



QUALITY ENHANCEMENT PLAN

2005

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EXECUTIVE SUMMARY

Located in a rural area in the northern portion of the state, North Florida Community College serves a unique and diverse student population. The College service area covers six counties where high school drop-out rates are well above the state average. Many students are from households with poverty level incomes. NFCC is an open admissions institution offering the associate in arts degree, associate in science degrees, associate in applied science degrees, vocational certificates, as well as adult, continuing, and community education. The unduplicated enrollment for 2003-2004 was approximately 2200 students.

Lack of college readiness is evident across NFCC's six-county service area. FCAT scores within the six counties are lower than the state average, and in the 2004 Annual Report Card published by the Florida Department of Education, two of the high schools in NFCC's six county service district received a grade of "F." Even more staggering are the numbers of high school graduates who are reading below grade level. On placement tests administered to entering NFCC freshmen between July 1, 2003 and July 1, 2004, 66% of students tested into a developmental reading course.

Therefore, the focus of this Quality Enhancement Plan (QEP) is to address deficiencies in students' reading skills early in their NFCC studies and to create learning communities that improve reading skills of NFCC students.



SECTION I

Background

- Institutional Profile
- Mission & Vision Statements
- Student Demographics

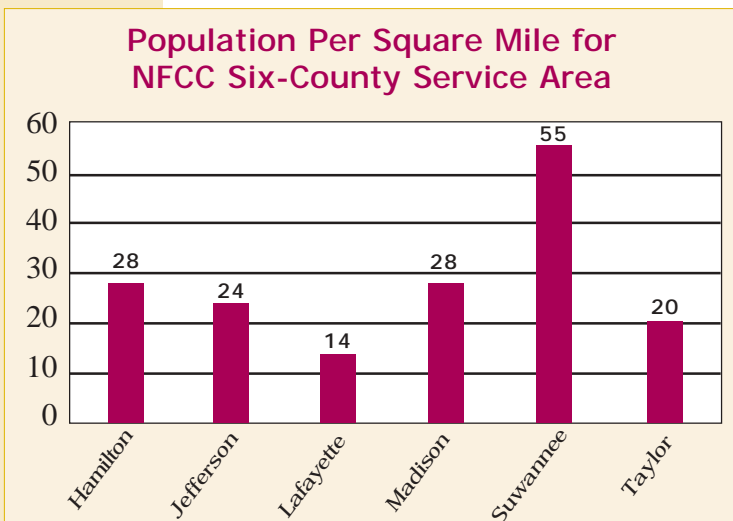
BACKGROUND

Learning is a lifelong process, and college students have a greater chance of succeeding when the institution’s resources are organized in a way which provides support for student development (Boylan, 2002). Any project with a goal to enhance student learning must recognize and address the developmental nature of the learning process. Furthermore, the growing diversity of student populations today includes more students from low-income families, students of color, older students, and first-generation college students. In an effort to enhance learning for students at North Florida Community College (NFCC), the focus of this Quality Enhancement Plan (QEP) is to address deficiencies in students’ reading skills early in their NFCC studies and to create learning communities that improve reading skills of NFCC students.

INSTITUTIONAL PROFILE

North Florida Community College is located in a rural area in the northern portion of the state, far from the thriving economic centers and tourist meccas of Florida’s coastal and central regions. The six counties the College serves are

rural, characterized by small farming towns and communities. At 4,078 square miles, NFCC’s service district is the largest geographic area served by any of Florida’s 28 community colleges. The chart on the left exhibits the population per square mile for each county.



Data from Florida Estimates of Population, 2004



Within walking distance of the downtown section of the City of Madison, the NFCC campus is comprised of 98 acres of beautiful wooded land, providing adequate room for buildings, athletic fields, and parking. College instructors regularly travel 30 to 60 miles to high schools within the service district to teach dual enrollment and other college credit courses. The College has recently acquired property adjacent to the campus that once housed a community elementary school. Plans are in place to expand campus operations to the newly acquired land.

MISSION STATEMENT

The mission of North Florida Community College is to provide learning opportunities for continuing academic and life enrichment goals, for advancing skills, and for developing judgment and values necessary for responsible citizenship in a changing society. The College is accountable in its offerings of quality, accessible, and affordable learning opportunities and fulfills its mission through:

- Transferable college credit programs leading to the associate in arts degree
- Workforce development programs leading to the associate in science or associate in applied science degrees or technical certificates for occupational skills and employment
- Access to baccalaureate degree programs through partnerships with colleges and universities
- Basic literacy and adult general education leading to the GED
- Personal, professional and academic development opportunities through credit and noncredit programs
- Partnership with business, industry, government and other institutions to promote economic development and providing retraining opportunities for the district's workforce
- Support services to assist students in making educational, vocational, and personal decisions
- Cultural, recreational and enrichment opportunities for students and residents of the community



VISION STATEMENT

Our vision for North Florida Community College is to be a vibrant educational community serving rural North Florida, including the counties of Hamilton, Jefferson, Lafayette, Madison, Suwannee, and Taylor, and beyond.

We will offer a student-centered faculty and staff who embrace diversity in a friendly and inclusive learning environment.

The college will provide technologically advanced educational opportunities in response to the community's need for quality, affordable, and accessible programs.

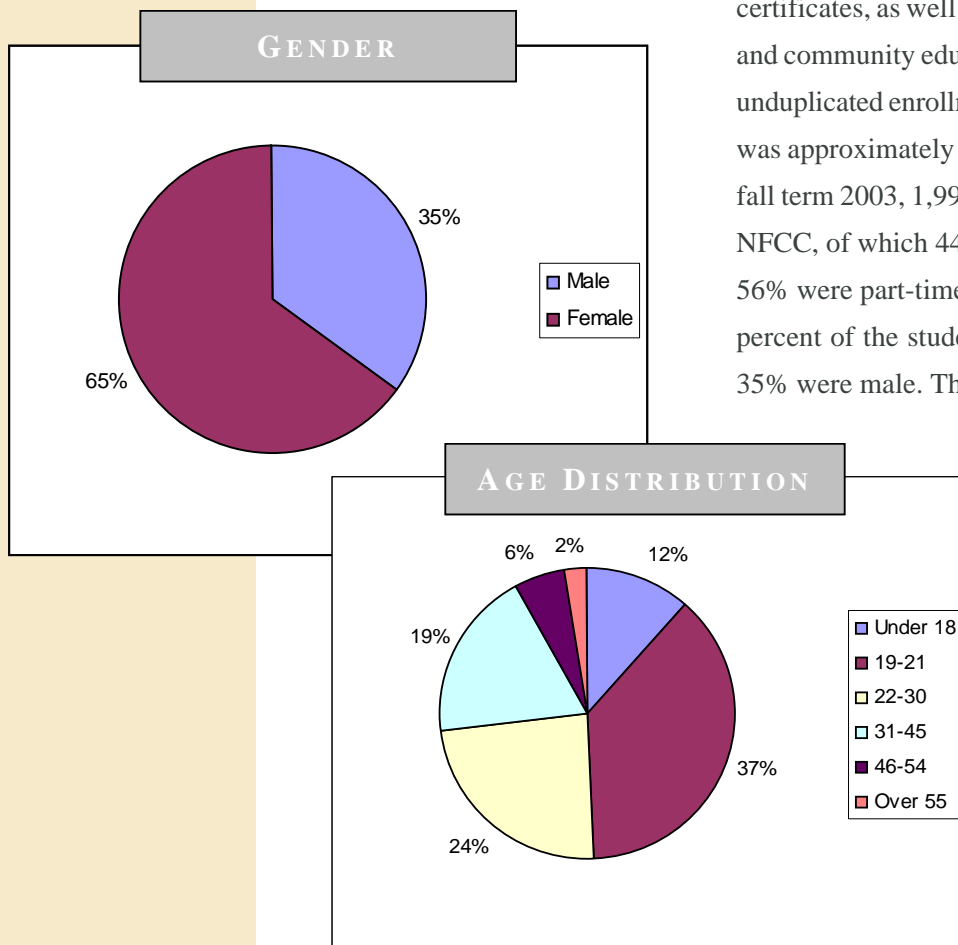
The College will partner with business, industry, community, and educational institutions to promote the economic and community development of our region.

NFCC STUDENT DEMOGRAPHICS

NFCC is an open admissions institution offering the associate in arts degree, associate in science degrees, associate in applied science degrees, vocational

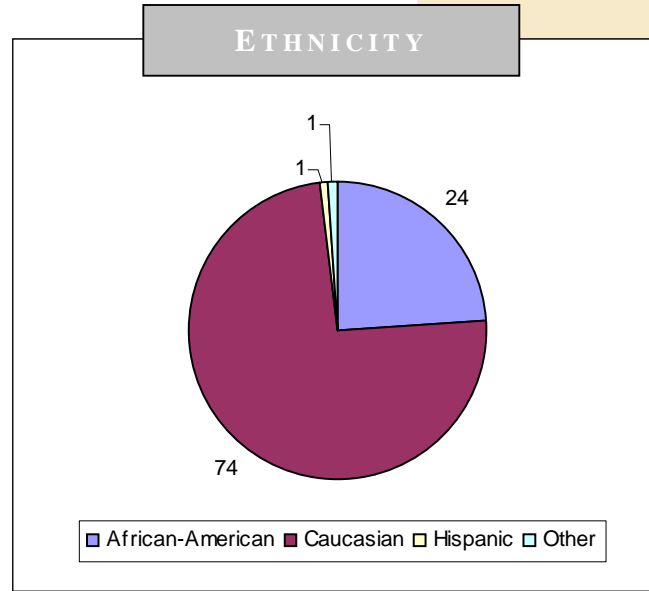
certificates, as well as adult, continuing, and community education. The unduplicated enrollment for 2003-2004 was approximately 2200 students. During fall term 2003, 1,993 students attended NFCC, of which 44% were full-time and 56% were part-time students. Sixty-five percent of the students were female and 35% were male. The student population

is diverse: 74% Caucasian; 24% African-American; 1% Hispanic, and 1% Asian or Pacific Islander. The average student age is 25.





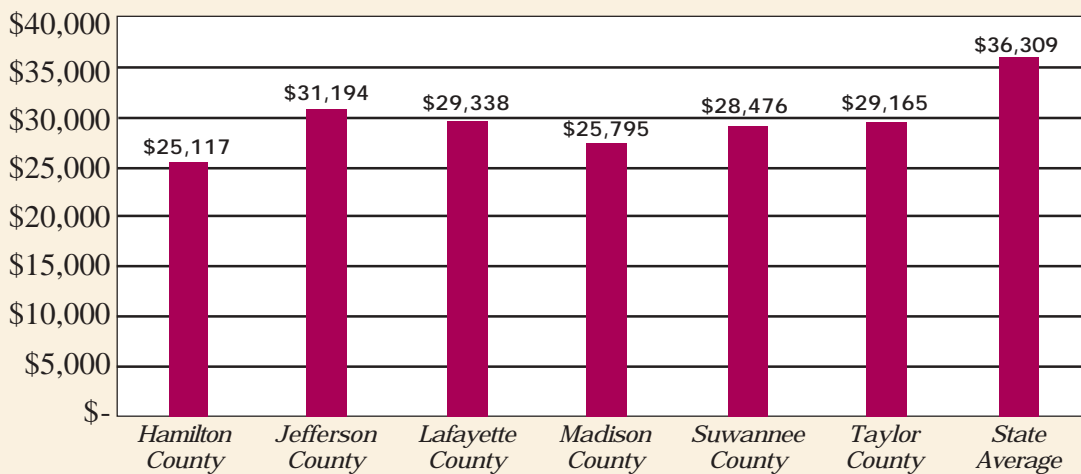
Ninety-eight percent of the student population is comprised of Florida residents with 85% residing in the College’s six-county service district. The 2000-2001 high school drop-out rates for Madison County, one of six counties served by the college, was 5.4%, while the average drop-out rate for the state of Florida was 3.8% (Florida Statistical Abstract, 2002). Research recognizes poverty as the most common denominator of at-risk students (Roueche, 2001). Of the six counties that the College serves, the lowest median household income is in Hamilton County - \$25,117, and the highest is in Jefferson County - \$31,194 (Florida County Perspectives, 2003). This compares to the state average of \$36,309¹.



Data from the NFCC Student Database, 2005

NFCC Six County Service District Average Household Incomes

(Compared to State Average)



¹ Jefferson County is situated in close proximity to Tallahassee (Leon County), the state capital, and many people travel 30 miles to work in Leon County. Thus, Jefferson County shows a higher income, but it is still a small, rural county with a low economic base.



POOR ACADEMIC PREPARATION

Lack of college preparation is evident across NFCC’s six-county service area. The Florida Comprehensive Assessment Test (FCAT) is part of Florida’s effort to improve the teaching and learning of higher educational standards.

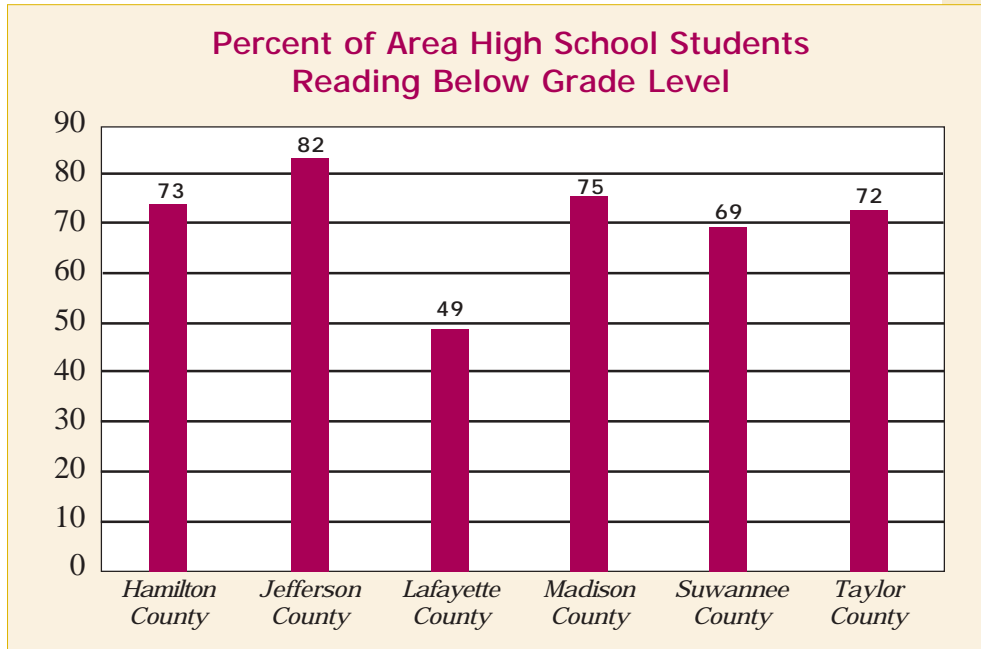
Annual Report Card 2004 <i>Grade by Area High Schools</i>	
Hamilton County High School	D
Jefferson County High School	F
Lafayette High School	B
Madison County High School	F
Suwannee High School	C
Taylor County High School	D

Data from the Florida Department of Education website, 2004

The primary purpose of the FCAT is to assess student achievement of the high-order cognitive skills represented in the Sunshine State Standards (SSS) in reading, writing, mathematics, and science. All students in Grades 3-10 take the FCAT reading and mathematics in the spring of each year. FCAT scores within

the six counties are lower than the state average. In the 2004 Annual Report Card, published by the Florida Department of Education, two of the high schools in NFCC’s six county service district received a grade of “F.” As indicated in the above table, two other area high schools received a grade of “D;” one county school received a “C,” and only one county school received a “B”.

Even more staggering are the numbers of high school students who are reading below grade level. The following graph illustrates the percentage of students who are reading at or below grade level in NFCC’s six-county service area. Of the six counties, Lafayette County has the lowest percentage (49%) of students who are reading below grade level with Jefferson County having the highest numbers at 82%.



Data from the Florida Department of Education website, 2004

These academic deficiencies are also clearly evident on the entry-level placement test administered upon entrance to the College. As shown in the following table, a significant percentage of students entering NFCC in the past two years were not prepared for college-level work.

Number and Percent of Students with Deficient English and Reading Scores on NFCC Entry Placement Test

Content Area	2003-2004		2002-2003	
	Number of Students with Deficient Scores	Percent	Number of Students with Deficient Scores	Percent
English	151	42%	124	37%
Reading	237	66%	163	49%

Data from the NFCC Student Database, 2005



SECTION II Focus of the QEP

- Framework
- Connection to Strategic Plan
- Faculty Resources
- Preliminary Planning

FOCUS OF THE QUALITY ENHANCEMENT PLAN

After many discussions among faculty, staff, and administrators through open-campus meetings and e-mail correspondence, the QEP team chose to narrow the focus of the QEP to creating learning communities with the goal to improve reading skills of NFCC students. As mentioned earlier, 66% of incoming students in the last year tested into developmental reading. Another 20% attained scores just above the cutoff level (83 -95), and 12% scored within the 96 – 120 range. Therefore, the following initiative must be in place before students can benefit from learning communities that improve reading skills.

All students who score below 83¹ on the Florida College Entry Level Placement Test (CPT)² (or equivalent scores on another entry exam) must take REA0002 during their first semester at NFCC and must take REA0002 as a prerequisite to ENC1101.

Once this initiative has been met, students will be encouraged to enroll in learning communities offered at NFCC that will focus on further development of reading skills.

¹ 83 is the cutoff score determined by the State of Florida. See “Glossary of Terms” for more information on the College Placement Test.

² NFCC uses the abbreviation CPT for this test.



FRAMEWORK FOR LEARNING COMMUNITIES

Boylan (1999) states that learning communities at the college level are based on the assumption that the classroom is not only a community but the only academic community that many students may encounter. The use of learning communities, especially in the community college setting, is a critical factor in student development and contributes to improved student grades and attitudes towards learning (Boylan, 2002). They also offer more consistent opportunities for teaching literacy skills such as reading, writing, and speaking (<http://learningcommons.evergreen.edu>).

Furthermore, the students most likely to drop out of college are those who do not feel connected with the people and events of the college (Smittle, 2003). According to Chickering & Gamson (1987) in “Seven Principles of Good Practice in Undergraduate Education,” good practices encourage student-faculty contact, promote cooperation among students, and encourage active learning, all factors of a learning community.

Learning communities meet goals in both academic and non-academic areas through faculty collaboration, student interaction, course integration, and student services. Furthermore, drawing from the Learning College concept, O’Banion (1997) states that collaborative learning activities help develop social structures that support individual learning. Learning communities can emphasize both skill enhancement and academic progress by linking developmental and credit courses (Shapiro & Levine, 1999).

Other benefits of learning communities supported in the literature include the following:

- Greater enhancement of student learning and fostering of friendships and study groups;
- Greater likelihood of student satisfaction and confidence in understanding material;
- Better understanding by students that learning is not an isolated experience by making connections between courses;
- Higher student grades and retention;
- Better integration of reading and writing assignments to develop connections between what students read, comprehend, and write.

“My history class would have been much easier if I had understood what I was reading.”

*NFCC Student
(took reading during 2nd semester
after taking history)*



In preparation to integrate learning communities at NFCC, best practices from other colleges were examined and selected for use as potential models. According to information from these schools, learning communities provide a holistic approach to higher education and provide increased opportunities for student and faculty interaction (<http://www.gc.maricopa.edu/linkup/index.htm>). They also serve as a college retention tool for first-generation students, and most students earn higher grades in these courses because they understand the connection between course offerings (<http://www.hcc.cc.fl.us>). Statistics from LaGuardia Community College showed that learning communities with a common reading theme increased student grades and retention (<http://www.brevard.edu/fyc/instofexcellence/laguardia/narrative.htm>).

There are benefits for faculty members as well (<http://learningcommons.evergreen.edu>). These include the following:

- An expanded repertoire of teaching approaches
- The acquisition of new scholarly interests
- New relationships among peers
- Mentoring opportunities

FACULTY INTEREST IN LEARNING COMMUNITIES

A survey was distributed to all NFCC faculty in early spring 2005 to determine the level of interest in creating and teaching in learning communities (see Appendix A for results). Out of 58 surveys sent to full-time and adjunct faculty, a total of 36 surveys (62%) was returned, and respondents showed a high level of interest in participating in learning community activities. Results significant to creating learning communities at NFCC are as follows:

- 72% of respondents teach a course that is conducive to a learning community environment
- 94% of respondents want to learn more about learning communities
- 64% of respondents want to participate in a learning community
- 64% of respondents are willing to attend summer workshops to learn how to develop and teach in a learning community

“How can we help
our students?
The key is reading!”

NFCC Instructor



The following definition of a learning community was developed by the QEP team and approved by the NFCC Management Team and faculty:

Operational definition of a *learning community*:

North Florida Community College defines a learning community as two or more courses linked together in which faculty members collaborate in curriculum planning, development, and delivery. The ultimate goal of the learning community is to improve reading skills of NFCC students.

The QEP team identified five reading skills to be addressed within each learning community. These skills are:

1. Finding the main and implied ideas
2. Identifying supporting details
 - a. Relationships
 - b. Organizational patterns
3. Understanding vocabulary in context
4. Evaluating information
 - a. Fact and opinion
 - b. Purpose and tone
 - c. Establishing arguments
5. Making inferences

Participating faculty will be trained to incorporate these skills into their learning communities. Attainment of these skills will be measured by pre-test and post-test assessments and will be compared to a control group of parallel courses not taught in a learning community format.



CONNECTION TO NFCC'S STRATEGIC PLAN, VISION AND MISSION

The QEP team believes learning communities that enhance students' reading skills will fulfill the directives of the College's vision and mission. One aspect of the mission of NFCC is to provide learning opportunities for continuing academic and life enrichment goals and for advancing skills. Furthermore, the College's vision statement offers a student-centered faculty and staff who embrace diversity in a friendly and inclusive learning environment.

The following Strategic Plan initiatives also correspond to the QEP:

Initiative 1: Improve recruitment and retention of students

Outcomes:

- Increase enrollment
- Increase retention rate
- Improve student satisfaction
- Improve student success

Initiative 2: Improve quality of education programs

Outcomes:

- Improve program quality
- Improve institutional effectiveness
- Improve competitive position
- Improve student satisfaction and student success

Initiative 4: Improve image of the college

Outcome:

- Position NFCC as a quality education institution

FACULTY RESOURCES

Currently NFCC employs 34 full-time instructors. There are four academic divisions, each led by a department chair, and one vocational department led by a full-time director. An average of 104 adjunct instructors is utilized each semester. One of the full-time English instructors is currently working toward a reading certification and expects to have those requirements completed by fall 2005.

"Learning communities will help us make connections between classes."

NFCC Student



Due to the initiative of the QEP that focuses on REA0002 and necessary coordination of the learning communities, two new positions will be created by July 1, 2005.

1. A full-time reading instructor will be hired to ensure that all students who need REA0002 are able to take the course during their first semester and before taking ENC 1101. This instructor will also conduct faculty training in how to incorporate reading skills into content courses.
2. A Learning Community Coordinator will be named. This will be a full-time faculty member who will receive partial release time as well as a stipend to oversee aspects of the learning communities (see Job Description in Appendix B).

A learning community committee will be formed to assist with initial planning and implementation. The strongest and most successful learning communities are led through a collaborative effort with cross-unit coordination of faculty, staff, administrators, and students. (<http://learningcommons.evergreen.edu>).

Incorporating learning communities into the vocational programs will be explored during the second year of QEP implementation. The Career Center at NFCC offers vocational certificates in a variety of programs including Administrative Assistant, Drafting, Emergency Medical Technician (EMT), Licensed Practical Nursing, and Patient Care Technician. All students who enter these programs must take the Test of Adult Basic Education (TABE) with the exception of EMT students, who take the CPT. However, students do not have to pass all portions of these placement exams prior to beginning their program; they must receive passing scores in order to receive their certificate of completion. Students who do not enter with satisfactory scores must complete remediation during non-class hours. During the 2003-2004 academic year, 71% of students enrolled in these vocational programs without satisfactory placement scores.

Vocational programs, by definition, are considered learning communities in that they often combine more than one course, albeit in one discipline area. Vocational programs at NFCC also follow the cohort approach as all students in each program enter together, study and collaborate on course assignments, and complete program requirements together. The QEP team believes that adding a



reading focus to these programs will improve student performance and provide an opportunity for successful completion of TABE/CPT requirements within the first semester of their program.

Currently, there are four part-time vocational reading instructors who incorporate reading skills into General Education Diploma (GED) prep, skills-seeking courses, and TABE or CPT remediation. There is no coordination of content between the remediation curriculum and vocational program curriculum for those students who enter remediation with the intent of successfully completing a vocational program. Furthermore, a number of students enter remediation before they enroll in a program. The QEP team believes that a full-time Vocational Prep Reading Instructor will be beneficial to student success and retention not only for those students who strive to remediate their skills while enrolled in a program, but also for students who are preparing to enroll in vocational programs. This reading instructor has been incorporated into the QEP budget.

Scores for all administered TABE exams have not been routinely included in the NFCC database; therefore, baseline data and student information will be gathered during the first year of QEP implementation. To assist with these endeavors, a Workforce Career Development Coordinator will begin July 1, 2005 to track student retention, success, and satisfaction within their chosen programs and to follow student employment and employer satisfaction. Other duties will include counseling and advising potential and new vocational students and assisting with placement into vocational programs. This position was not included in the QEP budget because it was a prior initiative of the College.

Once baseline data is established, measures of student success will be determined. These measures will include

1. Student success in passing the reading portion of the placement exam during the first semester of their program
2. Higher course retention and completion rates
3. Greater student satisfaction
4. Higher job placement and retention rates



PROCEDURES FOR LEARNING COMMUNITY DEVELOPMENT

Faculty members interested in creating and teaching in learning communities will submit a Learning Community Proposal in March preceding the academic year they wish to teach the learning community. Approval must be made by the appropriate department chairs, the Learning Community Coordinator, and the Director of Institutional Research, Planning and Effectiveness.

Once approved, all participating faculty members must attend a 32-hour summer workshop to plan, design, and develop materials for the learning community. Upon successful completion of the workshop, each faculty member will receive a stipend of \$1000. They must also attend on-campus training in how to incorporate reading skills into their pedagogy. Emphasis will be placed on integrating the five reading skills identified for NFCC's learning communities.

The faculty members will work closely with the Learning Community Coordinator and committee to plan, teach, and assess their learning community. They will be involved in marketing their community and recruiting students. Furthermore, the faculty members will choose one librarian to partner with them in the learning community. This librarian will participate as needed in the summer workshop to assist with learning community development and will also coordinate student resources and assist students.

The following checklist will assist faculty in preparing a learning community application:

- ✓ Identify a theme and discuss with your faculty partner
- ✓ Begin to visit partner's classes to observe teaching styles
- ✓ Design new syllabi or revise to meet new learning outcome goals
- ✓ Consider classroom strategies and activities
- ✓ Discuss grading philosophies, evaluation methods, and paper-reading responsibilities
- ✓ Consider assessment questions:
 - How will you determine success of your learning community?
 - What will a successful learning community look like?
 - What will an unsuccessful learning community look like?
- ✓ Determine scheduling and classroom needs
- ✓ Discuss ideas with department chair
- ✓ Complete "Learning Community Proposal" and submit by deadline
- ✓ Coordinate with library partner to develop reading list and gather other resources

"Learning communities that include reading skills will help us understand the content better."

NFCC Student



North Florida Community College

Learning Community Proposal

Due in the Office of Academic Planning by the first Tuesday in March for the following academic year. If approved, all faculty members must attend the summer planning workshop.

Title and description of learning community:

Courses Involved:

Courses must already be in the NFCC catalog.
Attach course outline for every course to be included in learning community.

Faculty Involved:

Library partner: _____

Term to be offered: Year _____ Fall Spring Summer

Preferred time/day for courses: _____

Resources Required:

(Example: space/room requirements, computer resources, library, etc.)

Book list completed



“They (students) could read short stories and poems about environmental issues as they learn the science behind them.”

NFCC Instructor

PRELIMINARY PLANNING

During the spring 2005 semester, several instructors across campus began to experiment with learning community formats to collaborate in their teaching efforts and bridge the gap between content areas. One such effort between a biology and English instructor generated excitement among several other areas on campus.

This team worked together to bring more reading, research, and writing into a “Man and Environment” science course. Their combined efforts allowed students, after receiving instruction on all aspects of academic writing, to write personal essays on environmental issues. The students were also given group assignments where they were to become experts on an environmental issue and prepare a research essay, PowerPoint presentation, final exam questions, a marketing piece (poster or flier), and a letter to an environmental agency proposing suggestions for change and improvement.

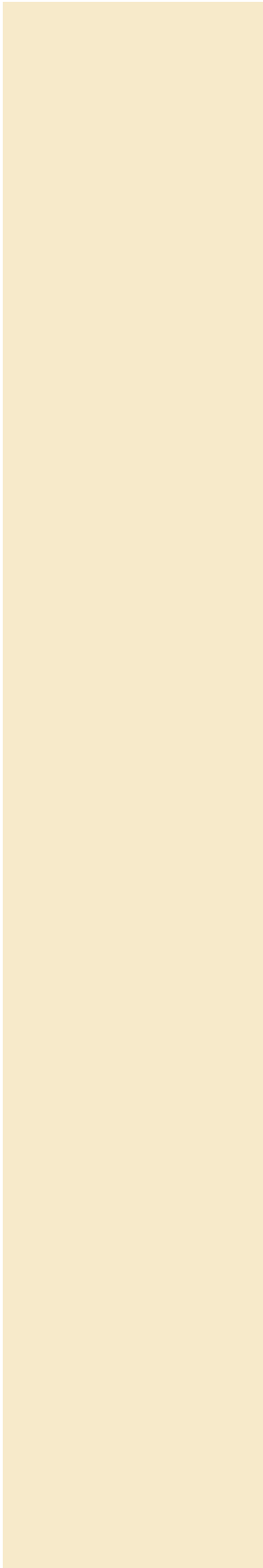
Because these courses were not planned in advance as a learning community, the instructors experienced some frustrations with scheduling issues, assessment, and other facets of the courses. However, having an approved learning community format as a guide and resources to use for course preparation will alleviate obstacles that may cause such frustrations and pave the way for greater student success, retention, and satisfaction.

According to one of the instructors involved in this project, “We’d like this experience to evolve into a true blended class where students receive both science and English credit. This would give each of us more time to develop the skills in our own teaching areas and show the students how learning is not isolated into compartmentalized course numbers. They could read short stories and poems about environmental issues as they learn the science behind them. They could speak publicly on specific issues, using the presentations they’ve developed and translate the science knowledge into something that is comprehensible to everyone.”

During the fall 2004 and spring 2005 semesters, the NFCC library acquired materials on learning communities, teaching reading skills, and learning outcomes assessment so that faculty and other interested parties could begin to explore ways of utilizing learning communities to enhance reading skills. In early March, 2005, a team of six NFCC employees attended a workshop sponsored by the



Florida College Reading Council to begin preparation for implementation of reading skills across the curriculum. These employees included two English faculty members, an education faculty member, one librarian, the Disability Services Coordinator, and the Director of Institutional Research, Planning and Effectiveness. In the late spring 2005, seven NFCC instructors enrolled in an online six-week training opportunity to learn how to incorporate reading into the content areas.





SECTION III

Timeline

- Year One
- Year Two-Three
- Year Four-Five

YEAR ONE

Summer 2005	
Project	Area of Responsibility
Establish new positions <ul style="list-style-type: none"> • Full-time reading instructor • Learning Community Coordinator 	Academic Vice President Director of Institutional Research, Planning & Effectiveness Human Resource Director
Recruit and train faculty to develop and teach in learning communities <ul style="list-style-type: none"> • Offer professional development classes for incorporating reading skills into curriculum • Provide summer workshop for development of teaching materials and implementation planning • Provide opportunities for faculty to attend off-campus conferences on learning communities and reading strategies 	Learning Community Coordinator Director of Institutional Research, Planning & Effectiveness Reading Instructor Faculty Learning Community Committee
Establish assessment strategies <ul style="list-style-type: none"> • Create assessment strategies for evaluating student success <ul style="list-style-type: none"> ○ Retention rates ○ Pre- and post-assessment tests ○ Student satisfaction surveys 	Learning Community Coordinator Director of Institutional Research, Planning & Effectiveness Faculty Learning Community Committee
Develop learning communities to enhance reading skills <ul style="list-style-type: none"> • Develop three learning communities for first year <ul style="list-style-type: none"> ○ ENC 1101 & AMH 2010 (Fall 05) ○ ENC 1102 & AMH 2020 (Spring 06) ○ LIT 2110 & EUH 1000 (Spring 06) 	Learning Community Coordinator Director of Institutional Research, Planning & Effectiveness Faculty Learning Community Committee



YEAR ONE

Summer 2005 (Continued)	
Project	Area of Responsibility
Develop marketing plan for learning communities <ul style="list-style-type: none"> • Engage academic advisors in enrollment opportunities • Utilize office of College Advancement for marketing materials (posters, brochures, articles in campus and county publications, website) 	Learning Community Coordinator Office of Enrollment Services Office of College Advancement Faculty
Acquire other resources <ul style="list-style-type: none"> • Recruit and train student tutors • Coordinate with library partner to order materials and resources 	Learning Community Coordinator Reading Instructor Library Personnel
Fall 2005	
Offer first learning community <i>“American Voices: Exploring America’s Past Through Speech, Literature and Song”</i> <ul style="list-style-type: none"> • Freshman English I & American History I 	Faculty Learning Community Coordinator
Evaluate first learning community <ul style="list-style-type: none"> • Measure learning outcomes • Measure student satisfaction • Institutional Program Review • Faculty focus groups 	Faculty Learning Community Coordinator Director of Institutional Research, Planning & Effectiveness Institutional Quality Committee
Continue faculty development <ul style="list-style-type: none"> • Training in reading skills 	Reading Instructor Faculty
Spring 2006	
Offer new learning communities <ul style="list-style-type: none"> • Freshman English II & American History II • World Literature I & Western Civilization I 	Faculty Learning Community Coordinator
Evaluate learning communities <ul style="list-style-type: none"> • Measure learning outcomes • Measure student satisfaction 	Faculty Learning Community Coordinator



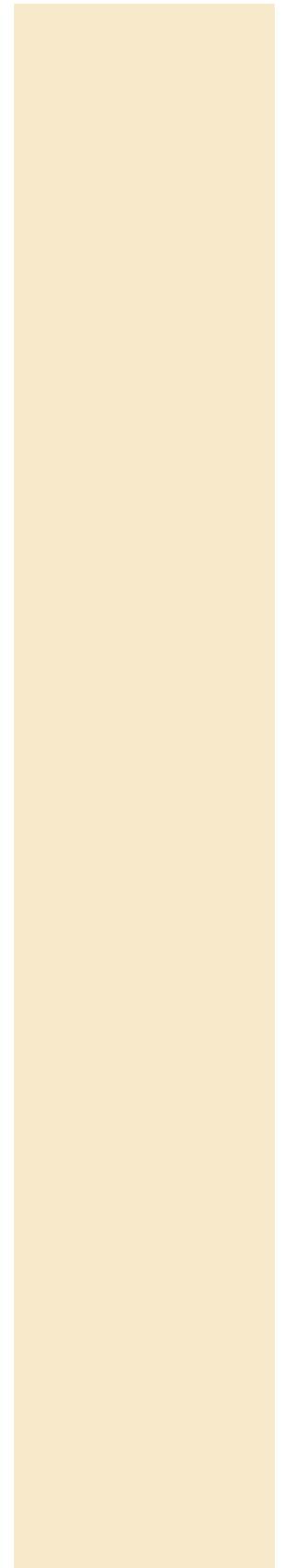
YEAR TWO - THREE

Project	Area of Responsibility
<p>Expand learning community offerings</p> <ul style="list-style-type: none"> • Increase new learning communities by at least 3 each year • Expand learning community concept into vocational programs 	<p>Learning Community Coordinator Director of Institutional Research, Planning & Effectiveness Faculty Learning Community Committee</p>
<p>Evaluate assessment strategies</p> <ul style="list-style-type: none"> • Evaluate assessment instruments to determine accuracy and validity • Revise assessment instruments as needed 	<p>Learning Community Coordinator Director of Institutional Research, Planning & Effectiveness Faculty Learning Community Committee</p>
<p>Recruit and train additional faculty to develop and teach in learning communities</p> <ul style="list-style-type: none"> • Continue to offer professional development classes for incorporating reading skills into curriculum • Provide summer workshop for development of teaching materials and implementation planning • Send team to Evergreen Commons Learning Community Summer Institute 	<p>Learning Community Coordinator Reading Instructor Faculty Learning Community Committee Director of Institutional Research, Planning & Effectiveness</p>
<p>Improve marketing and student recruitment</p> <ul style="list-style-type: none"> • Assess marketing plan and student retention • Update posters and brochures • Arrange for articles in campus publications • Streamline registration procedures for learning community students • Assure website information is current and accurate 	<p>Learning Community Coordinator Institutional Research Specialist Office of Enrollment Services Office of College Advancement</p>



YEAR FOUR - FIVE

Project	Area of Responsibility
Continue to evaluate and expand learning communities	
Continue to train and recruit faculty <ul style="list-style-type: none">• Send second team to Evergreen Commons Learning Community Summer Institute	





SECTION IV Assessment Strategies

ASSESSMENT STRATEGIES

The faculty, staff, and administration at NFCC recognize the importance of assessing the effectiveness of the QEP and intend to ensure that the plan is related to the improvement of student learning. Therefore, the QEP team identified three major areas that would help determine the effectiveness of the QEP:

1. Student success rates (grade of C or better)
 - a. REA0002
 - b. ENC1101
 - c. Courses in learning communities
 - d. Vocational students TABE requirements (year 2 and beyond)
2. Student retention rates (fall to spring; fall to fall)
 - a. REA0002
 - b. ENC1101
 - c. Courses in learning communities
 - d. Vocational students
3. Student satisfaction rates in learning communities

The QEP team believes that student success will be enhanced for students who need remediation in reading skills by ensuring they take REA0002 during their first semester at NFCC. Furthermore, the team also believes that successful completion of REA0002 is a vital prerequisite to ENC1101 (Freshman English I). Completing this prerequisite will provide students a stronger foundation for success in learning communities. To assure this portion of the plan is put into practice, the following outcome measures have been identified:



Initiative:

All students who score below 83 on the College Placement Test (or equivalent scores on another entry exam) must take REA0002 during their first semester at NFCC and must take REA0002 as a prerequisite to ENC1101.

Action Plan	Outcome	Outcome Measures
Identify students who score below 83 on reading portion of CPT (or equivalent test scores on other entry exam)	Students enrolled in REA0002	100% of students who meet score requirements enrolled in REA0002 in their first semester
	Students enrolled in ENC1101	100% of students in ENC1101 have passed placement test or have successfully completed REA0002

Several evaluative instruments will be utilized to assess the level of gains in student learning. To determine if taking REA0002 during their first semester does, indeed, enhance student learning, success and retention rates for future students will be compared to current students. The same information will be tracked for students in ENC1101.

Since the main focus of this QEP is to increase reading skills for students, several measures will be used to determine the effectiveness of this plan. The Nelson-Denny Reading Test will be utilized as a pre-test and post-test measure for learning communities to determine if reading skills have improved due to the learning community format. This assessment will also be given to students in the same non-learning community courses and scores will be compared to determine if the learning community format is effective. The Nelson-Denny Reading Test is designed for college students and adults. This assessment was chosen because it measures vocabulary development, comprehension, and reading rate. Two equated forms are available that allow pre-testing and post-testing of reading progress



Three surveys will be administered during the semester for each learning community. The first survey (Appendix C) will determine students' expectations of the learning community; the second (Appendix D) will be used for formative evaluation purposes midway through the learning community to assess student satisfaction; and the third (Appendix E) will be utilized at the end of the semester to determine the students' viewpoint of the effectiveness of the learning community on their learning experience. Data from these surveys will be used to plan future learning community activities.

Student performance in learning communities will be compared to students in non-learning communities. Course completion rates (grade of C or better) in learning communities will be compared to the same parallel courses not taught in learning communities. Retention rates will also be tracked.

The following action plan outlines steps to be taken and expected outcomes for each. While all of these steps do not relate directly to the improvement of student learning, the QEP team believes these are vital steps for ensuring across-campus participation in QEP initiatives. An assessment matrix follows that provides specific evaluative objectives and target goals for direct measurement of student learning.



QEP Goal

Create learning communities to improve reading skill of NFCC students.

Action Plan	Outcome	Outcome Measures
Research, design and develop learning communities across the NFCC campus	A sustainable plan	QEP Annual Report NFCC Schedule
Develop a five-year implementation plan that provides learning communities with opportunities for reading across the curriculum	A schedule of learning community opportunities for students that include a variety of disciplines	100% of the proposals for learning community development will demonstrate how the five reading objectives will be met
	Increased faculty engagement	Between 2006 and 2010, faculty participation in learning community activities will increase by at least 10% annually
	Increased learning outcomes	Between 2006 and 2010, student performance on identified reading skills will increase by 15% for those students in learning communities compared to students in traditional courses. Outcomes will be assessed each semester using the Nelson-Denny Reading Test
	Increased student success	Course completion rates (grade of C or better) for classes associated with learning communities will exceed traditional courses by 10%
	Increased student retention	Beginning in fall 2005, students who succeed in a learning community will have a 5% higher fall-spring and fall-fall retention rate than students who succeed but do not participate in a learning community
	Increased level of student satisfaction	Students who participate in learning communities will demonstrate an average score of 4.5 or better on a 5-point scale student course evaluation survey



In an effort to help summarize the multiple initiatives committed for the assessment and improvement of the QEP, the following evaluation matrix has been developed. This matrix outlines specific evaluative objectives with baseline measures (if established) and target goals. NFCC’s progress towards meeting each of these measures will be tracked and used to develop future recommendations for plan improvement.

QEP Evaluation Matrix

Objective	Current Baseline	Target Goal	Desired Goal Year 1	Desired Goal Year 2	Desired Goal Year 3
1. Student Success Rates <i>(Grades of C or better for students who complete course)</i>					
a. REA0002	63%	80%	69%	75%	80%
b. ENC1101	67%	85%	69%	77%	85%
c. Learning Communities <i>(Baseline for LC courses will be established each year before course begins)</i>	TBD	TBD	TBD	TBD	TBD
i. Fall 05 LC’s:					
ENC1101	67%	88%			
AMH2010	72%	80%			
2. Student Retention Rates					
a. ENC1101 (Fall – Spring)	83%	90%	85%	90%	--
b. ENC1101 (Fall – Fall)	61%	78%	66%	72%	78%
3. Student Satisfaction (using NFCC developed surveys)	TBD	95% level of student satisfaction			
4. Student Reading Skills (using Nelson-Denny Reading Test)	TBD	Increase of at least one grade level			



SECTION V Budget

■ Year One Through Five

BUDGET

The following five-year budget has been developed for QEP implementation. The President and Management Team of NFCC recognize the significant impact learning communities that focus on reading skills will have on student learning and success. Therefore, a budget to sustain these efforts will remain in place beyond the initial five years.

Year One

Personnel

Reading Instructor (full-time) (9 months – master’s degree)	\$32,000.00
Reading Instructor (fringe benefits)	\$9,600.00
Learning Community Coordinator (stipend) (part-time faculty)	\$6,000.00

Faculty Development

Summer workshop stipend (6 persons X \$1,000)	\$6,000.00
Training personnel (30./hr. x 20 hrs.) (train faculty on reading skills)	\$600.00
Learning Community Conference (registration) (5 attendees – October, 2005)	\$1,000.00
Evergreen Commons LC Institute (registration) (6 attendees – June, 2006)	\$4,500.00

Travel

Expenses for Atlanta conference (above)	\$1,500.00
Expenses for Evergreen Commons (above)	\$7,500.00
Other conferences	\$3,500.00

Tutors

Student reading tutors (6./hr x 20 hr/wk x 30 wks)	\$10,800.00
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Resources

Nelson-Denny Reading Test	\$900.00
Library books and materials	\$1,000.00
Marketing materials	\$800.00

Total Year One: \$85,700.00



Year Two

Personnel

Reading Instructor (academic full-time) (9 months – master’s degree)	\$32,960.00
Reading Instructor (fringe benefits)	\$9,888.00
Reading Instructor (vocational full-time) (9 months – bachelor’s degree)	\$27,000.00
Reading Instructor (fringe benefits)	\$8,100.00
Learning Community Coordinator (stipend) (part-time faculty)	\$6,180.00

Faculty Development

Summer workshop stipend (10 persons X \$1,000)	\$10,000.00
Training personnel (30./hr. x 20 hrs.) (train faculty on reading skills)	\$600.00
Learning Community Conference (registration) (5 attendees – October, 2006)	\$1,000.00

Travel

Expenses for Atlanta conference (above)	\$1,500.00
Other conferences	\$3,500.00

Tutors

Student reading tutors (3 tutors @ 6./hr x 20 hr/wk x 30 wks)	\$10,800.00
--	-------------

Resources

Nelson-Denny Reading Test	\$1,100.00
Library books and materials	\$1,000.00
Marketing materials	\$600.00

Total Year Two: \$114,228.00



Year Three

Personnel

Reading Instructor (academic full-time) (9 months – master’s degree)	\$33,949.00
Reading Instructor (fringe benefits)	\$10,185.00
Reading Instructor (vocational full-time) (9 months – bachelor’s degree)	\$27,810.00
Reading Instructor (fringe benefits)	\$8,343.00
Learning Community Coordinator (stipend) (part-time faculty)	\$6,365.00

Faculty Development

Summer workshop stipend (8 persons X \$1,000)	\$8,000.00
Training personnel (30./hr. x 15 hrs.) (train faculty on reading skills)	\$450.00
Learning Community Conference (registration) (3 attendees – October, 2007)	\$600.00

Travel

Expenses for Atlanta conference (above)	\$900.00
Other conferences	\$2,500.00

Tutors

Student reading tutors (3 tutors @ 6./hr x 20 hr/wk x 30 wks)	\$10,800.00
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Resources

Nelson-Denny Reading Test	\$1,300.00
Library books and materials	\$1,000.00
Marketing materials	\$500.00

Total Year Three: \$112,702.00



Year Four

Personnel

Reading Instructor (academic full-time) (9 months – master’s degree)	\$34,967.00
Reading Instructor (fringe benefits)	\$10,490.00
Reading Instructor (vocational full-time) (9 months – bachelor’s degree)	\$28,644.00
Reading Instructor (fringe benefits)	\$8,593.00
Learning Community Coordinator (stipend) (part-time faculty)	\$6,556.00

Faculty Development

Summer workshop stipend (8 persons X \$1,000)	\$8,000.00
Training personnel (30./hr. x 15 hrs.) (train faculty on reading skills)	\$450.00
Evergreen Commons LC Institute (registration) (6 attendees – June, 2009)	\$4,500.00

Travel

Expenses for Atlanta conference (above)	\$900.00
Other conferences	\$2,500.00

Tutors

Student reading tutors (3 tutors @ 6./hr x 20 hr/wk x 30 wks)	\$10,800.00
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Resources

Nelson-Denny Reading Test	\$1,700.00
Library books and materials	\$1,000.00
Marketing materials	\$500.00

Total Year Four: \$119,600.00



Year Five

Personnel

Reading Instructor (academic full-time) (9 months – master’s degree)	\$36,016.00
Reading Instructor (fringe benefits)	\$10,805.00
Reading Instructor (vocational full-time) (9 months – bachelor’s degree)	\$29,503.00
Reading Instructor (fringe benefits)	\$8,851.00
Learning Community Coordinator (stipend) (part-time faculty)	\$6,753.00

Faculty Development

Summer workshop stipend (8 persons X \$1,000)	\$8,000.00
Training personnel (30./hr. x 15 hrs.) (train faculty on reading skills)	\$450.00

Travel

Conferences	\$4,500.00
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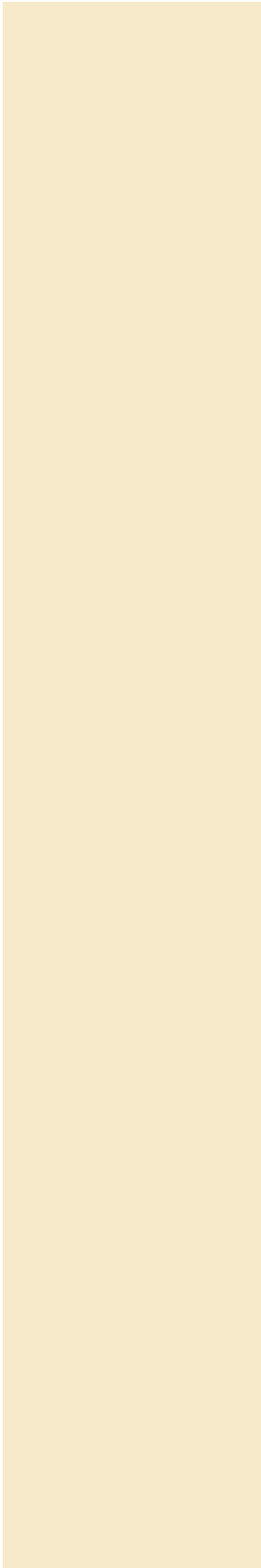
Tutors

Student reading tutors (3 tutors @ 6./hr x 20 hr/wk x 30 wks)	\$10,800.00
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Resources

Nelson-Denny Reading Test	\$1,700.00
Library books and materials	\$1,000.00
Marketing materials	\$500.00

Total Year Five: \$118,878.00





SECTION VI Plan Development

QEP PLAN DEVELOPMENT PROCESS

Initial work on the QEP began in January 2003 and was completed during summer 2004. The plan was presented to the SACS review team and was assessed during their onsite visit in early November 2004. The SACS review team felt the focus of the initial QEP was too broad and recommended that the College narrow the focus to one main initiative. Learning Communities was one of three initiatives the College had proposed in the original QEP.

The QEP team reconvened immediately after the SACS review team left to begin the process to narrow the focus and revise the original QEP. All of the original team members chose to continue work on the efforts; one of the original team members had retired previously to the onsite SACS visit; and several new constituents joined the team including a member of the NFCC Board of Trustees and the Student Government President.

Highlights of the QEP meetings and activities are as follows:

November 9, 2004:

The QEP team met to discuss the area on which to focus the new QEP. The team chose learning communities as the focus with an impetus on reading skills.

November 10, 2004:

A campus-wide email was sent explaining the possible new topic and everyone was invited to attend the next QEP team meeting and provide input.

November 16, 2004:

The QEP team discussed the following items:

- We will each do some research on the learning communities concept and bring an operational definition to the meeting next week
- Ideas / questions that were explored:
 - We may recommend the hiring of a reading instructor for the 2006-2007 academic year



- What assessment strategies will be used?
- There could be a pilot implementation of the learning communities next fall (reading & history)
- We may explore the “Adopt an Author” concept presented by Kathleen
- How can we incorporate vocational students into the learning communities?
- What student population will we target?
- How can resources be allocated so literacy components can be implemented in non-developmental courses
- Should we require all students who test into developmental reading to take a developmental reading course?
 - We do require now – but it’s not enforced ... how do we enforce?
- Do we need two levels of developmental reading?

November 23, 2004:

The QEP team discussed the following issues:

- Require all students who test into developmental reading to take REA 0001 during their first semester at NFCC
 - Based on past numbers of entering students, the team feels this will not overwhelm the current reading courses
- Establish an initial learning community in spring '06 of reading & history
 - We will talk with reading and history faculty to see if they are interested
- Will release time will be provided during the first semester that faculty participate in learning communities?
- An additional learning community will be established during fall '06 combining English 1101 with another course (not decided yet) for those students who want to continue in the learning community format



- Faculty will be polled for interest in participating in this community
- At least one other learning community will be established the following term (spring '07) – possibly literature and science
- We need to work on logistics for requiring entering students to register for REA0001 (those whose scores mandate)
- We need to gather data to double-check numbers of entering freshmen who have the necessary reading scores
- We will assess the success rate and retention of students in the learning communities and those in reading who are not in learning communities by comparing CPT scores at the beginning and the end of the semester
- Students will still take the exit exam for the reading course
- The QEP coordinator will facilitate support groups for those students in the learning communities

November 30, 2004:

The QEP team discussed the following issues:

- We need to determine if our current reading instructor wants to teach only reading courses
- We can train tutors to provide lab support (SSS lab) to reinforce reading comprehension
- We need to create and send a survey to faculty to assess who is interested in participating in learning communities
- John will provide a report on planning towards a learning community that he and Barry are currently doing
- Some faculty are planning learning communities for this fall. We can observe these efforts and see what methods work best.
- Faculty interested in developing learning communities will be required to attend a 2-week summer workshop to plan their communities.



- A stipend will be provided for the workshop
- We need to develop guidelines and expectations for the LC's
- All faculty planning to develop a LC must participate in the workshop
- We need a plan for professional development
 - Bring in a LC "expert"
 - Have the library stock resources
 - Send people to conferences

December 7, 2004:

The QEP team prepared an outline to present to the President and management team.

December 13, 2004:

J. Webb presented the new concept to NFCC President and Management Team. A recommendation was made to begin learning community implementation in fall 2005.

January 12, 2005:

The following email was sent by J. Webb to all NFCC faculty:

Dear Colleagues,

In moving forward with the new QEP focus, I will be sending a very short survey on Thursday to determine your interest / experience in learning communities. Timing is critical, so please return your survey no later than noon on Friday.

In the meantime, we are providing the following overview of the new QEP focus so you can think about your interest in learning community participation:

- NFCC will begin development and implementation of learning communities to enhance reading skills of students



- Early learning communities will involve pairing of reading courses with other disciplines; however, not all learning communities will involve a reading course – although they will still include a reading component
- Faculty development will be provided (through on-campus speakers and off-campus conferences) on learning communities and reading skills
- Additional formal education (i.e. college courses) will not be required to participate
- All entering freshman with a CPT reading score below 83 will be required to enroll in REA0002 during their first semester (this course is currently required, but there is no mandate as to when it must be taken)
- The following operational definition of a learning community will guide the QEP:

North Florida Community College defines a learning community as two courses linked together in which both faculty members collaborate in curriculum development and delivery. The ultimate goal of the learning community is to improve reading skills of NFCC students. Upon successful completion of each course, students will receive credit for the courses in which they are enrolled.

January 13, 2005:

Surveys were sent to all faculty members to determine interest in learning communities (see Appendix A for aggregate results).

January 18, 2005:

The QEP team analyzed the surveys and determined there was a high evidence of faculty interest in learning community participation. Courses were identified for the first learning community development.

January 20, 2005:

The first two faculty members to participate in learning communities met with J. Webb and discussed how REA0002 and AMH2010 could be incorporated into a learning community. The two instructors decided that ENC1101 would be a better fit with AMH2010.



January 25, 2005:

The QEP team developed a budget for learning community implementation and discussed changing the first learning community to involve ENC1101 rather than REA0002.

January 31, 2005:

J. Webb presented the QEP budget to the NFCC President and management team. Recommendations for modifications were discussed.

February 1, 2005:

The team began work on the final draft of the QEP, pulling all of the “pieces” together. Student surveys were created. Members of the QEP team also talked with students to gather their thoughts on the QEP initiatives.

February 18, 2005:

J. Webb presented the QEP concept to the NFCC Board of Trustees. Work continued on the assessment items and final draft.

March 1, 2005:

A QEP off-campus retreat was held with various College employees for a final discussion and modifications before the QEP was finalized.



QEP TEAM MEMBERS

Frances Adleburg	<i>English Instructor</i>
Kathleen Andersen	<i>Adult and Continuing Education Coordinator</i>
Debbie Bass	<i>Displaced Homemaker's Program Coordinator</i>
Kay Boatright	<i>Librarian</i>
Gerri Bucher	<i>Government Relations Director / Faculty</i>
Anthony DeLia	<i>Mathematics Instructor</i>
Stevie Fenton	<i>Disability Services Coordinator</i>
Linda Gibson	<i>NFCC Trustee</i>
John Grosskopf	<i>English Instructor</i>
Nancy McClellan	<i>Student Support Services Director / CROP Coordinator</i>
Kelly Renfroe	<i>NFCC Student / SGA President</i>
Jessica Webb, QEP Chair	<i>Dir. of Institutional Research, Planning & Effectiveness</i>
Mary Anne Wheeler	<i>Dean of Enrollment Services</i>
Terry Zimmerman	<i>Chemistry Instructor</i>



GLOSSARY OF TERMS

Florida College Entry-Level Placement Test (CPT)

Section 1008.30 (formally 240.117), Florida Statutes, requires the State Board of Education to develop and implement a common placement testing program to assess the basic computation and communication skills of students who intend to enter a degree program at any public community college or state university. As of June 30, 1997, all community colleges were required to use the following uniform standards:

Reading Comprehension Standard Score: 83

Sentence Skills Standard Score: 83

Florida Comprehensive Assessment Test (FCAT)

The primary purpose of the FCAT is to assess student achievement of the high-order cognitive skills represented in the Sunshine State Standards (SSS) in reading, writing, mathematics, and science. The SSS portion of FCAT is a criterion-referenced test. All students in grades 3-10 take the FCAT Reading and Mathematics in the spring of each year. All students in grades 4, 8, and 10 take FCAT writing, and FCAT science is administered to all students in Grades 5, 8, and 10.

General Educational Development Test (GED)

The GED Tests provide adults with an opportunity to earn a high school diploma that will enable them to obtain or advance in jobs, enroll in higher education or technical training, or fulfill a lifelong goal. Adults who successfully pass the GED tests in Florida are awarded a State of Florida High School Diploma.

Test of Adult Basic Education (TABE)

The TABE is used to determine readiness of students into Adult Basic Education and vocational programs. The required score varies according to the program in which students enroll.



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APPENDICES

Appendix A Faculty Survey Results

Appendix B LC Coordinator Job Description

Appendix C LC Student Entry Survey

Appendix D LC Formative Evaluation (student survey)

Appendix E LC Student Exit Survey



Appendix A

APPENDIX A

NFCC Faculty Survey Results

Interest in Learning Community Participation

Respondents:

TOTAL:	36
Adjunct/Non-Faculty:	7
Vocational:	9
English/Humanities:	8
Business:	3
Social Sciences:	3
Math/Science:	6

	YES	NO	Not Sure/ Need More Info	Blank
I think my course(s) would be conducive to a learning community environment that would address reading skills	26	5	5	0
I am interested in learning more about learning communities	34	1	1	0
I would like to participate in a learning community	23	6	7	0
I have worked with learning communities previously	8	23	3	2
I would like to attend a conference on reading skills	4	12	7	13
I am not interested in teaching in a learning community, but I would like to help in planning	4	15	6	11
I am not interested in participating at this time	23	8	5	0
I am willing to attend summer workshops on campus to prepare a learning community (with a stipend)	19	10	7	0
I would like to attend a conference on learning communities	13	16	6	1



APPENDIX B

Learning Community Coordinator Job Description

Job Description

Job Title: Learning Communities Coordinator

Department: Academic Affairs

Reports To: Director of Institutional Research, Planning and Effectiveness

FLSA Status: Faculty (part-time)

Prepared By: HR Department

Prepared Date: February 1, 2005

SUMMARY

The Learning Communities Coordinator plans, coordinates, and implements campus-wide learning communities that focus on the enhancement of students' reading skills.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Below are listed the primary tasks identified for this position. The duties articulated, though not exhaustive, indicate the majority of the functions assigned to this position. Other duties may be assigned based on institutional need:

1. Assists faculty in developing a vision and a set of viable goals for implementing learning communities that include identified objectives for enhancing students' reading skills.
2. Develops and manages a web-based information resource center for learning community activities throughout the campus.
3. Develops a means of communication that informs, on a regular basis, the faculty, instructional staff, Director of Institutional Research, Planning and Effectiveness, and Vice President of Instructional Affairs with regard to learning community activities.
4. Coordinates summer faculty workshops for design and development of learning communities.
5. Coordinates faculty development opportunities for teaching reading skills and developing learning communities.
6. Prepares yearly reports on learning community activities that includes assessment of learning outcomes.

SUPERVISORY RESPONSIBILITIES

This job has no supervisory responsibilities.

Appendix B



Appendix B

CONTINUED

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE

Requires a Master's degree from an accredited college or university with a minimum of three (3) years teaching experience.

LANGUAGE SKILLS

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups.

MATHEMATICAL SKILLS

Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel and reach with hands and arms. The employee frequently is required to stand and walk. The employee is occasionally required to sit; climb or balance; stoop, kneel, crouch, or crawl; talk or hear; and taste or smell. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.



APPENDIX C

Learning Community Student Entry Survey

Please rate how important the following issues were in your decision to enroll in this learning community:

Survey table with 11 rows of issues and 5 columns of importance ratings (Not Important, Somewhat Important, Not Applicable, Important, Very Important).

How did you hear about learning communities? (check all that apply)

Table with 7 columns: Printed Schedule, Online Registration, Friend, Instructor, Advisor, Posters, Other.





Appendix D

APPENDIX D

Learning Community Student Satisfaction Survey (to be administered mid-semester)

Please rate your level of agreement with each of the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel comfortable interacting with my classmates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When working on a group assignment, I feel responsible for contributing to the assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This class helps me see how these subject areas are related to other disciplines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I interact with my classmates outside of the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I don't understand course material, I ask the instructor to clarify the concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I don't understand course material, I ask other students in class for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with other students helps improve my understanding of the course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I interact with my instructor in this course more than in other courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The assignments in this learning community are helping to improve my reading skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The content and instruction of this learning community are linked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would like to enroll in another learning community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in this learning community has motivated me to complete my education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



APPENDIX E

Learning Community Student Exit Survey

1. Please describe your experience as a member of this learning community. Compare your experience with a non-learning community class.
2. Do you feel you developed a better understanding of the course content as a result of participating in this learning community? Why or why not?
3. Do you feel you were able to collaborate with your fellow students more in this learning community than in other courses you took? Why or why not?
4. Do you feel you were able to interact with your instructors more in this learning community than in other courses you took? Why or why not?
5. Do you feel your reading skills have improved as a result of participating in this learning community? Why or why not?
6. What suggestions do you have for improving this learning community?

Appendix E



NOTES



NOTES