and learning skills deemed necessary for college success are encouraged to participate in the services offered by Paris Junior College (PJC). Especially for those students who, upon testing, find themselves just a few points away from eligibility to be placed in credit classes, non-course-based options (review interventions) are available. Such study review options may involve content specific media modules of short duration to enable a student to learn more quickly those areas of needed emphasis for passing of a placement test. For more detailed information, check out the website at: <http://pjc.parisjc.edu/accuplacerPJC> offers one-, two-, and three-hour courses which emphasize study skills needed to be successful in college-level courses. Assistance is available in all content levels of reading, writing, and mathematics, as well as study skills.

Services are available to students on all campuses. On the Paris campus, students may contact staff concerning services offered: Communications (reading and writing)--Office -Williams Administration # 134, telephone # 903-782-0310; Mathematics-Office- Natural Sciences # 105, telephone # 903-782-0209. Tutorial services are available to students on all campuses. On the Paris campus, students may contact Stacy Young, Office-Williams Administration # 154, telephone # 903-782-0270 or email syoung@parisjc.edu concerning services offered. Students on the Greenville and Sulphur Springs campuses may contact the directors of those centers or Ms. Young with questions. Center phone numbers are:

- Paris: 903-782-0270
- Greenville: 903-454-9333

- Sulphur Springs: 903-885-1232

The Learning and Study Skills Center in the PJC Sulphur Springs Center is located in Room # 104 and offers computerized software instruction in reading, writing, and mathematics skills.

XII. CONCURRENT ENROLLMENT-MULTIPLE TEXAS INSTITUTIONS OF HIGHER EDUCATION

Students who are concurrently enrolled at two institutions may remediate at either institution. Students who choose to remediate at an institution other than Paris Junior College must provide documentation regarding registration in remediation and must comply with the attendance policy for that institution. For those students who are in remediation only at another institution, PJC will maintain contact with that institution to ensure that the student is enrolled in developmental classes as required.

	THEA	ASSET	ACCUPLACER	COURSE PLACEMENT	COURSE NAME
READING	100 – 183	23 – 33	0 – 41	LKSL 0300	Reading I
	164 – 210	34 – 38	42 – 62	LSKL 0301	Reading II
	211 – 229	39 – 40	63 – 77	LSKL 0302	Reading III
	230	41 - 53	78	NO READING REQUIRED	
MATH	<175	≤40	20-42 EA & 20-70 AR	LSKL 0306	Learning Skills Math
	175 – 229	41 – 55 NS and 23 – 37 EA	43 – 62EA Or <43 EA & > 70 AR	MATH 0300, MATH 0103	Elementary Algebra and Lab
	230 – 269	38 – 55 and 32 – 40 IA	63+	MATH 0301, MATH 0106	Intermediate Algebra and Lab
	270	41 – 55 IA	≥85 EA & ≥43 CLM	MATH 1314	College Algebra

WRITING	<175	23 – 32	0 – 59	ENGL 0301, ENGL 0101	Development Writing I and Lab
	175 – 219	33 – 39	60 – 79	ENGL 0302, ENGL 0102	Development Writing II and Lab
	220	40 – 53 w/Essay 5 or Essay 6	80+ w/Essay 5 or Essay 6	ENGL 1301	Composition and Rhetoric

Students-Registration Procedures

1. Students who do not meet exemptions will be referred to testing. Students may take the Quick THEA or the ACCUPLACER test. The ACCUPLACER Companion Test and the Asset Test are paper/pencil tests offered to students with testing accommodations and to some students who requests these types of tests. The Quick THEA test is not offered on demand, only at specific scheduled times. Students should be offered the opportunity to complete the ACCUPLACER Boot Camp program prior to testing. If a student chooses to participate he/she will be able to take the test at a reduced cost.
 - Advisors will determine if a student is required to take all or only a section of the ACCUPLACER/THEA/Companion/Asset test and then complete a Testing Ticket for the students. It is the Advisor’s responsibility to carefully review all the information about the ACCUPLACER test that is listed on the Testing Ticket. After the student has been given the opportunity to ask questions, he/she must sign the Testing Ticket along with the Advisor. The student takes the ticket to the Testing Center and arranges to take the test. The Testing Center will issue a Permission to Pay form that the student takes to the Business Office to pay for the test. The student returns to the Testing Center and presents a receipt before he/she is allowed to take the test.
 - The Placement Test Score Report for the ACCUPLACER test is automatically produced electronically at the conclusion of the test. In rare instances, scores may not be available immediately. If the Advisor sees a notation of “score pending” this means that the score will not be available for the writing section until the following day. Therefore, a student will be unable to register until the next day. In unusual situations, Advisors may consult with the Associate Dean of Student Access and Success about registering a student with incomplete test scores. Students who take the ACCUPLACER Companion Test or the Asset Test must wait at least one week before their writing scores are received. In addition, students will wait at least a week or longer to receive THEA scores.
2. After the student presents his/her test scores, the advisor should issue a Developmental Plan form (refer to Developmental Plan in this publication for more information) if the student fails one or more sections of TSI. Look at the student’s testing score report which lists course placement for all tests taken. Look at the student’s high school transcript to review TAKS scores and determine any exemptions. Consult the Placement Chart for course placement based on scores. If student does not have his/her score report, the information can be found in Poise.

3. **Students who fail one or more sections of the ACCUPLACER, ACCUPLACER Companion, or Asset may qualify for the **Boot Camp Retest Program**.** A student may qualify for this special program if his/her test score for a certain section is within 5 points of the passing score. Qualified students who complete a designated Boot Camp tutorial will be authorized to retest free of charge. Students who qualify should be referred to Counseling/Advising to register. Students who qualify for the Boot Camp to retest in one area but also want to test in other areas by completing the appropriate tutorial, may be authorized to retest at a reduced rate. Also, students who want to take the Boot Camp prior to testing or who do not meet other requirements, may qualify for a lower test fee rate.
4. If a student is required to take three developmental courses, then he/she must register for at least two developmental courses; and if the student is required to take two developmental courses, the student must register for at least one developmental course. Students enrolled for Reading I or II may not take HIST 1301, HIST 1302, GOVT 2305, GOVT 2306, PSYC 2301, ENGL 2322, ENGL 2327. Students taking Reading III may be concurrently enrolled. Students must have completed ENGL 1302 before enrolling in any literature course. Students may be concurrently enrolled in BIOL 2401 or BIOL 2401 and Reading III.
5. **Advising Students into Developmental Courses**
- If a student is accurately placed, a developmental course is as challenging as any other course. Remember to speak to students about the impact of developmental courses on academic progress and financial aid.
 - Students enrolled for developmental courses are blocked from enrollment in some courses (as discussed above).
 - Although certificate students are required to take a placement test, they are not required to remediate in any area. These students should be issued a Developmental Plan and the advisor should carefully discuss placement.

6. **Frequently Asked Questions About Testing and Course Placement**

What is the Developmental Plan?

It is a plan completed by a student's advisor after the student takes a placement test. The plan is a record of test scores showing courses required for the student in each area of required testing. Both the student and the advisor sign the form and a copy is retained by each.

What is accelerated course placement?

Students who score at designated levels may be encouraged to take their required remedial courses on a fast-track plan. This plan helps students go through remediation at a faster pace, for example, Math 0300 and Math 0301 can be completed during the same semester. The placement criteria for advisement required is:

Reading II-LSKL 0301

ACCUPLACER 48+

Reading III-LSKL 0302

Completion of Reading II or

ASSET 36+
THEA 200+

ACCUPLACER 70+
ASSET 39+
THEA 220+

LSKL 0306

ACCUPLACER 35+
ASSET 35+
THEA 150+

MATH 0300

ACCUPLACER 55+
ASSET 50+
THEA 200+

Won't it take more than 2 years for a student who takes developmental courses to finish school?

It may indeed take longer, but remember, most students attending community colleges take more than two years to complete their degree requirements. Suggest that summer sessions and mini semesters can be ideal times to make up additional credits.

Can a student be retested?

Yes, currently a student can take the Accuplacer on demand most days by paying the required retest fee. Some students may qualify for the special Boot Camp Retest Program as discussed above.

Initial Advising Session for Students Who Have Completed Assessment

1. Assess the Needs of the Student
 - Full time or part time
 - Day, night, online preference
 - How many hours employed
 - Major and any courses students wants to take
2. All students are required to take PSYC 1100 OR EDUC 1100 within their first twelve hours of enrollment at PJC. The course covers learning styles, interest inventories, career exploration, note taking, test taking, study skills, time management, stress management, financial management and other life management skills for the student entering college. The class will meet two hours a week for the first eight weeks of the semester. Students who transfer in at least 12 semester hours of college level courses are exempt. Former PJC students who have earned any credits prior to the 2009 fall semester are exempt from taking the Learning Frameworks course. Students who are exempt from the Learning Frameworks course must make up the one hour credit requirement in required elective hours.
3. New Student Orientation is mandatory for first-time students admitted to PJC. All new students must attend orientation. Orientation is available on all three campuses. Advisors must enter the selected orientation session on the student's schedule at the time of registration. In addition, advisors should remind students of the date and place for orientation.
4. Special Program Admissions

All health science programs including nursing, radiology technology, surgical technology, in addition, emergency medicine and medical records coding require a special admissions procedure.

Subsequent Advising Sessions

1. Maintain and update an advisement information sheet on each advisee whenever an appointment takes place. Specific items to be noted are:
 - Student's stated educational goals;
 - Any acknowledged personal or academic difficulties;
 - Work plans, health concerns, sports;
 - Accurate record of advice given the student recorded in POISE and referrals made;
 - Notes to indicate whether advice was followed and if not, why student has not done so.

Associate's Degree core Curriculum

Paris Junior College offers three degree programs: Associate of Science, Associate of Arts, and the Associate of Applied Science. The Associate of Science and the Associate of Arts degrees are offered primarily for transfer. Both of these degrees have a designated core curriculum requirement as follows:

COMMUNICATION (2 courses)

English 1301

English 1302

ADDITIONAL COMMUNICATION (1 course)

Speech 1315

Speech 1321

MATHEMATICS (1 course)

Math 1314, Math 1316, Math 1324, Math 1325

NATURAL SCIENCE (2 courses)

Biology 1406, 1407, 1408, 1409, 2401, 2402

Chemistry 1411, 1412, 2423, 2425

Geology 1403, 1404

Physics 1401, 1402, 1403, 1404

HUMANITIES (1 course)

Arts 1303

Communications 1307

English 2322, 2323, 2327, 2328

French 2311, 2312

German 2311, 2312

History 2311, 2312

Spanish 2311, 2312

VISUAL & PERFORMING ARTS (1 course)

Arts 1301, 1303, 1304

Dram 1310

Music 1306

HISTORY (2 courses)

History 1301, 1302, 2301

GOVERNMENT (2 courses)

Government 2305, 2306

SOCIAL & BEHAVIORAL SCIENCES (1 course)

Economics 2301, 2302

History 2311, 2312

Psychology 2301, 2314, 2315

Sociology 1301, 1306

INSTITUTIONALLY DESIGNED OPTION

Psychology 1100 or Education 1100

42 TOTAL Credit Hours

Additional Requirements for Associate of Science

Computer: COSC 1401, or BCIS 1405

Kinesiology (2 Activity Credit Hours)

Electives (12-13 Credit Hours)

Additional Requirements for Associate of Arts

Computer: COSC 1401 OR BCIS 1405

Kinesiology (2 Activity Credit Hours)

Humanities (6 Credit Hours)

Sophomore Literature or

Sophomore Foreign Language

Foreign Language (6-8 credit hours)

Fields of Study

Fields of Study have been mandated by the legislature to facilitate the transferability of lower division courses that will satisfy the lower division requirements for a bachelor's degree in a specific academic major at the university. PJC offers Fields of Study curricula for the Business, communication, Computer Science, Criminal Justice, Early Childhood Education, Engineering, Music and Nursing programs.

Workforce Education Programs

The Associate of Applied Science (AAS) degree is designed to enable the graduate to enter an occupation with marketable skills. The total number of hours required to graduate with an AAS degree vary among the programs from 60-72 hours.

AAS Core Curriculum 15-16 credit hours

COMMUNICATIONS (1 course)

ENGL 1301, SPCH 1315 OR SPCH 1321

FINE ARTS/HUMANITIES (1 course)

ARTS 1301, 1303, 1304

COMM 1307

DRAM 1310

ENGL 2322, 2323, 2327, 2328

HIST 2311, 2312

MUSI 1306

SPAN 2311 (prerequisites required)

SOCIAL/BEHAVIOR SCIENCE (1 course)

GOVT 2305, 2306

HIST 1301, 1302, 2301

PSYC 2301, 2306, 2315

SOCI 1301

ECON 2301, 2302

NATURAL SCIENCE & MATH (1 course)

BIOL 1406, 2401, 2402

CHEM 1411

GEOL 1403

MATH 1314 or higher excluding MATH 1324, 1350, 1351

PHYS 1401, 1402, 1403, 1404

ELECTIVE (1 course)

One additional course needs to be selected from any of the above categories.

INSTITUTIONALLY DESIGNATED OPTION

PSYC 1100 or EDUC 1100

CONSULT DEGREE PLANS FOR INDIVIDUAL PROGRAM AREA SPECIFIC DEGREE REQUIRMENTS.

Certificate Programs

PJC offers certificate programs designed to meet specific employment needs of the community. Students who enroll in certificate programs are generally interested in re-entering the job market after an absence, changing careers, or upgrading job-related skills in order to enhance

employment specialization. Although certifications are normally one year in length, the specific number of credit hours varies by program area.

Selection of a Degree Plan

Advisors must be knowledgeable about all degree and certificate plans in order to be of maximum assistance to students in their selection of an appropriate plan. Statistics continue to show that many traditional age college students have not selected a major at the time they initially enroll for college. Therefore, advisors must be able to explain each degree plan and what it entails. Some very basic questions to start with are ones such as, “How long do you want to go to school?”, “Where do you want to live?” among others. Some students may relate that they want to get some training to enter the job market as soon as possible while others might reveal they have little interest in taking general academic courses like English and math. Therefore, it would be recommended that the advisor talk about Certificate Workforce courses. Of course, the advisor should explain the difference between certificate and degree programs in these areas. Some workforce degree plans are simply extensions of the certificate plans while others are not. This would be an appropriate time to discuss the Bachelor of Applied Arts and Sciences degree (BAAS) plan. Students should understand that even though they might select an AAS degree, there are opportunities to obtain a bachelor’s degree, if they so choose, after they graduate with an AAS degree. Many BAAS degrees are delivered totally online. Some programs of study are available by more than one path. For example, students majoring in criminal justice may pursue either the AS or the AAS degree plan. Students who choose the AAS degree route may be interested in pursuing only an associate degree, or these students want to be eligible to pursue a BAAS degree because the best option for them is an online degree. Other students may wish to pursue a traditional university on- campus experience and will be more interested in the AS to the BS in Criminal Justice degree route. This route will require completion of upper level courses in the field of study.

Advisors should not persuade or coerce students into declaring a certain major. Your job as an advisor is to be very knowledgeable regarding all degree plans and options to present to the student. The more knowledge a student has, the better able they are to make a good decision. Many students will select an AS degree plan but never really decide on a major. They will complete the core requirements and select a series of non-related courses to fulfill the elective requirements. Your job is to advise students to wait to take any elective course until he/she has decided on a major because although the course(s) may transfer to a university, they may not apply to the degree the student ultimately chooses. All students will be exposed to career exploration activities in the Learning Frameworks course; therefore, many will move closer to the selection of a major each time they register. Remember: encourage students to utilize the SIGI3 Career Guidance System as well as make a referral for the student to visit a career counselor for more in-depth help.

Advising for the Nursing Program

1. Issue an AS degree plan and classify all students interested in nursing as Pre-Nursing majors.
2. Add the following courses and highlight in yellow: Biology 2401, Biology 2402, Psychology 2301, Psychology 2314, HPRS 2300, Biology 1322 and a Learning Frameworks course. Explain that these courses are in the LVN portion and are the courses used in the point system.
3. Add the following courses and highlight in blue: Biology 2420, English 1301, either Drama 1310 or Arts 1310 or Music 1304 and Sociology 1301. Explain that these courses are in the RN portion or the second year and are not included in the point system.
4. Indicate at the bottom of the degree plan the highlighted sections; for example, make a yellow line and write LVN across the line.
5. Explain that students may file an application to the nursing program only one time a year in January and must have completed all prerequisite courses, and to receive maximum points, must have completed all concurrent courses.
6. Explain the point sheet. However, you must contact the nursing department each semester to make sure there have not been any changes. Explain that the student must have completed the following courses prior to filing an application: Biology 2401, 2402; psychology 2301, 2314; HPRS 2300; Biology 1322; and a Learning Frameworks course (if required). Students who are exempt from Learning Frameworks must make up that one hour with another course so that he/she will have the required hours for the certificate/degree. **THESE CLASSES ARE CLASSIFIED AS PREREQUISITE COURSES ON THE POINT SHEET.**
7. The following courses are classified as **CONCURRENT** on the point sheet. This means that if a student is admitted to the program, he/she can take these courses along with the nursing courses. However, it will be very difficult for students to accumulate enough points to be admitted without getting the points for the completion of these courses. **A STUDENT ENROLLED FOR THE COURSES DURING THE SEMESTER HE/SHE APPLIES FOR THE PROGRAM WILL NOT GET THE POINTS. STUDENTS MUST HAVE COMPLETED THE COURSES BEFORE HE/SHE GETS THE POINTS.**
8. Students must understand that applicants with the best grade point average will be ranked highest and will have the best chance of gaining admission to the program.
9. Students cannot take Biology 2401, 2402, 2420; Psychology 2301, 2314 unless they are enrolled for at least Reading III.
10. The HESI test can be repeated at the request of the student. The passing score is 75; however, those with higher scores will receive more points.

Part 3 – Advising Returning Students

Students who have attended PJC previously will need to update their status by:

- Providing current name, address, telephone number, email, etc. to the Admissions Office

- Updating their residency status if not attend in previous year
- Supplying transcripts from any college attended since leaving PJC
- Resubmitting all official transcripts if required to do so by Admissions
- Satisfactorily complete the re-admission process before they may re-enroll in classes if on academic suspension, disciplinary suspension or whose admission documents are incomplete.

Advising Considerations

It is critical for the advisor to review a readmitted student's past academic record to determine whether or not the student left the college in good or poor academic standing.

If the student did not leave in good academic standing, the advisor should review the past courses taken, and work with the student to determine what courses are needed to complete his/her degree. Advisors should check DocuBase to see if the student has a degree plan on file.

If not, the Advisor should issue a new plan.

If the student did not leave in good academic standing, the advisor should review the transcript to determine the following:

- How long has the student been absent from the college? If it has been 10 consecutive years or more, the student is eligible for Academic Fresh Start. Academic Fresh Start does not relate to financial aid eligibility. Students interested in Academic Fresh Start should contact the Admissions Office.

Third Attempt Enrollment Information

Students who are registering for a class for the third or subsequent time will be charged a higher tuition. A third attempt is any class that is reflected on a student's transcript with a grade of A-F, X or W. Students should contact the Business Office at 903-782-0232 for further information.

Part IV – Academic Standing and Progress

Academic Probation and Suspension

Students must maintain a cumulative grade point average of at least 2.0 for all course work attempted during the fall and/or spring semesters. Special program students and scholarship students may require higher grade point average status to continue. Additional information about probation and suspension can be found beginning on page 48 in the 2012-2014 catalog.

Part V – Registration

Registration Pointers

1. History-may take the U.S. history courses in either order. Texas history will substitute for either of the U.S. histories. Students are discouraged from taking both history courses at the same time.

2. Government courses may be taken in either order, students are discouraged from taking both governments at the same time (and history and government at the same time). Both government courses should be taken at the same college because colleges divide the two semesters up differently regarding the content. We teach 2305 and 2306 but some institutions teach 2301 and 2302. The only other acceptable combinations are 2301 and 2305 or 2301 and 2306.
3. Psychology 2314 required 2301 as a prerequisite or consent of instructor. If a student wants to take 2314 without 2301 have he/she talk to Ed McCraw. Psychology 2315 has no prerequisite.
4. Sociology courses have no prerequisites.
5. Education majors: Refer students to Marian Ellis.
6. Students may enroll in only one English class per semester. ENGL 1301 must be taken before ENGL 1302. Students must have completed ENGL 1302 before taking any literature course.
7. Spanish 1411 requires no previous Spanish classes. SPAN 1412 requires completion of SPAN 1411. SPAN 2311 requires completion of SPAN 1412 or three or more years of high school Spanish. This course will fulfill the humanities core curriculum requirement.
8. Biology 1406 and 1407; BIOL 2401 and 2402, GEOL 1403 and 1404, and PHYS 1403 and 1404 may be taken in any order. Chemistry 1411 must be taken before CHEM 1412, and PHYS 1401 must be taken before PHYS 1402.
9. All business majors should complete the state Field of Study for Business which includes the following: ACCT 2301, 2302; ECON 2301, 2302, BCIS 1405, and MATH 1325.
10. The only computer courses that will fulfill the transfer computer requirement are COSC 1401 and BCIS 1405. Students who are business and accounting majors should not use economics to satisfy their social/behavioral science elective. These majors should take a sociology or psychology elective.

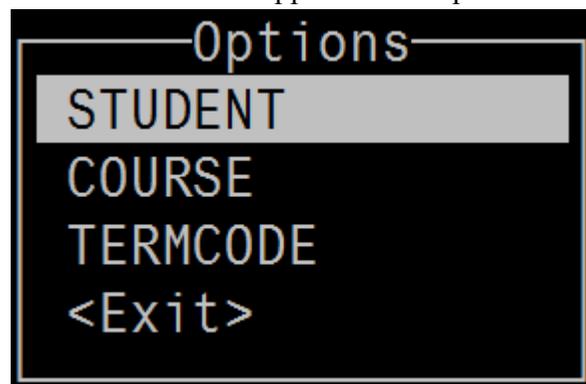
How to Register a Student in Poise

1. Select KEA icon
2. At Open Session screen click on Poise and then click on "OK".
3. At next screen enter your user name and password. Ex: REG_URNAME and your password.
4. A series of numbers will appear and at the end of those listed, type the assigned printer number. The number determines where the student's schedule will print.

5. This will provide you access to the Faculty Menu

REGISTRATION	Access the Registration Menu
ROSTER	View rosters for specified courses
SCHEDULE	View schedule for specified student

- Select SCHEDULE to view student's schedule.
- Select ROSTER to view rosters.
- Select REGISTRATION.
 - The next screen to appear is the Options screen.



- Scroll down to TERMCODE and press Enter.
 - Enter term code and press Enter
 - Scroll back up to the STUDENT option and click on STUDENT.
 - On the next screen, click on ADD and then add the student's ID # or SS#.
6. The next screen is the student's Data screen. Ask the student if the listed address and phone number are correct. **If not**, make corrections. Also pay particular attention to the **major code and make corrections if incorrect** (major codes are listed on the back of the student's Enrollment form).
7. Add courses to this screen. If you add a course and the student wants to make a change, follow this procedure to enter the DROP mode:
- a. Type /d and press Enter.
 - b. Scroll down to the selected course and click on Enter.
 - c. After you have dropped the course(s), type /a and press Enter to go back to the ADD mode.
 - d. If the schedule meets the student's approval, press Enter. Keep pressing Enter until you see "Schedule OK?", then press Enter and schedule will print.
8. Any changes to the schedule after it prints will require that a student complete a drop/add form and the whole process is repeated.

9. Do not override a “hold” on the student’s record without written approval from the office that issued the hold. Attach any written approval to the enrollment form or it should be written on the form.
10. Make sure pre-requisites are met. Most common problems are enrolling students in ENGL 1302 without proof of a passing grade in ENGL 1301 or enrolling in a literature course without proof of a passing grade in ENGL 1302.
11. Follow course sequences. The placement program will tell you what level of remediation a student needs or if the student is ready for college level courses. The program gives the appropriate level of remediation based on test scores and/or course work.

This is the update screen used during arena registration. **To update the student’s address, phone number, or major, enter “YES” where it asks ‘Do you want to update this data?’** Using the arrow keys, go to the line to be changed and enter the new information. Name changes should be done by Rita Tapp or the Records Office during registration.

1110-01111	Mouse	Minnie
	2222 Lamar Rd, Apt 2	Phone: (903) 555-2222
		Advisor: 295
	Reno TX 75462	Declared Major: 511105-
	Residence: 1 In-District	Date of Birth: 05/21/1991
Tuition Waiver: __		Transcript Evaluated: __
Late Fee: __	County: 139	OK to Web Register: __
Dual Credit: __		File Status: _____
TSI Calc Term: 084S	HS Grad YTRM: 062S	SSN: 111-22-3333
TSI Code: __	Term Granted: ____	No TSI Exemption Cod
TSI Exemption: 0 No Overall Exemption		

MATH	READ	WRITE
Placement: 3 Highest level of rem	9 College ready	9 College ready
Exempt: 1 No Exemption	1 No Exemption	1 No Exemption
Obl Met: 0 Not Satisfied	1 Satisfied Here	1 Satisfied Here
Obl End: 0 Not satisfied	2 Previously Satisfied	2 Previously Satisfied
Place: 3 Highest level of rem	9 College ready	9 College ready

Do you want to update this data <NO>? YES

Change of Major

Each new student should be given a degree plan at the time of their initial enrollment. Degree plans and Certificate plans in the workforce areas are very specifically outlined as to course requirements for the plan. Students who declare a general academic area will be provided with an Associate of Science (A.S.) or Associate of Arts (A.A.) degree plan. The core curriculum of A.A. and A.S. is the same. The A.A. degree requires 6-8 hours of foreign language and an additional humanities course. Students who have completed two years of high school Spanish

may enroll for intermediate Spanish. Some students majoring in the literary areas prefer the A.A. degree.

Students who wish to change their major may do so by completing a new degree plan with an advisor. The advisor should make the change in POISE and notify Sheila Reece so the student can be assigned a new advisor. Students should be aware that changing degree plans may delay their graduation. In addition, they should know that financial aid eligibility has a cap regarding the number of hours completed at this college. Therefore, it is highly recommended that students participate in career guidance activities like Learning Frameworks, visits with a career counselor, or engage in an independent career search using the SIGI career system and/or the Career Coach early on in their college career. Students may obtain a token which will authorize use of the SIGI3 from Counseling/Advising. In addition, students may access Career Coach from the PJC official website at www.parisjc.edu.

Other Points to Consider:

Why does the student want to change his or her major?

Sometimes a student may be unhappy with an instructor and thinks that the only solution is to change his/her program. The program may not be the real issue.

Does the student have to change their degree plan if they have taken time off from attending?

Within five years of initial enrollment a student may graduate according to the catalog requirement in effect at the time of first enrollment or any subsequent catalog provided the requisite courses are still being offered and mandates of regulating agencies are satisfied. If a student fails within five years to complete all requirement of the catalog in effect at the time of initial enrollment, then the student will be required to graduate under the current catalog.

Adding and Dropping Classes (Course Withdrawal)

Schedule changes will be allowed for the first five days during the regular semester and for the first two days during the summer semester. Students who register late will forfeit this privilege.

During the first five days of the semester, students can see an advisor to make schedule changes. After the first five class days, the students must go to the instructor of the course to be dropped; the instructor will complete the appropriate form.

A student may withdraw (drop) from a course, other than developmental courses or all courses, at any time up until the last day of the 12th week of the semester (fourth week in a summer term) with no grade penalty.

It is the responsibility of the student to initiate his/her drop from a course. However, prior to the last day of the 12th week (fourth week in a summer term) an instructor retains the right to drop a student for classroom disruption in accordance with the institution's policy.

While the student must initiate withdrawal, the request for a withdrawal slip (drop slip) must originate from the instructor teaching the course being dropped. The instructor's signature must be on the withdrawal request to be valid.

Students who have not attended classes before the official report date must be dropped by the instructor of record. Students dropped from all developmental courses due to non-attendance before the official reporting day will be out of compliance with the PJC Developmental Education Plan. All developmental student schedule changes prior to the official report date must stay in compliance with policy. Students may not withdraw from any developmental courses until after sixty percent of the semester is completed. After that date, students should remain enrolled in at least one developmental course. Students will be advised to remain in all of their developmental courses in order to complete their developmental sequences as quickly as possible as outlined by their TSI Developmental Plan. Students will also be advised of the consequences of withdrawing from developmental courses and the repercussions of receiving grades of D or F in developmental courses. Students must be advised, if applicable, to consult with financial Aid before making a decision about withdrawing from a course.

Students receiving financial aid and/or Veterans' benefits must report to the Financial Aid Office before turning in drop slips to the Records and Business offices. Students on scholarship must obtain approval from their advisor prior to dropping a course.

Students who properly withdraw from courses will receive grades of "W" for such course work (see the college calendar for the proper date of withdrawal). After that date, students will not be allowed to withdraw from any courses.

Requests for withdrawal become official and effective the date they are received in the Records Office. Requests received after published withdrawal deadlines will not be honored.

Some courses at Paris Junior College are offered on a less than a semester length basis and end prior to the end of the semester. For such courses a student may withdraw as per scheduled in the course syllabus.

After the period of schedule changing as described above, in order to drop a course, a student must apply for permission from the instructor. If a student drops a course with approval, he will receive a grade of "W" in the course. Students will not be allowed to drop a course after the twelfth week of the semester.

Exceptions to the above may be made if there are extraordinary circumstances beyond the student's control. For an exception to be made, the student must make an appeal to the scholastic committee that consists of the student's instructors and the Vice President of the student's major area of study. The appeal must be made without delay.

Occasionally a student's attitude is detrimental to the progress of the rest of the class as well as his/her own. When it becomes apparent to the instructor that counseling will not resolve the problem, the student may be dropped from the course. Under this circumstance, on the recommendation of the instructor with the approval of the appropriate instructional Vice President, the student dropped will receive a grade of "F" in the course.

Students adding courses will be charged the appropriate tuition and fees according to the tuition and fee schedule. Students who add courses and fail to pay the full cost by the last day to add a class will be dropped and no credit given for the course

Points to Consider:

- Course withdrawal may be the right decision if the student is in over his/her head and needs to spend more time on the remaining courses.
- A request to withdraw from a course may be a plea for help or a signal that there are other problems that should be addressed.
- If a student does not complete 30 credit hours per year, he/she may need additional time to complete the program.
- Course withdrawal may affect the student's financial aid eligibility.

Total withdrawal may jeopardize current and will jeopardize future financial aid eligibility. There may be extenuating circumstances that may permit a student to regain financial aid eligibility. Students should be referred to the Financial Aid office for more information.

Limits on the Number of Dropped Courses

Section 51.907 of the Texas Education Code, enacted by the Texas Legislature, Spring 2007, applies to students who enroll in a public institution of higher education as a first time freshman in Fall 2007 or later.

The College may not permit a student to drop more than six courses, including those taken at another Texas public institution of higher education. All courses dropped after the Official Day of Record are included in the six-course limit unless (1) the student withdraws from all courses or (2) the drop is authorized by an appropriate College official as an approved Drop Exception. Additional information can be found beginning on page 42 of the 2012-2014 catalog.

Grading System

Paris Junior College is on a four point grading system. Grades and grade points for each semester hour of credit are as follows:

- A - Excellent: 4 grade points per credit hour
- B - Above Average: 3 grade points per credit hour
- C - Average: 2 grade points per credit hour
- D - Below Average: 1 grade point per credit hour
- F - Failure: 0 grade points per credit hour/CEU
- P - Pass: 0 grade points per CEU
- W - Withdrawal: 0 grade points per credit hour/CEU
- X- Incomplete: 0 grade points per credit hour Grades of "W" and "X" are not included in the computation of cumulative grade point averages. A grade of "W" indicates that the student withdrew from class. A grade of "X" indicates that course work was incomplete at the end of the semester.

Incomplete Grades

Only students who have successfully completed three-fourths of the coursework are eligible to receive an “X” and complete the remaining coursework in the next semester without registering for the course a second time. The instructor must submit a Request for Change of Grade to the Records Office when all course work has been completed. Incomplete course work must be completed by the end of the next long semester, or the grade of “X” will be changed to a grade of “F.”

Repeating Courses

Grades of all courses taken will be recorded on the student’s transcript. Only the grade and credits earned (whether higher or lower) in the most recent course repeated will be used in computing the grade point average and applied toward degree or program requirements. Otherwise, courses that may be repeated for credit more than one time are specified in the course description. Enacted in the 78th Legislative Session, HB 1 mandates that students repeating a course for a third or more times will be subject to an additional fee for the repeated course. Veterans should consult the Veterans Affairs office before repeating any course. Students planning to transfer to another college or university should check with the receiving institutions for their repeat policies.

Resolution of Transfer Disputes

Paris Junior College works closely with colleges and universities to make the transfer process as smooth as possible for courses transferred to PJC from the other institutions and follows guidelines to resolve transfer disputes.

The Texas Higher Education Coordinating Board has established procedures to be followed when transfer credit for lower-division courses listed in the Academic Course Guide Manual (ACGM) is disputed. Students should contact the Vice President for Academic Studies for assistance.

Part VI – Financial Aid

Financial Aid

For detailed information about the federal financial aid programs and institutional policies and procedures, students are advised to contact the Financial Aid Office [at 903-782-0429](tel:903-782-0429).

Veteran Affairs

Paris Junior College is approved for veterans training under the provisions of various federal and state laws. Veteran affairs are administered through the Office of Student Financial Aid located in the Alford Center. Veterans who are applying for VA educational benefits are advised to call VA to inquire and verify VA eligibility. Telephone number: VA Regional Office, 1-888-442-4551. All Veterans must see the Veteran’s Counselor in the Financial Aid office.

Part VII – Alternative Credit

Credit by Examination

Students at Paris Junior College may earn college course credit by demonstrating superior achievement on tests offered by several examination programs. Credit earned through CLCBE (College Level Credit by Examination) procedures will apply toward graduation requirements at Paris Junior College. [Specific information can be found in the 2012-2014 catalog beginning on page 21.](#)

Part VIII – Advising Special Student Populations

The Community College Student

As an academic advisor, you will be working with students of diverse backgrounds. Many students are concrete thinkers – functioning effectively with structure and direction. Others are abstract thinkers – requiring the flexibility to pursue their vision. Obviously, non-traditional students (25 years and older) will approach the college experience from a different perspective than traditional students in late adolescence (18-24 years old).

The Student with a Disability

Students with a physical or learning disability should contact the Counseling and Advising Office at 903-782-0426 for information.

The International Student

International students should contact Counseling/Advising at 903-782-0426 for advising assistance.

The Transfer Student

Course Selection & Scheduling:

1. Discuss the coursework the student has completed and the grades earned. You may use an unofficial transcript for advising purposes. For questions about prerequisites, contact the Registrar for assistance. A formal transcript evaluation does not have to be completed before a student can enroll.
2. Explore the reasons for the transfer to determine if a reduced load or tutoring might be in the student's best interest.

Support Services:

Be sure that each transfer student has information about the institution and its policies. Make sure the student receives a copy of the college catalog and Student Handbook. A student who has been unsuccessful at another institution may need a referral to tutoring services for academic support.

Part IX – Support Services

Services & Opportunities

There are several services and opportunities available to students at Paris Junior College. Additional information about the services and opportunities listed below can be found in the 2012-2014 catalog beginning on page 57.

- Career Planning
- Career Advising
- CEEB Advanced Placement Examination
- College-Level Examination Program (CLEP)
- Credit for an International Baccalaureate (IB) Examination
- Counseling
- Distance Education
- Virtual College of Texas (VCT)
- Student Housing
- Learning Center
- A. M. and Welma Aikin Regional Archives
- Fine Arts
- Tutoring
- Disability Support Services
- Testing Services
- Transfer Services
- Adult Education and Literacy
- Workforce and Continuing Education

Special Populations - Connect Program

The Connect Program, designed for special populations, provides textbook loans and childcare funding assistance to qualified students. To be considered for this program, a student must have a declared workforce education major. Special population categories include the following:

- Student with a disability.
- Student training for a non-traditional major for their gender.
- Student who is economically disadvantaged.
- Student with limited English proficiency.
- Displaced homemaker.

To obtain an application for the Connect Program, students may go to room 103 of the Alford Building on the Paris campus or call 903.782.0426. Greenville students may go to the Main Office or call 903.454.9333, and Sulphur Springs students may go to the Main Office or call 903.885.1232.

Student Activities

Various clubs and societies have been organized to meet the extra-curricular needs of Paris Junior College students. These organizations give students the opportunity to become involved in planning activities, developing leadership qualities, developing individual interests, and receiving recognition for accomplishments.

The following groups or activities are currently available. Additional information about each organization can be found in the 2012-2014 catalog beginning on page 67.

- African-American Student Union
- Alumni Affairs
- Athletics
- The Blend Club
- Cheerleading
- College Newspaper
- Delta Psi Omega
- Fine Arts Activities
- H.A.R.T.S Club
- Informal Sports
- Intramurals
- Jewelry
- Nursing
- Phi Theta Kappa
- Religious Organizations
- Student Government AssociationPhi Beta Lambda

Tips for Advisors: Helping Students in Distress

As a member of the Paris Junior College faculty, you will be interacting with students almost constantly. There are times when you may interact with a student whose behavior may cause concern, discomfort, or interrupt the learning environment. These situations do not usually just go away, and without proper intervention, you may be faced with the same student and situation again. Students who are exhibiting emotional distress should be referred to the Counseling/Advising office for counseling.

Paris Junior College would like to thank Hudson Valley Community College for the use of some of the material in this publication.

Appendix K Focus Group Responses

Student Services / Faculty Responses

1. Where their **classes are located** and who their instructors are. Having a more detailed map that tells what is in each building. Time between classes. Signage on buildings (18)
2. **Attendance** expectations by faculty and consequences of not attending class or labs (FA/SAP) (17)
3. **Student Services available** to them and where they are located; names of people in those offices (13)
4. **Where and how to purchase books**, locate what books are needed, the fact that you must purchase them and how to navigate the bookstore website (how to charge against FA, what to do if FA is not ready) (11)
5. How to **navigate Campus Connect** (how to update contact information and major, to accept FA and view their schedule) (9)
6. Understanding how to **read a syllabus** (9)
7. How to **add/drop courses and make schedule changes**, last date to withdraw(time period to make changes) (8)
8. How to **access Blackboard** (when to log in and who to contact if having problems) (7)
9. How to **read a schedule**, Name, time day, location (8)
10. Having and understanding a **degree plan**/ How to choose classes (7)
11. Where **tutoring** is available and how to access it and when to access it (6)

12. **How financial aid works**---if they want the full amount of Pell, they need to be in at least 12 hours. They also need to understand that they can still get Pell without taking full time hours. Consequences of dropping a class for GPA, pell and refunds. (6)
13. Where to **locate the instructor's office** and hours available; how to contact them (5)
14. Knowing **how to pay your tuition**, date it needs to be paid and if not paid by ORD they will be dropped (5)
15. They need a **student ID and a parking permit**. Need to know their number. (5)
16. Where can students **hang out on campus** and what **student clubs** are available (4)
17. How many hours they are in and the difference between full-time vs. part-time (2)
18. How to contact campus police (2)
19. How to understand the catalog (2)

Students should be good citizens showing civility and respect for themselves, other students and instructors. (2)

How to use the student handbook. Need to go through the whole thing the first day to know what kind of help is in it and where to find it. Important dates, map, etc. (2)

Know their advisor and how/when to contact them (2)

Services PJC has to offer such as scholarships, clubs, disability services, give them sports schedules so they can attend

Complaint procedure

Dragon Alert

That most on-line courses ARE NOT self-paced! On-line classes will have deadlines on when assignments and quizzes will be due. Important to read the course syllabus!

Where to go and who to speak with if they feel overwhelmed. (ie. a class is too hard, or they feel they have taken on too much with their work/family schedule)

How and where to find their instructors when they have questions or problems.

Understanding Dev Ed classes

Knowing what to expect....fear of unknown

How to access MyMathLab

Confirm they are in correct courses for degree....have completed all prereqs

Expectations of student by professor and college

What students should expect from faculty/staff

Where to get and send mail

Where stores, restaurants and entertainment are located in relation to campus

Where to go for assistance when sick or injured.

Where to get assistance with computer/network problems.

Where to apply for work or work study on campus.

How to calculate their semester grade according to the course syllabus. Most students cannot calculate their semester grade using a weighted average.

That college requires a commitment of time outside the classroom

Knowing when/how to log into blackboard

Glossary of college terms

Students in online classes should be computer literate, possess computer skills, be good time managers and self-learners.

PJC policies that relate to the student (Handbook)

- No food/drink in classrooms and labs

- No children in classrooms/labs

- Academic policies

- Attendance expectations

- No cell phones, beepers, etc. in classroom

Differences in HS and college, including student responsibility and classroom behavior

What immunizations do they need

How to calculate GPA

What a GPA means and how low grades can affect it and if they make an F how they need to take the same course over to get it out of their GPA. Some of them don't realize that F figures into their GPA until they retake the class.

Proper cell phone "etiquette" for college. (TURN THEM OFF!)

Be prepared for each day's class with the proper materials.

For internet classes especially, the importance of reading the syllabus and paying attention to deadlines throughout the semester.

Don't hesitate to approach your instructor if you are having trouble in a class. Instructors are glad to counsel students about the course material and study habits.

Exhibit the same habits and manners that students will need in their professional life while in college.

Proper decorum-- Refrain from obscene language or improper conduct while in public and/or class settings on campus.

Student Responses (Focus Groups)

274 students (80 attended an orientation)

List the top 10 things the students feel they need to know on the first day of class and/or the first week of class.

1. **Class location**/Understanding the legend (where to go)....should be student led so student won't be afraid to ask questions (17)
2. **Student ID and parking pass**....where to get one and knowing the number (12)
3. how to use **campus connect** and website (11)
4. How to **read a schedule**, teacher's names, TR means Thursday (10)
5. **Textbook info**....what and where to get them/what books go with each class/importance of having them at the beginning of school, how to get them thru FA/Connect, costs, how to get them cheaper elsewhere (10)
6. **Tutoring** / more about how to access, where are they, when labs are open, Free, etc. (9)
7. How to use **blackboard** / who to call if having problems (9)
8. **Resources for students** (7)
9. **Financial Aid** , how to accept, info on consequences of dropping classes, ft vs pt, how you can lose it, etc. (7)
10. How to read and where to get a **degree plan** (7)
11. Options for housing on campus/meal plans/costs (4)
12. **Attendance** policies (4)

13. **Student Clubs and Extra Curricular Activities**/Free (4)
14. **Financial Obligation** (where and how to pay, availability of scholarships and FA, costs, payment plans, deadline for payment) (4)
15. what a **syllabus** is and how to read it (4)
16. How to figure GPA (3)
17. How and when do you **drop a class and consequences** on FA, how to **drop/add** a class (3)
18. WiFi Locations (2)
19. Cafeteria/meal plan info (2)
20. Know how to **contact instructors**

Where to locate computers to use on campus

Get advised

Professor expectations

How to use MyMathLab

Labs are separate from class

How to transfer credits from other colleges

Important dates

Meet advisor

Job placement

How to apply for student housing

What forms/ID needed to enroll

School hours

How to register

Location and time of orientation

Get to know your instructor

Setting up a PJC email account

Difference between HS and college

how long to get a degree

difficulty of class

students loans were not available

major college dates

course content

difference in degrees/certificates

scholarship information

location of book vendors

Know faculty in your major

Class schedule management ie: time to park before class, time to cross street between classes

Notetaking/Study Skills

Know which classes will not transfer to which colleges

location of administrators

Knowledge of the courses and teacher's reputations

It is hard to find math tutoring for math courses above college algebra

Bookstore policies (returns and rentals) How to purchase textbooks elsewhere

dorm rules

where tutors are located the first week--big discussion on this

which classes could be tested out early--keyboarding

how to calculate semester hours

if it is better to get a degree or certificate--how many years to complete

where part-time jobs are located

Understanding payment plans

Knowing more about the program (voc/tech) before starting--what sort of projects we would be doing--especially for the students who know nothing about jewelry

Going all day long in a technical program was a big transition from attending academic classes.

Out-of-state students need to know Paris housing market without having to drive to Paris from long distance. They did not want to live on campus and finding on the Internet information about apartments/houses to rent in Paris was not good--had to end up just driving down here to find a place to rent; almost did not get to come to PJC because could not find an apartment to rent.--community information

Where to get jobs--since out of state, do not know where to find work--community information

Knowing where to find base metals--community information

Only cover the basics, no clubs

The name and location of your advisor

Do a follow up with students later to see if they have questions

Tutorial for online components included in traditional courses

Importance of GPA

Orientation should be geared towards that particular campus

Orientation manual....printed

No online component for traditional courses – no computer access

What do the students wish they had known during the first week of class that they did not know that would have made them feel more successful?

class difficulty; tardies/absences; what are passing grades; checking grades on the computer.--how to get emails from teachers

course content; workstudy/tutoring programs

Use of books or not

How hard classes are

Choice of majors

How to obtain official transcripts/apply for graduation

Provide correct course info regarding rooms and faculty to reduce confusion and reduce the feeling of being overwhelmed.

Dragon Alert

Books on syllabus don't always match list in bookstore

Internet obligations of courses

Room change notification

Time management (2)

Setting up a PJC email account

How to calculate grades

Difference between HS classes and college classes as to level of difficulty and responsibility

Online website about teachers

Who are the advisors (HVAC class said this)

Understanding of the format of the classes

Difference between HS and college

Importance of being on time

How to use MyMathLab

Lab operating times

Professor expectations

Students must choose a major

Wish they had known about orientation (2)

Info about summer FA

Other Comments

Poor Advising, Rude (2)

Advisor had no knowledge of program (such as biomedical)

Did not use books

Faculty should always keep appointed class times/meetings, specifically PE courses.

How to study for college exams vs HS tests.

Use online component of traditional classes to be used as a study tool, instead of for a grade. Others felt it complicated their ability to be successful due to lack of computer access and their desire to take "traditional" classes instead of online classes.

Have a "Suggestions Box"

Students need a place to go and ask questions

Various departments presenting at orientation

Having to have the textbook receipt even when the bookstore gives them the wrong book

Some teachers don't use the textbook they were required to buy...waste of \$\$

Wrong advising

Math homework should not be online

Advisors choosing the students schedule without student's input

Knowing the school handbook is the school calendar

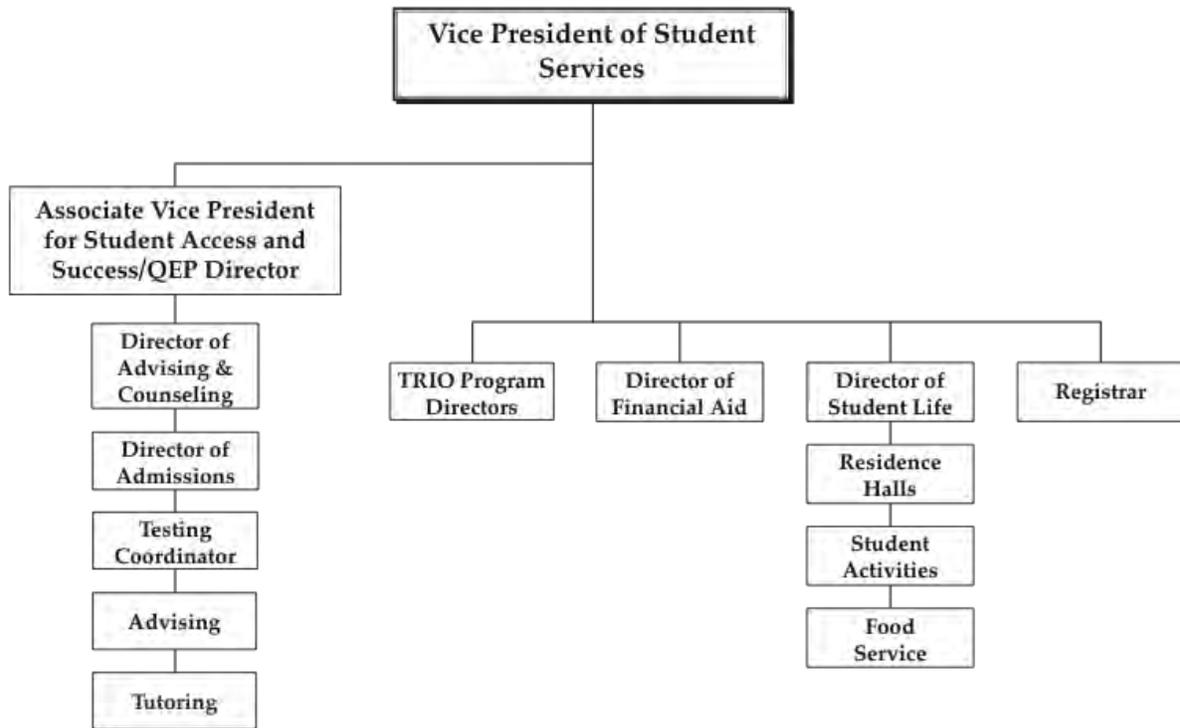
Orientation should take place before registration

Introduction to teachers

Appendix L Organizational Chart



Paris Junior College Student Services Organizational Chart



8-2013

PARIS JUNIOR COLLEGE DISTRICT

JOB DESCRIPTION

TITLE: Associate Vice President **SALARY LEVEL:**
Student Access & Success **JOB CODE:** Administration
DEPT: Student Services **FLSA CODE:** Exempt
CLASS: Administration **RETIREMENT ELIGIBILITY:** ORP/TRS

PURPOSE: The Associate Vice President of Student Access and Success is responsible for coordinating the recruiting, admission, advising, and registration at Paris Junior College. The Associate Vice President of Student Access and Success will oversee the college's retention efforts and the implementation of identified services to increase student success.

REPORTS TO: Vice President of Student Services

SUPERVISES: Director of Admissions
Director of Counseling and Advising
Director of Educational Talent Search
Director of Educational Opportunity Center
Director of Upward Bound
Testing Coordinator/Tutoring

MINIMUM QUALIFICATIONS

Knowledge, Skills, and Abilities

1. Knowledge of student services and student development with emphasis in recruiting, admission, advising, and registration.
2. Knowledge of the principles and practices of budgeting.
3. High ethical values.
4. Ability to communicate effectively, both orally and in writing.
5. Basic computer skills.

Education, Experience, and Licensure

1. Master's degree in education or related field; student service emphasis preferred.
 2. Demonstrated leadership experience in higher education.
 3. Minimum three years administrative experience at the college level.
 4. Minimum five years experience in student services.
-

MAJOR JOB RESPONSIBILITIES

Essential Job Functions

1. Coordinates and provides leadership for student recruitment, student development, admissions, career guidance, and the TRIO programs.
2. Oversees implementation of the Quality Enhancement Plan.

3. Supervises the preparation of the area budget, while providing an opportunity for personnel to make needed budget requests. With the appropriate director and coordinator, monitors and discusses the budget report provided by the business officer.
4. Makes recommendations for improvements of the physical plant for the improvement and facilitation of student services.
5. Coordinates and supervises the student services evaluation process with directors and coordinators.
6. Assists in recruitment, employment, and orientation of student services staff.
7. Responsible for implementation of college-wide recruitment and retention efforts.
8. Supervises and coordinates all activities of the registration process.
9. Responsible for compliance with Southern Association of Colleges and Schools (SACS) guidelines for area.
10. Display personal characteristics that reflect positively on the education profession and the College in such ways as respecting colleagues and observing ethical principles of the education profession, participating in community activities, and demonstrating a constructive attitude toward other professional and classified personnel, using appropriate vocabulary free from excessive profanity and slang, displaying use of good judgment, tact, and discrimination, treating records, information, materials, and office concerns in a confidential manner.

11. Demonstrate knowledge of the required subject matter by providing evidence of preparation in the area, maintaining current knowledge of research and developments in the subject area, and maintaining the respect of colleagues in the profession.

12. Demonstrate leadership qualities by instilling enthusiasm for professional goals, recognizing staff proficiencies and accomplishments, adhering to statement of ethics and Paris Junior College covenant for success.

Marginal Job Functions

SPECIFIC EQUIPMENT AND MATERIALS USED

ESSENTIAL PHYSICAL TASKS

1. This position is security-sensitive.

ENVIRONMENTAL DEMANDS

Appendix M DART Director Job Description

Quality Enhancement Plan (DART) Director

Job description: This is a 12 month position. The DART Director provides leadership and direction at the College working with administrators, faculty, staff, students, and other institutional stakeholders to design, implement, coordinate, evaluate and monitor for continuous improvement of a comprehensive Quality Enhancement Plan. This position will report directly to the President for the following:

1. Responsible for the administration and implementation of the DART program.
2. Develop, coordinate, and conduct (as appropriate) staff development for all student learning outcomes strategies/activities.
3. Work collaboratively with administrative leadership to review and revise assessment tools for each student learning outcome.
4. Work collaboratively with instructional leadership to identify selected faculty for each stage of implementation.
5. Serve as a direct liaison between the DART Implementation Committee and the President.
6. Work collaboratively with the Director of Institutional Research to facilitate the administration, collection, data entry, and distribution of assessment tools and data.
7. Work collaboratively with the Director of Marketing and Public Relations to communicate the purpose and progress of the QEP to all institutional stakeholders including the community at large.
8. Perform any and all other duties as assigned.

Requirements/Qualifications

1. Master's degree required.
2. Minimum of five years of administrative leadership.
3. Must possess excellent oral and written communication, interpersonal, and administrative skills.
4. Must meet any additional qualifications set by the College.

Appendix N Secretary to the DART Director Job Description

Secretary to the DART Director
New position
Quality Enhancement Plan Support

Job description: This is a part-time position (19 hours per week). This position provides secretarial support to the DART Director to maintain smooth operation of the office. This position reports directly to the DART Director for the following:

1. Perform routine secretarial duties.
2. Assist with preparation and distribution of assessment tools related to student learning outcomes for the Quality Enhancement Plan.
3. Assist with data entry of assessment data for the Quality Enhancement Plan.
4. Maintain files accurately and efficiently.
5. Maintain student confidentiality.
6. Perform any and all other duties as assigned.

Requirements/Qualifications

1. High school diploma or equivalent required; associate degree or certificate preferred.
2. Two years of experience in responsible employment in clerical/secretarial area or equivalent combination of experience and education.
3. Experience with Microsoft Word and Excel software.
4. Demonstrated leadership qualities.
5. Demonstrated initiative and ability to work with minimal direct supervision.

Salary

\$12 per hour

Appendix O DART Assessment and Continuous Improvement Process

DART Assessment and Continuous Improvement Process

