

Guide to Personal Success

Equip, Engage, Integrate

*South Florida Community College's Quality Enhancement Plan
Status as of September 1, 2011*



SACS On-Site Review - November 8-10, 2011

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Executive Summary

Brief Description

Our Quality Enhancement Plan (QEP) *Guide to Personal Success (GPS)* is an institution-wide initiative designed to address the fact that many first-year students are unprepared for college. The first-year of college is critical to student learning and success. As such, our QEP will create pathways to empower students to succeed as full partners in navigating their own educational experiences, thus becoming confident and self-reliant learners. We believe that all students, especially our first-year students, can excel with the support of an intensive first-year experience. GPS will begin with an initial orientation and extend into an engaging first-year seminar supported by a dedicated faculty and staff trained through a formal process.

Focus of the Plan

The three goals of the QEP focus on *equipping*, *engaging*, and *integrating* our students to help them be better prepared for the expectations of college and beyond. Each of the goals has a number of student learning outcomes which will gauge their attitudes, beliefs, and values for each goal. The three goals of the QEP are:

1. **Equip** students with the skills and resources to become proficient in the use of college and support service resources
2. **Engage** students in the learning process to be self-reliant, self-confident, and responsible college students
3. **Integrate** students into the academic, social, and community activities that will enhance their college experience

Broad-Based Community Involvement

GPS evolved from a broad-based, information gathering process that included all key college stakeholders, institutional data, current literature, and best practices. A variety of modalities were used in sustaining broad-based community support; professional development workshops, online surveys, briefings, surveys, and e-mail updates.

Institutional Capability

SFCC has sufficient institutional capability (financial, personnel, organizational, and physical) to implement and sustain this project. Our Institutional Effectiveness Officer will assume duties as GPS Director and oversee implementation and institutionalization of the GPS. Interest in this topic is high with students, faculty, and staff. The majority of faculty in both the Division of Arts and Science and the Division of Applied Sciences and Technologies have expressed a strong interest in teaching the FYE Seminars.

Assessment

Each of the three goals of the GPS has supporting student learning outcomes (SLOs). The SLOs will be assessed through a number of direct and indirect measures using a variety of assessment instruments. Both formative and summative assessments are planned as the GPS matures. Our plan is to institutionalize the QEP within three years of full implementation.

1. Broad-Based Institutional Process Identifying Key Issues

Alone we can do so little; together we can do so much.

- Helen Keller

We expect that this QEP will have a dramatic impact helping our students become better prepared for the expectations of college which, in turn, will help them be more successful in the classroom. Thus, it will not only impact their learning environment but also shape their individual learning experience. In aggregate, the planning, development, and implementation of the QEP will span a five-year period as shown in Figure 1-1. The end-state will be a fully institutionalized, self-sustaining process that will continue to evolve with time based on assessment analysis and continuous quality improvement.

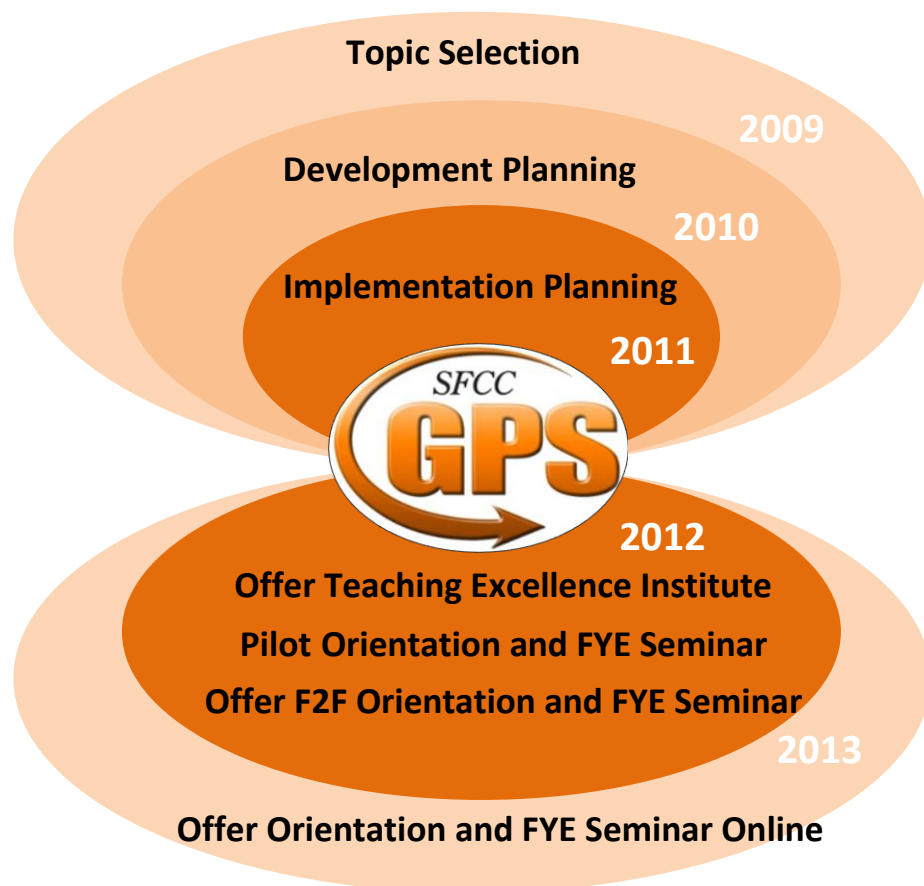


Figure 1-1 Overview of QEP Planning, Development, and Implementation

A. Topic Selection

The QEP topic selection process evolved in an iterative manner over an eleven-month period, from February 2009 to January 2010. Kotter's work on leading major change initiatives reminded the group that "major internal transformation rarely happens unless many people assist" (p. 102). Accordingly, at each stage of the process, a deliberate effort was made to ensure that we had broad-based participation from all institutional constituencies. Topic selection was spearheaded by the QEP Topic Selection Task Force, a four-person group comprised a broad cross-representation of the campus population as shown below in Table 1-1. Example of committee meetings minutes are provided in the QEP supporting documents.

Table 1-1 QEP Topic Selection Task Force Membership

| Member | Representing | Title | SFCC Campus |
|-------------------|-----------------------------------|---|-------------|
| Elizabeth Andrews | Developmental Education | Coordinator, Academic Foundations Professor, Preparatory Writing | Highlands |
| Erik Christensen | Arts and Science | Chair, Natural Science Department Professor, Physics | Highlands |
| Michele Heston | Applied Sciences and Technologies | Director, Nursing Education | Highlands |
| Judy Zemko | Advising and Counseling | Chair, Advising and Counseling | Highlands |

The QEP Topic Selection Task Force was tasked with analyzing existing empirical data, identifying potential QEP topics, and engaging the campus with a broad-based participation to make the final selection of the QEP topic. The initial step taken by the QEP Topic Selection Task Force was to conduct a situation analysis by reviewing existing empirical data provided by the Institutional Effectiveness (IE) department to look for trends and issues related to student learning. Table 1-2 summarizes the key findings of this stage of data analysis. The complete reports are available in the QEP supporting documents.

Table 1-2 Topic Selection Major Data Sources

| Report | Year | Key Findings |
|--|------|--|
| National Community College Benchmark Project | 2008 | <ul style="list-style-type: none"> Decline in success rates for all three areas in developmental courses Decline in percentage of full and part-time students completing within three years Decline in percentage of program completers employed in a related field |

| Report | Year | Key Findings |
|--|-------------|--|
| Student / Employee / Community Surveys conducted during Strategic Planning | 2008 | <ul style="list-style-type: none"> • Expand career and technical opportunities • Offer more online courses • Offer more four-year degree opportunities • Improve success for first-year students • Get more technology in the classroom • Address student learning needs • Offer more evening classes • Offer more online courses • Offer more courses at other campuses • Offer more flex schedule courses (eight-week) • Offer more assistance with financial aid |
| SFCC Equity Update Review | 2007-08 | <ul style="list-style-type: none"> • Hiring and retaining minority faculty • Increasing success of minority students in gatekeeper math courses • Improving graduation rates of Black and Hispanic students • Increasing overall enrollment of minority students |
| ACT Student Opinion Survey (SOS) | 2007 | <ul style="list-style-type: none"> • Below national norms for job placement services • Received low scores in student employment services • Ranked above the national norms in student satisfaction • 47% of students come from homes whose mothers have a high school diploma or less. • 56% of students come from homes whose fathers have a high school diploma or less. • 13% of students report ESOL • 79.2% respondents female, male recruitment needed • 57.2% at poverty level • 21% were Hispanic • 9% Mexican American or Mexican origin • 12% Puerto Rican, Cuban, or other Latino or Hispanic • 10% were African American or Black |
| Community College Survey of Student Engagement (CCSSE) | 2007 | <ul style="list-style-type: none"> • 32% of students have no educational plan • 44% of students never use tutoring center or academic assistance |
| Graduate Satisfaction Surveys | 2006 & 2007 | <ul style="list-style-type: none"> • Poor job developing writing/speaking abilities <ul style="list-style-type: none"> • 8 % reported by AAS graduates • 20 % reported by technical graduates • 99 % would recommend SFCC to others |
| AACC/ACT Faces of the Future Survey | 2006 | <ul style="list-style-type: none"> • 57.2% at poverty level • 79.2% respondents female, male recruitment need • High percentage of job loss and family stability issues • Job and family highest priority • Over half rely on financial aid • High percentage in health care fields • Need for alternative scheduling due to jobs • Over 60% preparing for a health care related career |

| Report | Year | Key Findings |
|-------------------------|------|--|
| Lumina Foundation Study | 2006 | <ul style="list-style-type: none"> • Need for a mentoring program • Retention needs to be emphasized as much as recruitment • Need for support services for FTIC students • Need to recruit underrepresented groups for dual enrollment • Developmental education: difficulty of Hispanic students passing developmental writing; dramatic increase in demand for developmental mathematics • Need for improved assessment and documentation of institutional effectiveness; clearer evidence of systematic and effective advising services; and stronger new student orientation • No early alert system • No formal means to track student progress • Support for minority students • Lack data-driven decision-making |

Once initial data analysis was complete, the committee engaged stakeholders in a variety of formats in an attempt to validate the data collected but to also ensure that all stakeholder groups had an opportunity to provide input. Table 1-3 provides an overview of the methodologies used to develop broad-based participation in the selection of the QEP topic. Examples of instruments used are included in QEP supporting documents.

Table 1-3 Methodologies Used to Involve Stakeholders in QEP Topic Selection

| Stakeholder Group | Data Analysis | Professional Development Workshop | Online Survey | Briefing | Survey |
|--------------------------------|---------------|-----------------------------------|---------------|----------|--------|
| Students | | ● | ● | ● | |
| Faculty | ● | ● | ● | ● | |
| Administration | | ● | ● | ● | |
| Staff | ● | ● | ● | ● | |
| President's Council | ● | ● | | ● | |
| Faculty Council | | | | ● | |
| Student Government Association | | | ● | ● | ● |
| Advisory Committees | | | | ● | ● |
| Trustees | | | | ● | |

In March 2009, the Applied Sciences and Technologies Advisory Board (a 260-member organization representing 24 local businesses) was briefed on our plans to select a topic for our QEP. All external stakeholders were asked to complete a brief needs assessment questionnaire (Appendix A, p. 69) to identify the knowledge, skills, attitudes, and behaviors that they would like to see in SFCC graduates. The following recommendations emerged:

- Need greater emphasis on technology
- Promote business and professional ethics
- Need greater skill development in the area of communication and teamwork
- Emphasize employability skills
- Highlight SFCC's programming in the community

In April 2009, a two-hour professional development workshop was held on campus to introduce the QEP and present the results of analysis of all data examined, including the recommendations from the Applied Sciences and Technologies Advisory Board. During the workshop, 32 participants (faculty and staff) interactively engaged using the cascading agreement collaborative design methodology with the intent of identifying major topics for the QEP. The following topics emerged:

- Remediation
- Improving student attitudes, responsibility, and motivation
- Student acclamation
- Enhanced use of technology
- Retention
- Career development
- Faculty professional development
- Expanded labs and tutoring
- Critical thinking skills

At the conclusion of the workshop, participants were asked to vote on their two highest priority topics using the Las Vegas-style voting methodology. Analyzing the comments and input from the professional development workshop, the QEP Topic Selection Task Force narrowed the potential QEP topics to the following four:

- Develop Centralized Developmental Education Program
- Revise Master Student Plus
- Create Learning Communities and First-Year Experience
- Create Early Warning Intervention System

Although participation at the workshop included stakeholders from across the campus (faculty, administrators, and advisors/counselors), not everyone on campus had an opportunity to participate. Thus, an online survey was administered using Survey Monkey to ensure greater opportunities for participation and ensure that we had not overlooked any major themes or issues (Appendix B, p. 70). Invitations were sent out to faculty, administrators, and advisors/counselors on campus via email; a total of 75 participants responded to the online survey and provided comments and suggestions on each of the four topics in addition to prioritizing them. As a result of this online survey, it was clear that there were two semifinalists in our search for a QEP topic:

- Creating a First-Year Learning Experience (FYLE)
- Creating a Centralized Developmental Education Department

In October 2009, a QEP Topic Selection Workshop was held for faculty, staff, and students. The 59 attendees (faculty, administrators, advisors/counselors, and students) were asked to analyze the two semifinalist QEP topics using the interview collaborative design methodology. At the conclusion of this workshop, all attendees were asked to vote on which topic they preferred. A majority (56%) selected the FYLE as their preferred QEP topic.

Again, in an effort to ensure broad-based involvement in the selection of the QEP topic, an online survey was implemented using Survey Monkey (Appendix C, p. 71). Of the 375 participants (which included 260 students), 58% selected the FYLE as the preferred QEP topic; this strengthened our conviction that we had indeed identified the topic of choice with a broad-based participation.

In January 2010, the President's Council was briefed on the QEP topic selection process. They approved the recommendation that the QEP topic be related to a First-Year Learning Experience. In an effort to further refine the QEP topic and to help further ensure that we had broad-based involvement in the QEP topic selection, the college President facilitated a QEP Workshop to sharpen the focus the QEP to a more specific initiative. A total of 43 participants (faculty, staff, administrators, and students) attended this three-hour event. After a detailed briefing of all data collected and analyzed by the QEP Topic Selection Task Force, the workshop participants used the continuity matrix methodology to reach agreement on the main problem affecting student learning, identify possible causes, and recommend potential implementation initiatives. At the conclusion of this meeting, it was agreed that the QEP needed to address the following issue:

Many first-year students are unprepared for college.

The workshop participants recommended a variety of different initiatives be considered to address this issue. These included:

- Make orientation a requirement
- Employee and mentor training to deal with millennial students
- Mentoring program for students
- Marketing program delivered to students, parents, etc.
- First week of college program
- Develop our own first-year student guide and/or seminar materials and content in different forms
- Faculty networking with public schools and with universities

In March 2010, the QEP Steering Committee chair briefed the SFCC District Board of Trustees (DBOT) on the work done in consolidating the data down and identifying a topic for the QEP. The DBOT formally approved the following conceptual QEP topic:

Enhance the First-Year Learning Experience by actively involving all SFCC students in a personalized and modular orientation program.

Subsequent to gaining DBOT approval to proceed with development of the QEP topic, the QEP Steering Committee continued to grow in number and met regularly for most of 2010 to discuss, further develop, and refine the QEP topic. Relying heavily on our Literature Review Subcommittee, we conducted an environmental scan to see what was successful and what was unsuccessful at other institutions nationwide. A major revelation came when we had a telephone conversation with Dr. John Gardner at the First-Year Experience Foundation. He strongly recommended that we consider expanding the scope of the QEP beyond just a personalized and modular orientation program to help ensure that a meaningful assessment of student learning could be undertaken. After lengthy discussions, the QEP Steering Committee unanimously agreed that the QEP needed to include three major components as shown in Table 1-4.

Table 1-4 The Three Components of the GPS

| QEP Component | Description | Target Population | Estimated Annual Population |
|--------------------------------------|--|---|------------------------------------|
| New Student Orientation | A four-hour college orientation program mandatory for all degree- and certificate-seeking students prior to the start of their first classes. Offered at all campuses and centers. | Mandatory for all students (degree- and certificate-seeking) in their first term at SFCC. Optional for all other students. | 1,250 |
| FYE Seminar | A 1 credit hour seminar required for all degree-seeking students with 15 or less college credits. Offered at all campuses and centers. | Mandatory for all degree-seeking students with 15 or less college credits. Optional for all other students. | 1,000 |
| Teaching Excellence Institute | An ongoing professional development series devoted to improving faculty and staff pedagogy and infusing active learning and technology into the classroom to improve student learning. | Mandatory for faculty and staff teaching the FYE Seminar. Optional for all other faculty and staff. | 70 |
| | FYE Academy, a professional development training sequence, focused on providing specialized training for the FYE Seminar. Offered at the Highlands campus and virtually. | Mandatory for all FYE Seminar instructors. | 40 |

To establish benchmark first-year student perception data to help assess the effectiveness of all initiatives of this QEP, we administered the nationally-normed Survey of Entering Student Engagement (SENSE) in the fall of 2010. The SENSE, an initiative of the Community College Survey of Student Engagement (CCSSE), focuses on institutional practices and student behaviors that are strongly associated with student success. The results from this inaugural survey (Figure 1-2) validated the selection of the three topics of the QEP to address a student learning related issue that needed institution-wide attention. The key findings from our 2010 SENSE are available in the QEP supporting documents which are included on the provided thumb drive.

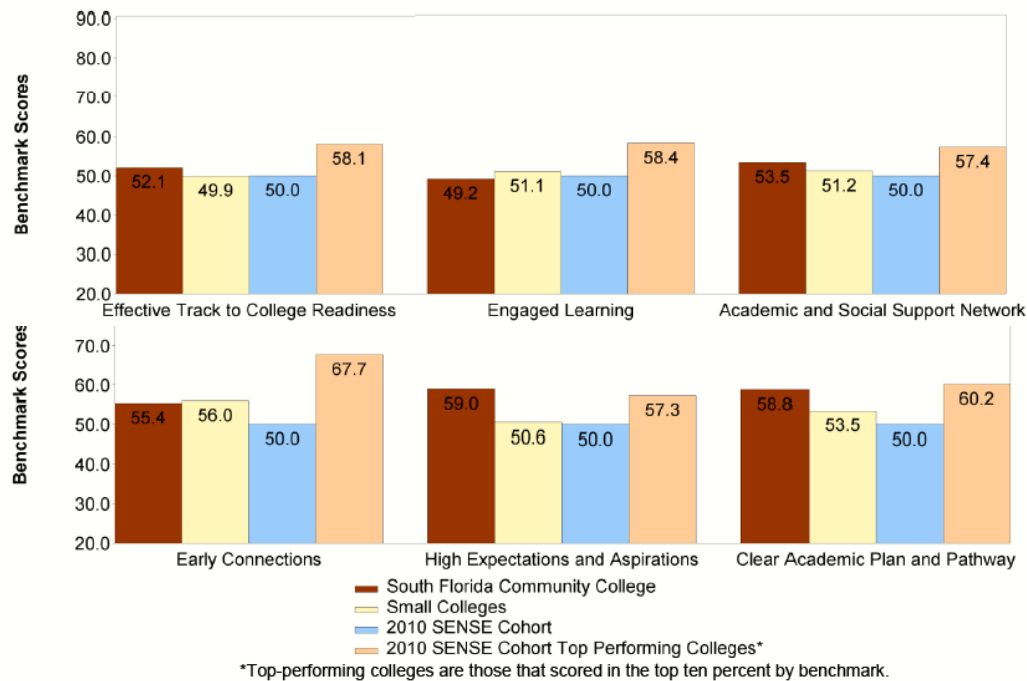


Figure 1-2 Benchmark Survey Results from the 2010 SENSE

Although our college ranked high compared to the overall SENSE national cohort, we ranked slightly below the “top performing” colleges cohort for all but one benchmark. As shown in Figure 1-2, the greatest difference was observed in the area of engaged learning. Item analysis of this benchmark revealed that few students were using campus tutoring services and electronic tools to correspond with their instructors; were not communicating with their instructors outside of class, did not participate in additional instruction, and rarely collaborated with other students outside of class on assignments or projects. The SENSE results also showed that students were not taking advantage of the college’s current orientation, did not use career counseling services, and were not using academic advising services frequently or using college staff as a primary source of academic advising. These results clearly validated the need for this QEP which we expect will *equip* first-year students with the skills and resources to become proficient in the use of college and support service resources; *engage* them in the learning process to be self-reliant, self-confident, and responsible college students; and *integrate* them into the academic, social, and community activities that will enhance their college experience.

B. Literature Review and Best Practices

“From the beginnings in Massachusetts Bay, American higher education was concerned not only with the training of minds but also the molding of character through the collegiate way of living.” (Rudolph, 1999, p. 89)

In an effort to explore the current research and best practices in the areas of promoting student success with first-year experience programs, we conducted an exhaustive literature review. This review focused on three main areas; new student orientation, first-year initiatives, and related faculty development.

1. Focus on Student Success: A Historical Perspective

The collegiate way espoused the idea that a curriculum, a library, a faculty, and students are not enough to make a college. The relationships between faculty and students, especially in the area of teaching and learning, that were so important in the beginning era of college institutions, continues to be key today (Chickering & Gamson, 1987). Colonial students enrolled in the first American colleges parallel today’s students, the Millennials, in many ways. Development was an area of institutional focus in terms of social skills, finances, and transitioning to college life almost 400 years ago in much the same way that it is today (Rudolph, 1990). The collegiate way helped to establish the philosophic and historical foundations for many of the intellectual and non-intellectual purposes of the American college (Rudolph, 1990).

The *Seven Principles for Good Practices in Undergraduate Education* are in direct alignment with the philosophical underpinnings of the first universities and institutions implementing student success initiatives: developing competence, managing emotions, moving through autonomy toward interdependence, developing mature relationships, establishing identity, developing purpose, and developing integrity (Chickering & Gamson, 1987). Collegiate experience in the 21st century is dependent on the needs of the students. In 2006, according to the National Center for Education Statistics (Provasnik & Planty, 2008) 62% of community college students were part-time students compared to 27% at the four-year colleges and universities. Community colleges provide unique opportunities for students who would not otherwise have access to higher education. However, a common thread observed in community colleges nationwide is a high rate of student failure and attrition due primarily to the unpreparedness of entering students. South Florida Community College (SFCC) is no exception to this fact as evidenced by the fact that over 75% of our students must enrollment in

developmental courses prior to starting their degree plan; hence we observe the need to intentionally implement student success initiatives.

A Test of Leadership: Charting the Future of U.S. Higher Education's (U.S. Department of Education, 2006) report commissioned by Secretary of Education Margaret Spellings (2006) noted the following: even though surveys show that most students and parents believe college is essential, numerous non-academic barriers undermine these aspirations. Many students and parents do not understand the steps needed to prepare for college, and the system fails to address this information gap. Therefore, “students must have clearer pathways among educational levels and institutions, and we urge colleges to remove barriers to student mobility and promote new learning paradigms to accommodate a far more diverse student cohort” (p.18). Barefoot et al. (2005) assert that institutions that achieve first-year excellence place a high priority on the first-year among competing institutional priorities and accept a significant share of responsibility for first-year student achievement. It is for this reason that “we must rethink what the collegiate experience means for today’s students” (U.S. Department of Education, 2006, p. 18).

2. Student Engagement

The increasingly competitive nature of higher education recruitment and the consumer mentality of students have caused institutions to take more purposeful steps to the promotion of student success. Recognizing that “college-going stakes are higher today than at any point in history, both in terms of cost and potential benefit to students and society, Kuh and his team embarked on a journey in an attempt to illustrate what an effective college or university looks like at the turn of the 21st century” (Kinzie, 2005, p. xiii). The Documenting Effective Educational Practice (DEEP) team investigated 20 institutions with higher-than-predicted rates of student engagement as evidenced by the National Survey of Student Engagement (NSSE) as well as higher-than-predicted graduation rates. The Project DEEP team used student engagement as a proxy for quality because “engagement has been shown to be the best predictor of student success, after controlling for past academic performance and preparation” (Kinzie & Kuh, 2004, p. 4). Part one of Kuh et al.’s work, *Student success in college: Creating conditions that matter* (2005) discussed two key components that contribute to student success based on “voluminous research on college student development” (p. 8). Student engagement, or the amount of time and effort students put into their studies, and the ways in which institutions allocate resources and organize the learning environment are key components to student engagement. Student engagement has also been defined as “the time and energy that students devote to

educationally purposeful activities and the extent to which the institution gets students to participate in activities that lead to student success” (Kuh, quoted in Kezar, 2006, p. 150).

Academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and the implementation of a supportive campus environment are the clusters illustrated in the above cited research. The research suggests that a direct link exists between the quality and quantity of involvement in activities and students’ academic performance and satisfaction (Tinto, 1993; Pascarella & Terenzini, 2005). Moreover, “learning is identified as the root of student persistence or success” (Astin, 1977; Tinto, 1993; Kuh, Kinzie, Schuh, Whitt, & Associates, 2005; Pascarella & Terenzini, 2005; Light, 2001). Simply put, students who learn are students who stay at an institution and become engaged.

3. Focus on the First-Year or First College Experience

According to Gardner and the Policy Center on the First-Year of College (2006a), colleges that seek to attain high levels of student retention must engage in their own process and methodology for reaching the current student population. It is believed that continuous improvement is needed to enhance the beginning college experience through expanded and enhanced learning processes, establishing a value in student success, and retention of new students from the time they enter the door to completion of educational goals. Barr and Tagg’s landmark work, published in *Change* (1995) encouraged educators to change their views of methods in postsecondary education from one focusing on *instructing students* to a focus on *creating learning*, a paradigm that is focused on “student learning and success” (p. 15). It is held that an institution’s first-year policies and practices are an essential foundation upon which to build student learning. In order for the first-year experience (FYE) to be a success, the institution must provide strong support for those initiatives that will lead to excellence as measured by an increase in student learning and understanding. In an address to the Southern Association of Colleges and Schools Commission on Colleges, Gardner (2006a) discussed the criteria for excellence; these include: intentional and comprehensive efforts coupled with strong administrative support and institutionalization; assessment of initiatives; broad impact on a critical mass of students; and involvement of faculty, student life staff, and others within the institution. Students at today’s colleges and universities present unique challenges. They come from diverse family dynamics, ages, cultures, and religious backgrounds. In order to make the first-year experience successful, the institution must address the needs of each of the sub-groups of students (Ortiz, 2004). The recognition of these sub-groups is necessary in order to achieve and sustain institutional excellence for the first-year of college. In fact, Betsy Barefoot,

et al. (2005) maintain, "If we ever stop changing because we've got it right, that's when we're wrong, because students are changing all the time" (p. 385).

4. Orientation Effectiveness, Practices, and Content

Based on campus-wide data, the changes selected for the QEP at SFCC include enhancement of the First-Year Learning Experience by actively involving SFCC students in a personalized orientation program that will extend into a FYE Seminar. Bilides cited the historical need for freshman orientation, going as far back as 1888 when Boston College created the first freshman orientation class (2011). Currently, the challenge is to develop freshman orientation programs that students may access on campus or online to meet the needs of the distance learning student, as well any student who may require the flexibility of time and location. This is especially true of the community college setting whose students are immersed in diverse responsibilities in addition to college life. Blides stated, "there are two general classifications of freshman orientations: those that address the admission and registration processes and those that emphasize student success strategies after the student is enrolled" (2011). Consequently, the QEP should focus on the integration of orientation and a first-year success course. SFCC's FYE will be a mandatory hybrid orientation consisting of a required pre-term orientation and a 1 credit course to run concurrently with the typical term.

A report released by California's Legislative Analyst's Office concluded the state's 109 community colleges "fail to provide a substantial number of new students with required orientation and counseling services" (Marklein, 2008) and it was suggested that community colleges should examine the development of pre-college new student orientation programs. There has been a paucity of research examining the impact of a comprehensive approach to student orientation (Hollins, 2009). Hollins further noted that "there has been very little research conducted to show the effects of pre-college new student orientation programs on student success as defined by academic performance and student retention, and even fewer studies have examined the impact of these programs on the success of students within the community college." Busby et al. (2002) found, however, that students who participate in new student orientation programs generally performed better academically than students who did not. In general, students who participate in new-student orientation programs are satisfied with them (Bumgarner, et al. 1997) and believe that the programs provide good academic information (Nadler & Miller, 1997). Pre-college or new student orientation programs offer the opportunity to become familiar with institutions and their campus culture so that students have references with whom they can connect if they need assistance.

According to the National Resource Center for the First-Year Experience and Students in Transition (2005) 65.2% of all schools surveyed indicate they offer extended and ongoing orientation programs. The literature indicates that first-year experience programs are relevant and necessary for students' retention in higher education (Mullendore & Banahan, 2005). New student orientation programs are critical to this experience. As Mullendore and Banahan (2005) state, "orientation is not accomplished in a one or two day orientation event, but it can and should be done through comprehensive, multi-faceted orientation process beginning at the time of admission and continuing throughout the entire first-year" (p. 391).

Should orientation be mandatory? There are pros and cons to making such sessions mandatory, particularly in adult student populations where transportation, work, and family obligations may interfere with a daytime offering. Many colleges have a variety of dates and times available to make attendance more convenient for all students. Another dilemma that is discussed in the literature is the question of orientation being offered online. Since online courses are very popular, it makes sense, especially at rural campuses, to offer an online orientation. Some colleges offer a mix of online and on-site orientations to appeal to all students (Effectiveness, 2010).

Table 1-5 below highlights the best practices in orientation content and implementation the QEP Steering Committee reviewed.

Table 1-5 Best Practices in New Student Orientation

| Content Subject | Source |
|---|--|
| Online orientation registration | American College Personnel Association, 2010 Best Practices in Orientation Roundtable |
| E-mail/login information out to students prior to orientation week | |
| Technology/media use in orientation | |
| Virtual tour of campus and resources | |
| Online course registration during orientation | Sanders, 2008 |
| Online reservation for orientation | Bilides, 2011 |
| Cyber Orientation: Students select various topics, e.g., general college information, course selection, registration/fee payment online to learn the process of registering for classes | Broward Community College, 2011 |
| Provide excellent customer service | San Antonio College, 2006 |

| | |
|--|---|
| Design a system to provide for seamless orientation | Best Practices in Student Retention College-Wide Retention Task Force, 2006 |
| Provide transition assistance programs, including pre-enrollment orientation | |
| Design orientation sessions to meet the needs of diverse student population | |
| Provide new student guide to campus resources | University of South Florida, 2011 |
| Conduct two-day intensive orientation including families | |
| Integrate with FYE | |

5. First-Year Initiatives

In addition to an enhanced orientation, the literature reviewed supports the need for an ongoing and relevant first-year initiative at SFCC. Much of the internal and external research demonstrates a higher attrition rate for first-time-in-college (FTIC) students than for the remaining years needed to obtain a bachelor's degree.

According to Brenda Marina and Melissa McGuire (2008, p. 20) a significant disconnect appears during the first-year of college; this disconnect may manifest itself in a student's academic life, from study habits, time management, and class preparation to the critical thinking needed in college-level classes. Furthermore, this disconnect has little to do with a student's intelligence or aptitude, and first-generation college students appear to have an even higher risk of being non-completers than those students whose parents have college educations (Marina & McGuire, 2008; Stamatoplos, 2000). Shugart and Romano (p. 29-39) maintained that the likelihood of success for a first-year college student can be determined after the first 15 credit hours. Many factors are to be considered when analyzing the high attrition rate of first-year and first-generation college students. Some students may find the transition from high school to college somewhat daunting, despite impressive high school academic records (Smith & Zhang, 2009, p. 643-657). Peers, environment, family, high school staff, and college staff all play a role in a student's first-year success (Smith & Zhang, 2009, p. 643-657). A synthesis of over 30 years of student outcomes research found that "implications for policies and practices at both the institutional and national levels...point to the critical connections between the first-year of college and its influence on student outcomes" (Reason, Terenzini, & Domingo, 2006). It is not surprising, then, that many postsecondary institutions are looking at methods of retaining

students beyond the first year. Mentoring programs, learning communities, and hybrid courses have all been used with some degree of success to help the first-year student be successful.

Many postsecondary institutions, however, are closely examining the efficacy of a first-year experience/college success course. Such courses benefit students in a number of ways. Developmental students, in particular, benefit from taking part in a first-year experience course. Developmental students who must take two or more developmental classes are required to take a three-hour Master Student class (SLS 1106). The research supports the efficacy of a first-year course for developmental students (Schrader & Brown, 2008). A FYE Seminar could provide all students with the support needed during that critical first-year of college (Potts et al., 2008). The research shows that “students involved in some type of organized first-year intervention report higher levels of satisfaction and involvement in campus activities, achieve higher grades and are more likely to be retained and graduate” (Jamelske, 2009, p. 373-391).

The support that a FYE Seminar provides can be multifaceted and multifunctional, and the structure of the course can take a variety of forms. For example, some institutions offer “for credit” courses that are elective; the number of credits range from 1 credit to 3 credits (Schrader & Brown, 2008, p. 312; Jamelske, 2009, p. 378). These courses can be delivered in any number of systems, including face-to-face and hybrid courses that incorporate technology. The research indicates, however, that the FYE and related courses must be fully supported by the institution (Barefoot et al., 2005, p. 4). As such, a significant commitment of resources must be allocated to the support and maintenance of the first-year experience.

6. First-Year Experience Seminar

The amount and variety of research available for FYE Seminars is more than sufficient to provide comprehensive benchmarks. Ultimately, the FYE Seminar will assist students as they make the social, emotional and cognitive leaps from high school, where motivation for learning is extrinsic, to college, where motivation for learning is intrinsic. Overarching themes for topic identification and selection for First-Year Seminars include; personal and academic growth and development; application of learning style theories; and relationship-building activities. Specific topics, based on meta-analyses conducted by Gardner and Barefoot (2010), are noted below in Table 1-6.

Table 1-6 Best Practices in FYE Seminar Topics

| Topic | Description |
|---------------------------------------|---|
| Self-Exploration | Purpose for attending college |
| Time Management | Managing work, study, and family obligations |
| Metacognition | Discovering how you learn; learning styles |
| Critical Thinking | Using upper level cognitive skills; analysis, synthesis, and evaluation |
| Active Learning | Being engaged by note taking, and asking clarifying questions |
| Study Skills | Active listening, cooperative learning, collaboration |
| Test Taking Strategies | Coping with test anxiety, test preparation skills, understanding question formatting |
| Writing and Communication Skills | Writing for college-level courses, public speaking, informal communication with peers |
| Literacy Skills | Using library resources, online databases, other information resources |
| College Majors and Career Exploration | Discovering career plans based on individualized assessments |
| Finances | Budgeting for personal and college success, accessing financial resources |
| Relationship-Building | Establishing and maintaining relationships in college |
| Diversity | Appreciating and recognizing multiple cultures |
| Health and Wellness | Developing healthy habits, stress management, and fitness |

The length of the course, noted Dooris and Blood (2001), is directly related to favorable learning outcomes. The research noted courses vary in length from 1 to 3 credit hours, with the longer courses' assessment data being more favorable. Most first-year seminars fit into one of four categories: extended orientation seminars, academic seminars with uniform content, academic seminars on discipline-linked topics, or basic study skills seminars. Extended orientation seminars are the most common with 62% of institutions adopting the extended orientation type. The extended orientation seminar may be credited as a part of the institution's core curriculum general education or elective and only occasionally is it counted toward students' major requirements (Upcraft et al., 2005).

7. Faculty Development

Faculty development is integral to the efficacy of the FYE Seminar; undoubtedly, “without the enthusiasm of the faculty, no approach to the first-year experience can succeed” (Upcraft et al., 2005, p. 179). Given this, “Process is as important as content,” according to Cuseo (p. 24, 2008). Ideally, the faculty development to prepare instructors to teach the FYE Seminar will be comprised of faculty and staff who are passionate about student learning and devoted to the promotion of student success at a high level. The positive effects of professional development initiatives in support of the FYE are grounded in much contemporary literature (Hunter & Murray, 2007; Anderson, 2006; Cuseo, 1999; National Resource Center, 2002).

Fidler, Neururer-Rotholz, and Richardson (1999) examined the effects on teaching techniques of faculty who attended a weeklong workshop in preparation for teaching a freshman seminar. Attendance at the faculty development workshops “boosted faculty morale, helped faculty better meet the academic and nonacademic needs of students, and improved teaching in many other courses across campus” (p. 72). Additionally, “involvement in professional development may lead faculty members to raise their teaching standards and increase their awareness of [institutional] resources” (McClure, Atkinson, & Wills, 2008, p. 32; UWV “Activities Summary, 2008; Cuseo, 2008). Potential outcomes of effective instructor training efforts in support of the FYE include “campus wide faculty development, professional and personal development, the development of community, development of faculty-student affairs partnerships, improvements in teaching and learning, quality and consistency across seminar sections, and employee orientation, assimilation, and education” (Hunter & Gardner, 1999; Upcraft et al., 2005). Our professional development for the FYE will seek to recruit those individuals who are interested in teaching its seminar. Based on best practices, topics for training will initially include those shown below in Table 1-7.

Table 1-7 Best Practices in FYE Faculty Development Training

| Topic | Description |
|-------------------------------|---|
| Academic delivery | Various ways to providing classroom instruction including both face-to-face and online |
| Active, experiential learning | Promoting ways to get students to be responsible for their own learning by purposely providing situations where they learn by doing |
| College resources | Promoting a complete picture of all the services that the college provides and how to find and access those services |

| | |
|--|---|
| Diversity education | Promoting an awareness of the culture differences and needs of our students |
| Learning autonomy and self-efficacy | Reinforcing the belief that students are capable of performing in a certain manner to attain goals |
| Metacognition | Helping students develop an awareness or analysis of their own learning and thinking processes |
| Online engagement techniques | Promoting ways for students to become engaged with other students in a virtual environment (e.g., discussion boards or wikis) |
| Outcomes assessment | An effort to gather, analyze, and interpret evidence which describes the institutional effectiveness as measured by the attainment of a specified end result or outcome |
| Peer involvement and cooperative learning | Promoting the idea that students can learn from each other and purposely setting up activities where students work together in small groups |
| Student-faculty involvement | Promoting ways to get students and faculty engaged in discussion both in and out of the classroom |
| Student learning outcome development | Development of specific statements describing the knowledge, skills, abilities, or attitudes that a student will be able to demonstrate as a result of a particular lesson, course, or program of study |
| Student services collaboration | Working together with student services personnel in the classroom or with classroom assignments |
| Understanding student characteristics and demographics | Educating faculty on the demographics of our current students and their generational characteristics |

(Gardner, 2001; Elsner, 2002; Chickering & Gamson, 1987; Tinto, 2006; Schuetz, 2008; Swing, 2002; Astin, 1985; Barkley, 2010; Fidler, Neururer-Rotholz, & Richardson, 1999; McClure, Atkinson, & Wills, 2008; Upcraft et al., 2005; Hunter & Murray, 2007)

In summary, the QEP Steering Committee tirelessly reviewed the current literature in the areas of promoting student success, first-year initiatives, orientation, first-year experience seminar, and related faculty development to identify best practices nationwide. The committee's search has guided the QEP topic development and enabled informed decision making on actions to be implemented at every stage of development.

2. Focus

No matter how carefully you plan your goals they will never be more than pipe dreams unless you pursue them with gusto.
 - W. Clement Stone

A. Desired QEP Goals

The focus of SFCC's QEP is articulated by the three goals that *equip, engage, and integrate* our students as shown in Table 2-1. Remarkable progress has been made over the past 20 years in developing initiatives that promote first-year student success (Upcraft, Gardner, Barefoot, et al. 2005). While not a new concept, the GPS is a program aimed at doing just that, changing the culture at SFCC with a focus on improving student learning outcomes for first-year, or *entering*, students.

Table 2-1 Goals of the GPS

| | |
|---------------|---|
| Goal 1 | <i>Equip</i> students with the skills and resources to become proficient in the use of college and student support resources |
| Goal 2 | <i>Engage</i> students in the learning process to be self-reliant, self-confident, responsible college students |
| Goal 3 | <i>Integrate</i> students into the academic, social, and community activities that will enhance their college experience |

Today's entering students are diverse by demographics and characteristics; however this fact, coupled with the individual institutional profile of entering students at SFCC provided the impetus for the QEP focus. The three goal statements were established based on a comprehensive review of relevant literature and best practices pertaining to the FYE, an evaluation of FYE programs successfully implemented at other colleges, and extensive broad-based dialogue about the institutional profile of SFCCs students with multiple constituents from across the college campus (i.e., students, faculty, and staff). Efforts were also made to ensure that the goals aligned with the college's mission, vision, strategic plan (Table 2-2), and academic master plan (Table 2-3). The complete college strategic plan and academic master plan are available in the QEP supporting documents. Each goal was developed with the primary purpose of improving the quality of student learning at the college.

Table 2-2 How the QEP Aligns with the College Strategic Plan

NS Orientation – New Student Orientation
 FYE Seminar – First Year Experience Seminar
 TEI – Teaching Excellence Institute

| College Strategic Plan Elements | QEP Component |
|---|--------------------------------------|
| II. Enable all Students to Succeed | |
| Goal A – Improve student retention and success | |
| 1. Increase student retention rates | NS Orientation FYE Seminar TEI |
| 2. Establish First-Year Learning Experience (FYLE) program | NS Orientation FYE Seminar TEI |
| 3. Establish learning communities | FYE Seminar |
| 4. Increase student awareness of financial aid opportunities | NS Orientation FYE Seminar |
| 6. Strengthen support mechanisms for high-risk students | NS Orientation FYE Seminar TEI |
| Goal B – Evaluate student learning outcomes in each program and implement improvement strategies | |
| 1. Establish program and departmental strategies that promote student learning in all educational programs | TEI |
| 3. Provide professional development activities related to assessment of student learning during annual Assessment Day | TEI |
| Goal C – Expand educational opportunities | |
| 2. Expand online, evening, flex session, and weekend offerings to accommodate student learning | NS Orientation FYE Seminar |
| III. Enable All Employees to Succeed | |
| Goal B – Expand professional development for all college employees | |
| 1. Increase frequency and type of on-site professional development opportunities | TEI |
| 4. Support local and online professional development opportunities | TEI |

Table 2-3 How the QEP Aligns with the Academic Master Plan

| Academic Master Plan Elements | QEP Component |
|---|--------------------------------------|
| I. Promote Student Learning | |
| I.1 Develop and enhance programs that foster student learning | |
| I.1.b Establish a First-Year Learning Experience (FYLE) program | NS Orientation FYE Seminar |
| I.1.e Increase the number of students enrolled in a student success course | FYE Seminar |
| I.1.f Identify barriers to student learning and strategies for improvement | FYE Seminar TEI |
| I.2 Enhance student learning resources | |
| 1.2.a Increase awareness of student support services | NS Orientation FYE Seminar |
| II. Promote Faculty Success | |
| II.2 Enhance faculty development program | |
| II.2.a Offer a teaching skills course | TEI |
| II.2.b Offer regularly scheduled faculty professional development opportunities | TEI |
| II.2.d Offer online training opportunities | TEI |
| III. Assess the Effectiveness of Student Learning | |
| III.4 Identify student learning effectiveness measures | |
| III.4.a Engage faculty in the SACS reaffirmation process | NS Orientation FYE Seminar TEI |

The QEP topic, *GPS: Guide to Personal Success*, fully supports the college vision of *enriching our communities through education...one life at a time* as it focuses on enculturation of individual students, who are new to the higher education process, by engaging them early in their college experience in a very personalized approach.

B. Expectations of the QEP

The two types of QEPs most prevalent in the current higher education terrain are those that focus on student learning outcomes and/or the environment supporting student learning in order to accomplish the mission of the institution. The GPS provides a hybrid approach to student success, sharing best practices in student and faculty development. With its strong focus on student learning outcomes for entering students, the GPS also impacts the learning environment to support such outcomes. From the moment an entering student steps foot on our campus, activities and engaging learning activities will be promoted and provided to assist in

navigating successfully through SFCC's academic programs and co-curricular activities. This is coupled with a strong focus on professional development for faculty and staff involved in the GPS; this will undoubtedly be a positive impact on student learning in the FYE Seminar. As such, the roadmap toward success has been clearly established. Expectations for the GPS include the following:

For Students...

- To promote student success (student learning outcomes discussed in Chapter 5)
- To improve campus-wide engagement and satisfaction
- To improve degree completion and time to completion rates
- To increase academic performance

For Faculty...

- To offer new professional development opportunities
- To create and engaging curriculum for the FYE Seminar
- To facilitate pedagogical collaboration
- To transform the learning environment in all disciplines

For the College...

- To develop an exemplary FYE program
- To integrate the GPS into all aspects of the college

In summary, the GPS program is a first-year learning initiative focused on orienting students to college demands and expectations through a three-pronged approach: enhanced student orientation, a dedicated entering student seminar, and intensive faculty development. This initiative, which was developed with broad-based participation from constituents from all corners of the campus, directly focuses on introducing and improving student learning and enhancing the learning environment for all students. Additionally, the GPS fully supports the accomplishment of the college's mission and moves us closer to achieving our shared vision.

3. Capability

Doubt can only be removed by action.


- Johann Wolfgang von Goethe

A. Implementation Timeline

The projected timeline for implementation of the GPS is shown in Table 3-1. The majority of QEP related efforts during the first-year, starting in fall 2011, will be devoted to developing material and conducting the programmatic changes necessary to fully implement GPS starting in fall 2012. At that time, enrollment in the FYE Seminar will be mandatory for all degree-seeking students with 15 or less college credit hours. It is estimated that total annual enrollment in the GPS will be approximately 1,000 students, with the majority taking the FYE Seminar in fall term.

To support the full implementation of the GPS, both the Teaching Excellence Institute and its integral FYE Academy will start in spring 2012. A revised new student orientation will be piloted in spring 2012 and fully implemented in fall 2012. The FYE Seminar will be piloted in summer 2012 and fully implemented in fall 2012.

Table 3-1 GPS Implementation Timeline



| | Pre-Plan 2010-2011 | | | Implement- ation 2011-2012 | | | Year 1 2012-2013 | | | Year 2 2013-2014 | | | Year 3 2014-2015 | | | Year 4* 2015-2016 | | |
|---|------------------------------|--------|--------|--|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|-----------------------------|--------|--------|
| | Fall | Spring | Summer | Fall | Spring | Summer | Fall | Spring | Summer | Fall | Spring | Summer | Fall | Spring | Summer | Fall | Spring | Summer |
| Orientation | | | | | | | | | | | | | | | | | | |
| 1. Develop Orientation Modules | | | | • | • | • | • | | | | | | | | | | | |
| 2. Implement Media Campaign | | | | | • | | | • | | | • | | | • | | | | |
| 3. Pilot Orientation | | | | | • | | | | | | | | | | | | | |
| 4. Offer F2F Orientation | | | | | | • | • | • | • | • | • | • | • | • | • | • | • | • |
| 5. Develop Online Modules | | | | | | • | • | • | • | | | | | | | | | |
| 6. Offer Online Orientation | | | | | | | | • | • | • | • | • | • | • | • | • | • | • |
| FYE Seminar | | | | | | | | | | | | | | | | | | |
| 1. Develop FYE Seminar | | | | • | • | | | | | | | | | | | | | |
| 2. Pilot F2F FYE Seminar | | | | | | • | | | | | | | | | | | | |
| 3. Offer F2F FYE Seminar | | | | | | | • | • | • | • | • | • | • | • | • | • | • | • |
| 4. Develop Online FYE Seminar | | | | | | | | • | • | | | | | | | | | |
| 5. Offer Online FYE Seminar | | | | | | | | | | • | • | • | • | • | • | • | • | • |
| Teaching Excellence Institute/FYE Academy | | | | | | | | | | | | | | | | | | |
| 1. Develop FYE Seminar Instructor Selection Process | | | | • | | | | | | | | | | | | | | |
| 2. Develop Institute Modules | | | | • | | | | | | | | | | | | | | |
| 3. Offer TEI | | | | | • | | • | • | | • | • | | • | • | | • | • | |
| 4. Offer FYE Academy | | | | | • | | | • | | | • | | | • | | | • | |

* GPS will be institutionalized



| | Pre-Plan 2010-2011 | | | Implement- ation 2011-2012 | | | Year 1 2012-2013 | | | Year 2 2013-2014 | | | Year 3 2014-2015 | | | Year 4 2015-2016 | | |
|------------------------------------|-----------------------|--------|--------|----------------------------------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|
| | Fall | Spring | Summer | Fall | Spring | Summer | Fall | Spring | Summer | Fall | Spring | Summer | Fall | Spring | Summer | Fall | Spring | Summer |
| Assessment | | | | | | | | | | | | | | | | | | |
| SENSE Survey | ● | | | | | | | | | | | | ● | | | | | |
| CCSSE Survey | | ● | | | | | | | | | | | | ● | | | | |
| Student Focus Groups | | ● | | ● | | | ● | | | ● | | | ● | | | | | |
| Student Opinion Survey | | | | | | | | | ● | | | | | | | | | |
| Program Review | | | | | ● | | | ● | | | | | | ● | | | | |
| 3-Year Formative Evaluation | | | | | | | | | | | | | | ● | | | | |
| Summative Evaluation | | | | | | | | | | | | | | | | | ● | |

In summary, we believe this phased approach to implementing the GPS is fully achievable and sustainable with our existing organizational resources. Our goal is to fully institutionalize GPS into the college within three years of full implementation, by the end of the 2014-15 academic year.

B. Financial Resources

The total cost to develop and implement the QEP is estimated to be \$606,166. The QEP will be financed by reprogramming of other operational funds as the GPS will be assimilated into the annual operational budget planning and resourcing cycle. It should be noted that no provision has been made to include revenues generated by the estimated 1,000 students who will be enrolled in the FYE Seminar each year. Table 3-2 provides a detailed projected budget starting in the Pre-Planning Year (2010-11) and running through Year 4 (2015-16).

Table 3-2 Cost of the GPS

| | | Pre-Plan 2010-2011 | Implement- ation 2011-2012 | Year 1 2012-2013 | Year 2 2013-2014 | Year 3 2014-2015 | Year 4* 2015-2016 | Total |
|---------------------------------------|-------------------------------|-------------------------------|---|-----------------------------|-----------------------------|-----------------------------|------------------------------|------------------|
| Personnel | | | | | | | | |
| 1 | GPS Director | 15,544 | 44,000 | 44,000 | 44,000 | 44,000 | 44,000 | 235,544 |
| 2 | GPS Assistant | 1,801 | 12,700 | 12,700 | 12,700 | 12,700 | 12,700 | 65,301 |
| 3 | Instructor Load Credit | -- | 3,600 | 32,500 | 32,500 | 32,500 | 32,500 | 133,600 |
| 4 | eLearning Support | -- | 3,600 | 18,000 | 3,600 | 3,600 | 3,600 | 32,400 |
| 5 | IE Support | -- | 4,800 | 4,800 | 4,800 | 4,800 | 4,800 | 24,000 |
| 6 | Local Travel | -- | 500 | 500 | 500 | 500 | 500 | 2,500 |
| Professional Development | | | | | | | | |
| 7 | In-house workshops | 259 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 5,259 |
| 8 | National conferences | 4,113 | 5,000 | 3,000 | 3,000 | 3,000 | 3,000 | 21,113 |
| 9 | Training Materials & Supplies | -- | 1,500 | 500 | 500 | 500 | 500 | 3,500 |
| 10 | Travel for Training | -- | 300 | 300 | 300 | 300 | 300 | 1,500 |
| Assessment | | | | | | | | |
| 11 | External Evaluator | -- | -- | -- | 4,000 | -- | -- | 4,000 |
| 12 | SENSE/CCSSE Surveys | 7,800 | -- | -- | -- | 10,000 | 10,000 | 27,800 |
| 13 | Focus Groups Supplies | -- | 500 | 500 | 500 | 500 | 500 | 2,500 |
| 14 | Student Surveys | -- | 1,900 | 1,900 | 1,900 | 1,900 | 1,900 | 9,500 |
| Marketing & Special Events | | | | | | | | |
| 15 | Awareness Campaign | 454 | 5,000 | 3,000 | 1,000 | 1,000 | 1,000 | 11,454 |
| 16 | Webmaster | -- | 3,100 | 6,200 | 3,100 | 3,100 | 3,100 | 18,600 |
| 17 | Office Supplies | -- | 1,000 | 500 | 250 | 250 | 250 | 2,250 |
| 18 | Copy Costs | -- | 250 | 450 | 450 | 450 | 450 | 2,050 |
| 19 | Literature/Memberships | 345 | 150 | 150 | 150 | 150 | 150 | 1,095 |
| 20 | Classroom Supplies | -- | 200 | 500 | 500 | 500 | 500 | 2,200 |
| Annual Totals | | \$30,316 | \$89,100 | \$130,500 | \$114,750 | \$120,750 | \$120,750 | \$606,166 |

* GPS will be institutionalized

The explanation for each budget line item is as follows:

1. **GPS Director** – This position will be carried out by the Institutional Effectiveness Officer. It is anticipated that 50% of his time will be devoted to managing the GPS.
2. **GPS Assistant** – This position will be a collateral duty of the Executive Assistant to the Vice President for Educational and Student Services (VPES). We anticipate 35% of that person's time will be devoted to supporting the GPS.
3. **FYE Seminar Instructor Load Credit** – This is based on 40 faculty/staff member teaching the 1 credit FYE Seminar. Although the actual cost will vary based on individual instructor's academic rank and pay scale, we have estimated each load credit as \$500 wage plus \$100 benefits (\$600 total).
4. **eLearning Support** – This includes the eLearning Department's support in developing online modules for the orientation, FYE Seminar, and TEI. We estimate 10% of the Multimedia Technician's time except during Year 1 when it will be 50% as the online components are being developed.
5. **Institutional Effectiveness Support** - This is based on the additional support by the Institutional Effectiveness Department in the assisting with the assessment of the orientation, FYE Seminar, and TEI. It is estimated to take 5% of GPS Director's time.
6. **Local Travel** – For travel between campuses to provide oversight and support at each of the three outlying campuses and center.
7. **In-house Workshops** – For providing in-house professional development for all FYE Seminar instructors at least four times during the year including Welcome Back Week, the fall Assessment Day, and the spring Professional Development Day.
8. **National Conferences** - To attend national FYE-related conferences.
9. **Training Materials and Supplies** – For procuring training materials for professional development workshops. The largest cost will be during the implementation.
10. **Travel for Training** – For travel between campuses to provide training and support at each of the three outlying campuses and center.

11. **External Evaluator** – To bring an external evaluator on campus for a two-day review and evaluation of our assessment. This will occur in at the end of Year 2 and help guide the process of institutionalizing the GPS.
12. **SENSE/CCSSE Surveys** – For conducting both the SENSE and CCSSE surveys to help evaluate the effectiveness of the GPS using a nationally benchmarked comparisons.
13. **Focus Group Supplies** – For small giveaways (T-shirts, hats, etc.) and food for students participating in focus groups. We estimate six face-to-face groups of 25 students.
14. **Student Surveys** – For Curriculum Support Department’s assistance with the assessment of the orientation, FYE Seminar, and TEI. Estimated 5% of the Curriculum Assistant’s time.
15. **Awareness Campaigns** – For conducting a media blitz to encourage and inform students of the New Student Orientation and the FYE Seminar. The largest cost will occur during implementation and Year 1.
16. **Webmaster** - For Community Relations Webmaster’s assistance with the Web presence of the New Student Orientation and FYE Seminar. Estimate 5% of the college’s Webmaster’s time except in Year 1 when it will involve 10% due to the development and deployment of the online components.
17. **Office Supplies** – For routine office supplies (paper, pens, etc.) supporting the New Student Orientation, FYE Seminar, and TEI/FYE Academy.
18. **Copy Costs** – For copier service and paper supporting the New Student Orientation, FYE Seminar, and TEI.
19. **Literature/Memberships** – For annual subscription to the *Journal of the First-Year Experience and Students in Transition* and other FYE-related publications of interest as well as institutional memberships in FYE-related organizations.
20. **Classroom Supplies** - For requisite classroom supplies (notebooks, training materials, etc.) needed for instructor’s teaching the FYE Seminar.

C. Organizational Structure

The QEP Director will have primary responsibility for the implementation of the three components of the Guide to Personal Success; New Student Orientation, FYE Seminar, and the Teaching Excellence Institute. All faculty and staff involved in these three components will take direction from the QEP Director. Figure 3-1 shows the organizational chart and how the leadership of the GPS has been integrated into the existing college organizational structure.

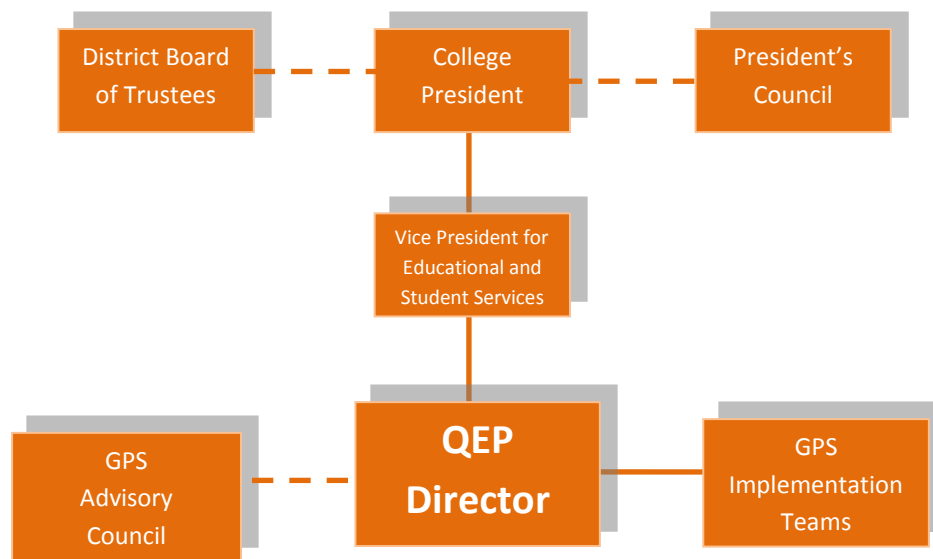


Figure 3-1 GPS Organizational Structure

QEP Director

The key person responsible for oversight of the GPS is the QEP Director. The duties of the position have been molded into the job description for our Institutional Effectiveness Officer, Dr. Christopher van der Kaay. Table 3-3 outlines his duties and responsibilities related to the GPS. The QEP Director is not solely responsible for the success of the GPS but is supported from all levels of the college organization as noted below.

Table 3-3 QEP Director Duties and Responsibilities

1. Oversees implementation of the QEP. Leads the QEP Implementation Committee and support staff and faculty, departments, programs, and other units responsible for executing QEP activities within established timelines.

2. Serves as a liaison between the QEP Implementation Committee and other college committees. Furnishes information to the Community Relations and Marketing Department to facilitate timely college-wide communication/updates regarding the QEP.
3. Coordinates QEP assessment activities. Conducts research and analyzes data with support from the college's Data Analysis Group (DAG) and the Institutional Effectiveness Department to monitor and evaluate the QEP. Directs program review and prepares evaluative reports at three-year (formative) and five-year (summative) intervals.
4. Collaborates with the Director, Institutional Effectiveness, to ensure administration of the various instruments used to assess the QEP.
5. Contributes to unit planning, assessment, and college institutional effectiveness efforts.
6. Acts in accordance with college policies and procedures.
7. Performs other related duties as assigned.

GPS Implementation Teams

There are three teams comprised of staff and faculty involved in all three components of the GPS. These three teams work directly for the GPS Director when performing duties related to the GPS. These teams represent the front line of the GPS as these are the people who will interface directly with FYE students. There are three GPS Implementation Teams, one for each component of the GPS. Individual membership in each team is shown in Tables 4-4, 4-5, and 4-6.

GPS Advisory Council

The GPS Advisory Council is comprised of stakeholders from across the campus community and will serve in a consultative role to assist the GPS Director and ensure that the expectations of the various campus constituents are being met. This group will meet at least quarterly with the GPS Director to review all assessment data. Membership of the GPS Advisory Council is shown in Table 3-4.

Table 3-4 GPS Advisory Council Composition

| Name | Advisory Council Member | Stakeholder Group |
|----------------------------|---|-------------------|
| TBA | Faculty Council Representative | Faculty |
| Elizabeth Andrews | Academic Foundations Representative | |
| TBA | Student Government Association Representative | Students |
| Susie Johnson | Financial Aid Representative | Staff |
| Vivian Scott | Student Support Services Representative | |
| Ben Carter | Tutor Learning Center Representative | |
| TBA | Advising and Counseling Representative | |
| Laura White | Student Enrollment Representative | |
| Dr. Chris van der Kaay | Institutional Effectiveness Officer | |
| Dr. Leana Revell | VP for Educational and Student Services | Administration |
| Glenn Little | VP for Administrative Services | |
| Dr. Kimberly Batty-Herbert | Dean, Division of Arts and Sciences | |
| Kevin Brown | Dean, Division of Applied Sciences and Technologies | |
| Dr. Michael McLeod | Dean, Academic Support | |
| Dr. Annie Alexander-Harvey | Dean, Student Services | |
| Teresa Crawford | Hardee Campus Director | |

Vice President for Educational and Student Services (VPESS)

The GPS Director will report to the Vice President for Educational and Student Services (VPESS), Dr. Leana Revell, who will oversee all requests for resources (both fiscal and human) in support of the GPS. The GPS Director will provide regular status briefings to the VPESS.

President's Council

This established group meets weekly to maintain administrative awareness of college-wide initiatives and for reviewing and recommending changes. Recommendations impacting college resources, planning, or multiple-departments are referred to the President's Council for discussion and action. As part of their normal review process, this group will review the progress of the GPS regularly. The intent is that this group will provide broad-based oversight of the GPS implementation and offer suggestions and direction to the GPS Director as needed. Membership of the President's Council is shown in Table 3-5.

Table 3-5 President's Council Composition

| Name | President's Council Member | Stakeholder Group |
|----------------------------|---|----------------------------------|
| Dr. Norm Stephens | President | Administration |
| Dr. Leana Revell | VP for Educational and Student Services | |
| Glenn Little | VP for Administrative Services | |
| Dr. Kimberly Batty-Herbert | Dean, Division of Arts and Sciences | Educational and Student Services |
| Kevin Brown | Dean, Division of Applied Sciences and Technologies | |
| Dr. Michael McLeod | Dean, Academic Support | |
| Annie Alexander-Harvey | Dean, Student Services | |
| Doug Andrews | Dean, Cultural Programming | |
| Dr. Linda Ward | Chief Information Officer | Administrative Services |
| Susie Hale | Director, Human Resources | |
| Anita Kovacs | Controller | |
| Deborah Bell | Director, Community Relations and Marketing | |
| Don Appelquist | Dean, Resource Development | |
| Dr. Chris van der Kaay | Institutional Effectiveness Officer | |
| Tammy Bush | Executive Assistant to the President | |
| Elizabeth Broen | Faculty Council President | Faculty |

College President

Dr. Norm Stephens, the chief executive officer of the college, is responsible to the District Board of Trustees (DBOT) for the organization and administration of the college. The President implements the policies of the DBOT, establishes and operates programs as approved by the DBOT, and provides direction for the overall operation of the college. The college President is overall responsible for ensuring that the GPS is successfully implemented.

District Board of Trustees (DBOT)

The DBOT, appointed by the Governor of Florida, is responsible for determining which programs and services are needed to serve the educational needs of the district and for determining the college's effectiveness and efficiency in meeting those needs. Table 3-6 provides the current DBOT membership and their respective counties. Although their involvement with the GPS is indirect, they maintain responsibility for overseeing the success of implementation of the GPS. As such, the GPS Director as well as the college President will regularly brief this group on the status of the GPS implementation and resulting data analysis.

The DBOT may offer advice and give recommendations related to the direction of GPS implementation through the college President.

Table 3-6 District Board of Trustees Composition

| Name | County |
|---------------------|------------------|
| Tami Cullens | Highlands |
| Joan Hartt | |
| David Leidel | |
| Anne Reynolds | |
| Gary Delatorre | Hardee |
| Richard Maenpaa | |
| Tim Backer | DeSoto |
| Dr. Louis Kirschner | |

D. Physical Resources

No new physical resources are needed to execute the GPS. New Student Orientation will be held in the University Center on the Highlands Campus and in the largest classrooms in our outlying campuses/center. The FYE Seminar will be conducted in regular classrooms with Smart (multimedia) podiums. Professional development provided by both the Teaching Excellence Institute and its integral FYE Academy will be held in environments replicating the student learning experience.

4. Broad-Based Involvement- Development and Implementation

The achievements of an organization are the results of the combined effort of each individual.

- Vince Lombardi

A. Development Planning

Development planning of the QEP was spearheaded by the QEP Steering Committee (Table 4-1). This multi-functional, multi-campus committee held regular meetings and focused on developing a conceptual vision of the QEP based on the empirical results from the QEP Topic Selection Committee and the QEP Workshop. Three of the four members from the QEP Topic Selection Task Force were also on the QEP Steering Committee. Examples of committee meetings minutes are provided in the QEP supporting documents. Every effort was made to involve students in the process and when repeated attempts to get students to attend the meetings failed due to class and work-related scheduling conflicts, we resorted to student questionnaires, surveys, and briefings. The committee recognized that to guide and inform widespread change that it was vital to continue to enlarge the circle of community members steering the work of the QEP (Kezar, 2005).

Table 4-1 Membership of the QEP Steering Committee

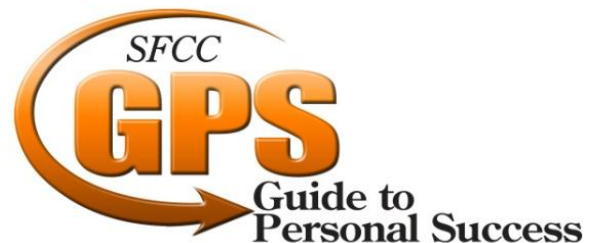
| Name | Representing | Assignment | SFCC Campus |
|------------------------------|--|--------------------------|-------------|
| Elizabeth Andrews | Developmental Education | Research | Highlands |
| Davida Austin | Faculty (Arts and Science) | Member | Highlands |
| Erik Christensen* | Faculty (Arts and Science) | Co-Chair | Highlands |
| Teresa Crawford | Campus Director | Implementation Planning | Hardee |
| Sureka Flemming | Institutional Effectiveness | Assessment | Highlands |
| Dr. Michele Heston* | Director (Applied Sciences and Technologies) | Co-Chair | Highlands |
| Melanie Jackson | eLearning Director | Professional Development | Highlands |
| Dr. Christopher van der Kaay | Adult Education Director | Assessment | Highlands |

| | | | |
|------------------|---|-----------------------|-----------|
| Adam Martin | Director (Applied Sciences and Technologies) | Strategic Development | Highlands |
| Michael McCoy | Adjunct Faculty | Research | DeSoto |
| Charla Minson | Advising and Counseling | Orientation | Highlands |
| Ricardo Pantoja | Career Center | Marketing | Highlands |
| Dr. Leana Revell | Administration | SACS Liaison | Highlands |
| Ellen Thornton | Developmental Education | Research | Highlands |
| June Weyrauch | Staff | Administrative | Highlands |
| Laura White | Enrollment Management, Diversity and Equity Recruitment | Member | Highlands |

* Co-Chairpersons

Although development of the QEP began slowly during the initial planning process, the tempo increased continually. Planning of the GPS occurred in an iterative, rather than linear, process as concerns were voiced from constituents across the campus and addressed. Often, this required issues to be revisited several times.

In April 2010, the QEP Steering Committee came to agreement on an overall theme for the QEP which was a global positioning system (GPS) unit to illustrate the use of current technologies to assist in finding our way. We felt that students could readily associate with the benefits of using a



GPS to guide them on the road and thus would do the same in the road to their academic career. Using the acronym *GPS* we decided to call the QEP the *Guide to Personal Success (GPS)*. A logo was created to help with branding across the campus. In a dedicated effort to establish branding for the QEP, we started at this point referring to the QEP as GPS. In all subsequent discussions, the two acronyms are used interchangeably.

In April 2010, the college Student Government Association (SGA) conducted a survey (both hard copy and online) in which 30 students provided comments on difficulties they faced during the first few weeks of classes and asked specific questions about their impressions of orientation. Less than half (48%) of the students surveyed had attended orientation and the majority indicated that the most important aspects of that orientation were helping them know their way around campus, orientation to our college course management system, Desire to

Learn (D2L), and information about financial aid. The results of this survey helped us to focus in on the orientation and course topics.

Early in the process and based on a combination of personal experience, data analysis, and literature review, the QEP Steering Committee identified a number of topics and issues that all new students need to understand. These topics will either be covered in the initial four-hour New Student Orientation or as part of the 1 credit hour FYE Seminar as noted in Table 4-2. The GPS will be developed as modules based on topical grouping of these issues and will be available for students in both written and video formats. These topic-specific modular resources will be available online 24/7 for all students, regardless of participation in the FYE Seminar.

Table 4-2 New Student Orientation and FYE Seminar Topics

| Topic | Orientation | FYE Seminar |
|--|-------------|-------------|
| SFCC academic introduction | ● | |
| Student success strategies | ● | ● |
| SFCC resources | ● | ● |
| SFCC opportunities | ● | ● |
| SFCC technology | ● | ● |
| SFCC social opportunities | ● | ● |
| Getting the right start at SFCC | ● | ● |
| Building dreams, setting goals | | ● |
| Learning about learning | | ● |
| Managing time, energy, and money | | ● |
| Thinking critically and creatively | | ● |
| Developing technology, research, information literacy skills | | ● |
| Engaging, listening, and note-taking | | ● |
| Developing memory | | ● |
| Reading and studying | | ● |
| Taking tests | | ● |
| Building relationships, valuing diversity | | ● |
| Choosing a college major and career | | ● |
| Creating your future | | ● |

Interest in the GPS initiative from faculty and staff has been high throughout the development process. After the QEP Steering Committee Chair briefed both the Division of Arts and Science and the Division of Applied Sciences and Technologies and outlined the three inter-related components (New Student Orientation, FYE Seminar, and the TEI), 75% of faculty attendees indicated a desire to teach the FYE Seminar. As part of the development, we will implement a formal process to apply to teach the FYE Seminar and will screen each applicant according to specific selection criteria as outlined in Appendix D (p. 72); not everyone who applies to teach the seminar will be accepted.

The transition from development planning to implementation planning occurred in April and May 2011. Initially, a college-wide professional development workshop entitled *Got GPS?*, was held to inform campus constituents (faculty, staff, administrators) of the current planning status of the GPS and to seek input on comments, concerns, and suggestions. Feedback received was used to structure the inaugural GPS Implementation meeting held on May 6. At that meeting, agreement was reached on numerous issues and the future direction for the three implementation teams was agreed upon.

B. Implementation Planning

The GPS will be rolled out in four phases as per the matrix shown below in Table 4-3.

Table 4-3 QEP Implementation Process

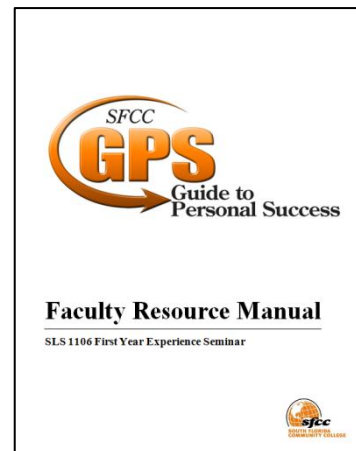
| Phase | Action | Dates |
|---------|--|-------------|
| Phase 1 | Pilot New Student Orientation Offer Teaching Excellence Institute Offer FYE Academy | Spring 2012 |
| Phase 2 | Offer New Student Orientation Pilot FYE Seminar | Summer 2012 |
| Phase 3 | Offer FYE Seminar | Fall 2012 |
| Phase 4 | Offer Online New Student Orientation Offer Online FYE Seminar | Fall 2013 |

Phase One of the GPS implementation will start in spring 2012 when we will pilot our new four-hour orientation program which will include with having students register for the upcoming term. Modeling best practices, we will tailor much of our orientation after the highly successful FYE orientation program offered by the University of South Florida (USF).

Representatives from USF presented at our most recent Professional Development Day on February 18, 2011 and we observed their orientation program first-hand on July 25, 2011.

We will begin an inaugural TEI professional development workshop series that will be open to all faculty and staff. These will have an array of topics specifically selected to focus on increasing student engagement by presenting different pedagogical approaches that will appeal to instructors teaching a wide range of disciplines.

We will also offer the inaugural FYE Academy for those faculty and staff selected to teach the FYE Seminar. We will capitalize on this event and use our prospective instructors, who have been selected through the FYE Academy screening process, to have them develop seminar materials, activities, and handouts that will be shared among all seminar instructors. In the end, we expect to develop a large faculty resource manual handbook for all instructors that will include notes, recommendations, supplemental material, activities, handouts, quizzes, and exam questions for each topic of the seminar. Rather than start from scratch, we will develop the faculty manual based on the Faculty Resource Manual for University 101, an FYE course offered by the University of South Carolina. A digital copy of this manual was purchased at the national 2011 FYE Conference.



Phase Two of the GPS implementation will start in summer 2012 when we will launch our New Student Orientation after integrating lessons learned from the spring orientation pilot. We will also pilot four sections of the FYE Seminar using the materials developed during the spring FYE Academy.

Phase Three of the GPS implementation will begin in fall 2012 when attendance at the New Student Orientation and registration in the FYE Seminar will become mandatory for all degree-seeking students with 15 or less college credits. Initially we had explored the idea of also requiring all certificate-seeking students to attend this seminar. Although these students could clearly benefit from this seminar, the logistics of trying to implement this initially were overwhelming. Most significantly is the fact that many certificate programs have state-mandated contact hour limitations with clearly articulated content. We felt that adding additional FYE material was outside the scope of the state mandate. Additionally, many of the needs of students in certificate programs are different than those in degree programs and attempting to accommodate each individual group would be a daunting task at the startup of the FYE program at SFCC. Thus, for starters, we made the decision to include certificate-seeking students in the

mandatory New Student Orientation but make the FYE Seminar optional for them. When the modularized content of the FYE Seminar is completed, it will be posted on the college website and be available for all students on an as-needed basis.

We plan to offer TEI on an ongoing basis during the academic year (fall and spring terms). The FYE Academy component of the TEI will be offered annually each spring. All prospective FYE Seminar instructors must first successfully complete the FYE Academy and become *certified* before they are considered for assignment as a FYE Seminar instructor. Certification will be valid for two years and can be renewed via several different ways as outlined in Appendix D (p. 72).

Phase Four of the GPS implementation will entail making both orientation and the FYE Seminar available completely online. Starting fall 2013, both the New Student Orientation and FYE Seminar will become mandatory for all degree-seeking students with 15 or less college credits, including those taking all online classes.

The specifics of the implementation planning for all three components of the GPS are summarized below:

1. New Student Orientation

Implementation planning for the New Student Orientation will be spearheaded by the QEP Director and the New Student Orientation Implementation Team (Table 4-4).

Table 4-4 New Student Orientation Implementation Team Composition

| Name | Stakeholder Group | SFCC Campus |
|--------------------------------|---|-------------|
| Coleen Rafatti * | Director, Career Center | Highlands |
| Dr. Christopher van der Kaay # | QEP Director | Highlands |
| Steve Ashworth | Faculty (Applied Sciences and Technologies) | Highlands |
| Teresa Crawford | Director, Hardee Campus | Hardee |
| Suzanne Demers | Director, DeSoto Campus | DeSoto |
| Kim Hemler | Counseling | Highlands |
| Lynn Hintz | Student Services | Highlands |
| Tim Johnson | Faculty (Applied Sciences and Technologies) | Highlands |
| Cheryl Little | Faculty (Arts and Sciences) | Highlands |
| Danny Longenecker | Faculty (Applied Sciences and Technologies) | Highlands |
| Patricia Manderville | Faculty (Arts and Sciences) | Highlands |
| Randall Paeplow | Director, Lake Placid Center | Lake Placid |
| Laura Wade | Student Activities Coordinator | Highlands |

| | | |
|---------------------|---|-----------|
| Laura White | Enrollment Management, Diversity and Equity Recruitment | Highlands |
| George Ann Woodward | Faculty (Applied Sciences and Technologies) | Highlands |
| Jeremy Aguilar | Student- Student Government Association | Highlands |
| Rito Melendez | Student- Non-Traditional | Highlands |
| Melanie Roberts | Student- Applied Sciences and Technologies | Highlands |
| Danny Rodriguez | Student- Applied Sciences and Technologies | Highlands |
| Kieria Williams | Student-Traditional | Highlands |

* Team Leader

Team Co-Leader

Currently, orientation at SFCC, although mandatory, is not enforced and is not used as a mechanism to prohibit students from enrolling in classes. As a result, student participation in orientation is quite low and less than half of all entering students actually attend. Busby, Gammel, and Jeffcoat (2002) found that students who participate in new student orientation programs generally performed better academically than students who did not.

It is our desire that every student (degree- and certificate-seeking) in their initial term at SFCC will complete a comprehensive orientation to help ensure optimal success at our institution. The current orientation program is dated, lecture-based, and covers a wide range of topics. Our goal is to revise this into an engaging experience that promotes both student-to-student and student-to-faculty/staff interaction while providing only important information needed for the first three weeks of school. The revised new student orientations will be scheduled at varying times and, ultimately both online and face-to-face modalities will be offered, to best meet the needs of our students. Once implemented, registration will be an integral component of the New Student Orientation.

Implementation of the New Student Orientation will be accomplished as follows:

Step One: Develop Orientation Modules

Based on our literature review and data from student forums and surveys, topics essential for all new students to be exposed to during their orientation experience were identified. These topics will be aggregated and then developed into a presentation that includes active engagement activities. Appendix E (p. 74) lists each module of the New Student Orientation, who is assigned to complete it, and the deadline for completion.

Step Two: Implement Media Campaign

Beginning spring 2012, the New Student Orientation Implementation Team, in cooperation with the Community Relations and Marketing Department, will initiate a media campaign focusing on the importance of student participation in the orientation process. The

media campaign will use the GPS logo to help with branding and to promote student awareness through a variety of brochures, posters, and giveaways.

Step Three: Pilot Orientation

A pilot New Student Orientation will be conducted in spring 2012 for students entering in the summer and fall 2012 terms. Appendix F (p. 81) provides the New Student Orientation schedule for 2012. Following each pilot orientation, a feedback survey (Appendix G, p. 82) will be conducted to help evaluate the effectiveness of the orientation. Based on feedback from this initial pilot, improvements will be made as topics are revised, added, or deleted.

Step Four: Offer Face-to-Face Orientation

In fall 2012, after assessing the results of the pilot orientations, we will begin to offer a face-to-face orientation in all programs for all students, both degree- and certificate-seeking students. Students enrolled in only online courses will be encouraged, but not required, to attend this face-to-face orientation until the online orientation is being developed. Exceptions to this policy will be made on a case-by-case basis. Anticipate that approximately 16 students each term will fall in this category.

Step Five: Develop Online Modules

Starting in summer 2012, after assessing the results of the face-to-face orientations, the GPS Implementation Teams, in conjunction with the eLearning Department, will begin to develop orientation modules in an online format. Part of this development will include an assessment of the inaugural orientations. As these online modules are developed, they will be posted online to enable 24/7 access.

Step Six: Offer Online Orientation

Starting in summer 2013, orientation will be offered both face-to-face and online. At this point, attendance at orientation will become mandatory for all students, including those taking all online classes. As the literature has advised that online orientations are not as effective as face-to-face, our intent is to heavily promote the face-to-face orientation and only allow fully online students who cannot attend the face-to-face orientation to sign up for the online orientation sessions. Exceptions to this policy will be made on a case-by-case basis.

2. First-Year Experience Seminar

As repeatedly cited throughout the literature and resoundingly quoted by our students, “students don’t do optional.” Therefore, the 1 credit hour FYE Seminar will be required for all degree-seeking students with 15 or less college credits. It will be optional for all other students.

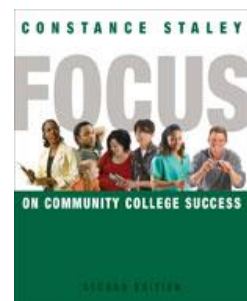
Planning for the FYE Seminar will be spearheaded by the QEP Director and the FYE Seminar Implementation Team (Table 4-5).

Table 4-5 FYE Seminar Implementation Team Composition

| Name | Stakeholder Group | SFCC Campus |
|--------------------------------|---|-------------|
| Stacy Sharp * | Faculty (Arts and Sciences) | Hardee |
| Dr. Christopher van der Kaay # | QEP Director | Highlands |
| Davida Austin | Faculty (Arts and Sciences) | Highlands |
| Michele DeVane | Faculty (Arts and Sciences) | Highlands |
| Cynthia Kinser | Faculty (Applied Sciences and Technologies) | Highlands |
| Michele Leidel | Faculty (Applied Sciences and Technologies) | Highlands |
| Pamela Makuk | Faculty (Arts and Sciences) | Highlands |
| Charla Minson | Counseling Department | Highlands |
| Vivian Scott | Student Support Services | Highlands |
| Dr. Cherie Stevens | Faculty (Applied Sciences and Technologies) | Highlands |
| Jeremy Aguilar | Student- Student Government Association | Highlands |
| Christopher Dela Rosa | Student- Reverse Transfer (FYE Experience) | Highlands |
| Rito Melendez | Student- Non-Traditional | Highlands |
| Danny Rodriquez | Student- Applied Sciences and Technologies | Highlands |

* Team Leader # Team Co-Leader

In April 2011, a nine-member subcommittee was formed to select a textbook for the FYE Seminar. Sixteen textbooks were considered and compared on the basis of eight dimensions before the committee selected *Focus on Community College Success*, 2nd ed., 2010, by Constance Staley as the FYE Seminar textbook. This textbook was the most appealing and suitable for our 1 credit hour hybrid-style FYE Course. Additionally, the publisher, Cengage Learning, offers a wide range of professional development support, including annual face-to-face training on our campus.



The GPS Director will work with the publisher to customize this book by inserting key documents about the college and needed for orientation will be included in the front of the bound textbook. We will also work with the publisher's graphic artists to ensure that the cover of the textbook is unique to our college and contains both the college logo and the GPS logo.

Implementation of the FYE Seminar will begin in the spring 2012 term and will be accomplished as follows:

Step One: Develop FYE Seminar

Starting in fall term 2011, the FYE Seminar Implementation Team will develop the desired seminar modules for FYE Seminar. Table 4-2 contains a list of FYE topics considered essential but will be correlated with the student focus groups results. During the fall term 2011, candidates for teaching the FYE Seminar will be solicited using Appendix D (p. 72). The inaugural group of FYE Seminar instructors will be closely supervised by the GPS Director and provided an abundance of training both from the textbook publisher, Cengage, but also our own in-house professional development. As part of the development process, prospective FYE Seminar instructors will be asked to champion various modules and develop activities relevant to that topic. The goal is to develop a cache of student engagement activities that FYE Seminar instructors can pick and choose those that will work best for them and their FYE Seminar students. Thus, when completed, each module will not only contain lecture materials, but also in-class group activities, and follow-up assignments for students to complete after the session.

The goal is to develop the FYE Seminar modules during spring term 2012 and then pilot the seminar in summer 2012. The individual topics in the FYE Seminar will not remain stagnant but each year, as part of our assessment process, each module will be reviewed for effectiveness in achieving our desired student learning outcomes and modified for improvement. As part of this assessment, students and faculty/staff will be asked for suggestions for additional/replacement modules based on changing student dynamics.

The FYE Seminar will be a transferable, 1 credit hour seminar that will be mandatory for all degree-seeking students. The seminar will be optional for all other students. Instead of being a degree requirement, the FYE Seminar will be a first-year college requirement for all degree-seeking students with 15 or less college credits. The online components will be available 24/7 to all students regardless of their program so that all students, not just while enrolled in an FYE Seminar, will have access to the material covered in the seminar.

Step Two: Pilot FYE Seminar

Prior to full scale implementation, the seminar will be piloted in four sections during the summer 2012 term. For the pilot, the seminar will be optional and a maximum of 108 students (27 in each section) will be allowed to enroll in the seminar. The purpose of the pilot is to identify and resolve implementation issues and set a benchmark prior to full-scale implementation. Instructors participating in the pilot will be hand-selected by the GPS Director. These pioneers will be required to attend weekly implementation strategy planning sessions to share their challenges and observations of implementing the seminar. Appendix D (p. 72)

contains a proposed call for FYE Seminar instructors and includes the requisite academic credentials for all FYE Seminar faculty.

Step Three: Offer Face-to-Face FYE Seminar

After assessing the results of the pilot FYE Seminars, the FYE Seminar will be made mandatory in the fall term 2012. All degree-seeking students with 15 or less college credits will be required to take the seminar. Students who fail to meet this requirement will not be allowed to register for subsequent courses until they complete the seminar. Students who fail the seminar (receive less than a grade of C) will be required to retake the seminar in the subsequent term or will not be allowed to register for any subsequent courses in their second term. Transfer and returning students will be handled on a case-by-case basis. Students taking only online courses will be exempt from this requirement until an online FYE Seminar is offered in fall 2013. It is estimated that this will only be 16 students per year.

To better meet the demands of our students, the FYE Seminar will be offered in a variety of formats so students will have the option to select the format most suited to their learning style and life style. In all cases, attendance at the New Student Orientation will count as the first four hours of the seminar. These formats include:

1. An intensive two-day FYE session (six hours each day) to be held the week before classes start. Depending on enrollment, these sessions will be team taught by up to four faculty members.
2. Attend two, all-day (six hours each) sessions during the first six weeks of the term. These will be held on Fridays with Session I within the first three weeks of class and Session II prior to the end of the 6th week of classes. Depending on enrollment, these sessions will be team taught by up to four faculty members.
3. Attend weekly seminar meeting two hours each week for the first six weeks of the term. These will be offered during both the daytime and evening to accommodate student needs.
4. Attend weekly seminar meetings one hour each week for the first 12 weeks of the term. These will be offered during both the daytime and evening to accommodate student needs.

Step Four: Develop Online FYE Seminar

After assessing the results of the face-to-face FYE seminars, an online version of the FYE Seminar will developed to meet the needs and expectations of online students, any student taking the online FYE Seminar would not be required to be physically present on campus for any aspect of this seminar (including orientation). Once the different modules of the FYE

Seminar are developed by in-house subject-matter experts, the eLearning Department will work with faculty to develop online versions. The goal will be to take advantage of the online modality while ensuring there is no loss in module content. Development of the online modules will occur during the spring and summer terms of 2012.

Step Five: Offer Online FYE Seminar

The FYE Seminar will be offered in an online format starting in the fall term 2013. At that point, the FYE Seminar will be mandatory for all fully online students.

3. Teaching Excellence Institute (TEI)

As a means of ensuring that instruction in the FYE Seminar is consistent between instructors and that faculty teaching the course will be well versed in current methods of active student engagement, a formal professional development training program, the TEI will be established. The TEI will be overseen by the QEP Director with the assistance of the TEI Implementation Team (Table 4-6).

Table 4-6 TEI Implementation Team Composition

| Name | Stakeholder Group | SFCC Campus |
|-------------------------------|---|--------------------|
| Dr. Christopher van der Kaay* | QEP Director | Highlands |
| Beth Andrews | Faculty (Arts and Sciences) | Highlands |
| Joel Boydston | Faculty (Applied Sciences and Technology) | Highlands |
| Carol Dutton | Faculty (Applied Sciences and Technology) | Highlands |
| Melanie Jackson | eLearning Department Chair | Highlands |
| Adam Martin | Criminal Justice | Highlands |
| Ricardo Pantoja | Student Support Services | Highlands |
| Ellen Thornton | Faculty (Arts and Sciences) | Highlands |
| Susan Taecker | Faculty (Applied Sciences and Technology) | Highlands |

*Team Leader

While the immediate goal of the TEI is to raise awareness and provide training of FYE Seminar instructors, all faculty and staff at the college will be invited to participate in the numerous professional development opportunities that will be made available throughout the year by the TEI. The TEI will provide instruction to faculty and staff on a wide variety of topics related to student learning. This will include; teaching pedagogy, technology integration, and active student engagement. Selection of the individual topics will be at the discretion of the GPS Director and GPS Implementation Team based on assessment feedback from students as well as faculty and staff. Table 1-7 provides a listing of best practices for faculty development.

The FYE Academy is a subset of the TEI as shown in Figure 4-1. The FYE Academy is designed to provide dedicated training specifically for FYE Seminar instructors. The FYE Academy will include training on a variety of textbook-specific topics and resources as well as standardized syllabus development. As a group, members selected for the FYE Academy will not only discuss, but also develop, activities to be used in both the New Student Orientation and the FYE Seminar as well as assess and recommend changes to the curriculum.



Figure 4-1 Teaching Excellence Institute and FYE Academy

The implementation of the TEI will begin in spring term 2012 and be accomplished in as follows:

Step One: Develop FYE Seminar Instructor Selection Process

The GPS Director and the Implementation Teams will develop a FYE Seminar instructor selection process that includes the following criteria: (1) individuals expressing interest in teaching the FYE Seminar must complete an application that seeks specific characteristics for the position; (2) applicants must have at least a master's degree; (3) applicants must have at least three years of teaching and/or student services experience; (4) applicants must be an employee of the college (full or part time); (5) applicants must have approval of their supervisor; (6) applicants should have some experience teaching online; and (7) applicants must be selected by the GPS Implementation Team. Initial applicants must apply for consideration no later than the beginning of the fall 2012. Subsequent applications will be accepted annually.

To remain an instructor of the FYE Seminar, graduates of the TEI/FYE Academy will be required to attend a minimum of three professional development workshops, discussion panels, seminars, webinars, or other approved continuing education opportunities per term to maintain current knowledge and skills. Many studies, including those conducted by McClure, Atkinson,

and Wills (2008), indicate that faculty involvement in a freshman seminar and the related ongoing faculty training have positive effects. For example, “Faculty reported that teaching skills learned in the workshops and practiced in the seminars were transferred to their discipline-based classes.” Fidler, Neurer-Rotholz, and Richardson (1999) examined the effects on teaching techniques of faculty who attended workshops in preparation for teaching a freshman seminar (p. 59) and “found that attending the faculty development workshop and teaching the freshman seminar boosted faculty morale, helped faculty better meet the academic and non-academic needs of students, and improved teaching in many other courses across campus” (p. 72).

Step Two: Develop TEI/FYE Academy Modules

The GPS Director and GPS Implementation Team will oversee and monitor the professional development of all FYE Seminar instructors. As such, they will create and develop the content and curriculum design of the TEI. This will be done in topic modules which will be designed to provide faculty and staff with a wide range of knowledge and experiences that will enable them to be more effective in the classroom, regardless of discipline they teach. These professional development modules will include student engagement, classroom technologies, learning styles, motivation techniques, distance learning, customer service, pedagogy, technology integration, and active learning techniques. Table 4-7 provides a summary of module topics to be developed. All modules will be developed by summer 2012 when the FYE Seminar will be piloted. It is anticipated that this list will expand over time. As these modules are developed, additional resources will be integrated into the GPS Faculty Resource Manual developed for the FYE Seminar.

Table 4-7 Professional Development Module Topics

| TEI | FYE Academy |
|---|---|
| Student Engagement | Standardized Course Documents and Procedures |
| Active Learning | Textbook Orientation |
| Technology in the Classroom | Online Resources |
| Learning Styles (Metacognition) | FYE Handbook (University of South Carolina Model) |
| Student Diversity | Cengage Learning Faculty Presentations |
| Leading Effective Classroom Discussions | Cengage WebEx Discussions |
| Developing Critical Thinking Skills | Cengage Student Success Webinars |
| Classroom Management | Creating Out-of-Classroom Experiences |
| Cooperative Learning | Knowing Your Campus |
| Assessment and Evaluation | FYE Course Assessment Strategies |

Step Three: Offer Teaching Excellence Institute

The first TEI will be conducted during spring term 2012, in conjunction with the FYE Academy, in preparation for the pilot of the FYE Seminar in the summer 2012 term. The intent of the TEI is to provide ongoing professional development training for all interested faculty and staff on a wide range of topics related to student learning. A subset of the TEI, the FYE Academy, is a more focused sequence of professional development focused exclusively on teaching the FYE Seminar. Thus, instructors of the FYE Seminar will be required to attend both the FYE Academy and the TEI while all other staff and faculty are invited to attend TEI sessions. Appendix H (p. 84) provides the schedule of professional development workshops that will be offered in spring 2012.

Step Four: Offer Faculty Academy

The inaugural FYE Academy will be held in spring 2012 in preparation for the pilot of the FYE Seminar in summer 2012. Training will be a combination of in-house developed and textbook-specific provided by Cengage Learning. The publisher of the textbook selected for the FYE Seminar, Cengage Learning, offers an impressive array of professional development for adopters of their textbooks. This includes an onsite support team (TeamUP) who will come on campus for a full day before the start of each term to help FYE Seminar instructors have greater familiarity with the textbook and online resources provided by Cengage. Roughly midway through the term, the Cengage TeamUp group will hold a two-hour long WebEx meeting to discuss issues related to the course. Finally, each month, Cengage hosts several student success WebEx meeting on topics of interest to those teaching FYE Seminar. Table 4-8 outlines the professional development that Cengage will provide to support the GPS.

As part of our initial adoption of the selected textbook, Cengage Learning will provide the following professional development assistance:

- Schedule Constance Staley, the textbook author, to speak to the entire college faculty and staff at our college-wide Professional Development Day in October 2011
- Schedule a one-day, on-site training by the Cengage Learning TeamUP faculty trainer in January 2012
- Schedule a second one-day, on-site training by the Cengage Learning TeamUP faculty trainer in March 2012
- Schedule a two-hour online discussion with the Cengage Learning TeamUP faculty trainer in early June 2012

Subsequent to this, support from Cengage Learning TeamUP trainers will follow the schedule listed in the Table 4-8 below. We anticipate offering additional FYE Academies annually each spring as needed for new FYE Seminar instructors and recertification issues.

Table 4-8 FYE Academy Professional Development Training by Cengage Learning

| When | Fall | Spring | Summer | Format | Focus |
|--------------------------|------|--------|--------|---|---|
| Prior to start of term | • | | | One-day, on-site training by Cengage Learning TeamUP faculty trainer | Best practices on how to present textbook material and use online resources |
| Halfway through the term | • | • | • | Two-hour online discussion with Cengage Learning TeamUP faculty trainer | Discussion on how to mitigate issues that have arisen in the term |
| Monthly | • | • | | One-hour online presentation hosted by Cengage | Hot topics in student success presented by various educators |

To become *certified* to teach the FYE Seminar, prospective instructors must attend and complete the FYE Academy. In addition, all FYE Seminar instructors are expected to regularly attend TEI-sponsored professional development opportunities. Certification as an FYE Seminar instructor is valid for two years. After that, instructors must recertify. This process was modeled after the K-12 teacher recertification process. Figure 4-2 below outlines the FYE Seminar instructor certification process.

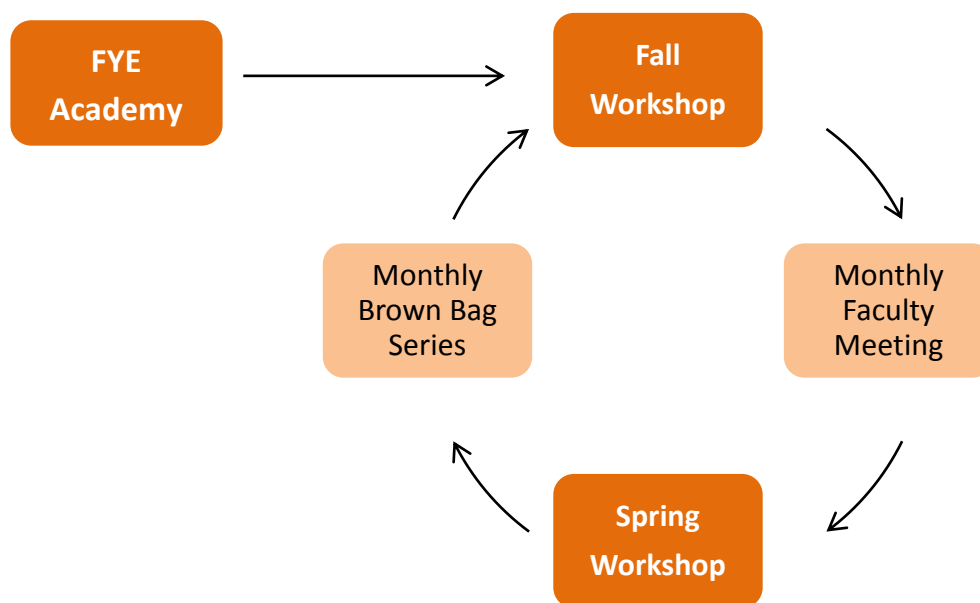


Figure 4-2 FYE Seminar Instructor Certification Process

In summary, the topic was selected with broad-based input, and we have completed the conceptual framework planning for three integral components; New Student Orientation, FYE Seminar, and a TEI/FYE Academy. Components of the orientation and seminar will be modularized and available online for all students throughout their time at SFCC.

4. Support Teams

Two support teams have been established to help with implementation and ongoing support of the GPS. The Marketing and Promotion Team (Table 4-9) will help generate knowledge and interest in the GPS among prospective and current students, faculty, and staff. The Technology Team (Table 4-10) will help support the technology needs of all three components of the GPS.

Table 4-9 Marketing and Promotions Team Composition

| Name | Stakeholder Group | SFCC Campus |
|------------------------------|-----------------------------------|-------------|
| Deborah Bell* | Community Relations | Highlands |
| Lorrie Key | Corporate and Community Education | Highlands |
| Sandra Klepinger | Student Support Services | Highlands |
| Joanne Kramer | eLearning | Highlands |
| Ricardo Pantoja | Student Support Services | Highlands |
| Dr. Christopher van der Kaay | QEP Director | Highlands |
| Jeremy Aguilar | Student Government Association | Highlands |
| Rito Melendez | Student, Non-Traditional | Highlands |

*Team Leader

Table 4-10 Technology Team Composition

| Name | Stakeholder Group | SFCC Campus |
|------------------------------|---------------------------------------|-------------|
| Melanie Jackson* | eLearning Department Chair | Highlands |
| Deborah Bell | Community Relations | Highlands |
| Tom Bush | Faculty (Applied Sciences/Technology) | Highlands |
| Richard Merritt | Community Relations/Webmaster | Highlands |
| Christian Negrón | eLearning | Highlands |
| Dr. Christopher van der Kaay | QEP Director | Highlands |
| IT representative | Assigned as Needed | Highlands |

*Team Leader

5. Assessment

***Your most unhappy customers are
your greatest source of learning.***
- Bill Gates

A. Desired GPS Student Learning Outcomes

To ensure that the goals of the GPS are met, concise and measureable student learning outcomes (SLOs) were developed. These outcomes will dictate the content and scope of the New Student Orientation program, the FYE Seminar, and the TEI as well as provide clear student expectations and function as primary measures of accountability. Outcomes were identified by the QEP Steering Committee and validated through broad-based feedback from broad-based faculty, staff, and administration input. Comments obtained during the validation process served to refine the outcomes, ensure that they were measureable, and gauge relevance in context of the GPS goals. Demonstration of student proficiency in each SLO will give us confidence that we are achieving our goals. Table 5-1 below provides a summary of the various student learning outcomes to be assessed for each goal of the GPS.

Table 5-1 Student Learning Outcomes

Goal 1: Equip students with the skills and resources to become proficient in the use of college and student support resources

| Student Learning Outcomes | |
|---------------------------|--|
| 1.1 | Discover campus services |
| 1.2 | Demonstrate the ability to navigate to any location on campus |
| 1.3 | Acquire knowledge to register for classes, create a schedule for the incoming term, and add/drop classes |
| 1.4 | Show how to navigate through Panther Central and use Panther Den |
| 1.5 | Explain how to apply for and maintain financial aid |

Goal 2: Engage students in the learning process to be self-reliant, self-confident, responsible college students

| Student Learning Outcomes | |
|---------------------------|--|
| 2.1 | Identify student rights and responsibilities within the campus community |
| 2.2 | Recognize and apply effective test-taking and study strategies |
| 2.3 | Develop an awareness of their personal academic strengths and weakness |
| 2.4 | Apply personal responsibility for their learning |

Goal 3: Integrate students into the academic, social, and community activities that will enhance their college experience

| Student Learning Outcomes | |
|---------------------------|--|
| 3.1 | Practice being part of the academic community |
| 3.2 | Identify opportunities available to become part of the campus community |
| 3.3 | Identify opportunities available and the process to become involved in the local community |

B. Assessment Plan

Systemic and ongoing assessment is essential for measuring the effectiveness of the implementation of our QEP. This will provide a conceptual framework and guidance for evaluating the accomplishment of each student learning outcome and the information gathered via formative assessments will help our continuous quality improvement efforts. Our QEP assessment plan is composed of three key sections: Assessing the Success, Internal and External Measures, and Progress Monitoring.

1. Assessing the Success

A comprehensive and balanced outcomes-based assessment plan, involving both formative and summative assessment methods, will be implemented to gauge the overall impact of the QEP on student learning. Qualitative and quantitative research methods will be employed

to collect a wide-range of outcome-related information; descriptive and inferential statistical techniques will be used to evaluate student performance data. The college's Institutional Effectiveness Department (IE) and Data Analysis Group (DAG) will analyze a substantial range of student satisfaction and performance related information (e.g., graduation, retention and success rates, certificates and degrees awarded) that derive from several national benchmarking reports. Qualitative data will be generated from online and face-to-face student focus groups and open-ended questions contained in student opinion surveys and student evaluations of instruction; researchers will employ open coding to identify overarching themes stemming from qualitative findings. Although the QEP calls for a significant amount of information to be analyzed, the data collection process has been simplified extensively by relying on validated, nationally-recognized tools and the college's course management system (D2L) to retrieve course-level student data. Thus we are confident that this assessment plan is well within our institutional capabilities to manage.

2. Indirect and Direct Measures

Our GPS initiative has three primary student related goals: (1) equip students with the skills and resources to become proficient in the use of college and student support resources; (2) engage students in the learning process to be self-reliant, self-confident, responsible college students; (3) integrate students into the academic social, and community activities that will enhance their college experience. Multiple student learning outcomes with related performance measures comprise each goal; a full description of the GPS' goals and associated student learning outcomes is presented in section IV of this document.

The GPS assessment plan (Table 5-2, p. 58) includes an assortment of indirect and direct measures, as well as internally and externally developed instrumentation, to evaluate the success of each goal and student learning outcome. Data obtained from previous administrations of surveys included in the QEP assessment plan formed the primary basis for developing benchmarks. A brief overview of the indirect and direct measures incorporated into the assessment plan is provided below.

a. Survey of Entering Student Engagement (*SENSE*)

SENSE is a nationally recognized instrument that is designed to assist institutions with understanding the earliest educational experiences faced by students. Administration of the SENSE will allow the institution to collect data encompassing six benchmark categories: (1) early connections, (2) high expectations and aspirations, (3) clear academic plan and pathway, (4) engaged learning, and (5) academic and social support network. Students enrolled in first-

year college-level math and first-year college-level English courses—as well as developmental math, reading, and writing courses—were surveyed.

b. Student Opinion Survey (SOS)

Developed by American Collegiate Testing, Inc., the Student Opinion Survey (SOS) explores student satisfaction with a college's programs, services, and facilities.

c. Community College Survey of Student Engagement (CCSSE) Survey

The CCSSE is a research-based and nationally-normed assessment tool, which provides information pertaining to institutional practices and student behaviors that positively correlate with learning and retention. Data is organized into five benchmarks: (1) active and collaborative learning, (2) student effort, (3) academic challenge, (4) student-faculty interaction, and (5) support for learners.

d. Student Performance Data

SFCC's Data Analysis Group (DAG) will assess student performance data derived from the institution's student data base. Analysis will examine course grades, grade point averages, and withdrawal/drop rates of students that have participated successfully in the orientation and completed the FYE course. Researchers will also investigate the number/proportion of FYE participants that have earned a degree and, if applicable, transferred to a four-year institution. Descriptive and inferential statistics will be used to describe the data and compare findings between various sub-groups. Analysis will also explore whether there are correlations (statistical relationships) between select independent and dependent variables (e.g., FYE course grades and overall GPA). A cohort analysis will enhance understanding of any indirect effects of the QEP initiative on student performance.

e. Student Focus Group Surveys

Qualitative research will augment an extensive array of quantitative-based findings yielded by the indirect measures referenced in SFCC's QEP assessment plan. Focus groups will be conducted every fall term at all campuses. They will be held multiple times during the course of one week; both face-to-face and online formats will be used. Questions principally focus on student readiness for college and are derived from questions presented in the Association of American Colleges and Universities' *College Student Focus Group Discussion Guide*. Appendix I (p. 86) provides the questions to be used during the focus groups. Three broad areas will be addressed: general attitudes about SFCC, preparation for college, and student expectations. Additional sources of qualitative data will be obtained from student

responses to open-ended survey items from course evaluations, graduate satisfaction surveys, and other standardized surveys administered to students.

f. Student Evaluation of Instruction (SEI)

The SEI is an instrument designed to collect student feedback regarding several dimensions of teaching performance. SFCC's common and validated SEI instrument will be used to assess the teaching performance of FYE faculty.

g. FYE Academy Portfolio

Graduates of the FYE Academy will produce a portfolio that provides evidence of student achievement and serves as a direct measure of whether workshop content was successfully integrated into the FYE Seminar. Portfolios will contain select student artifacts and related documentation that demonstrate how an instructor has used specific knowledge, pedagogical strategies, skills, and materials acquired from the academy with their teaching. A scoring rubric (Appendix J, p. 87) will guide evaluators with their assessment of faculty portfolios.

h. FYE Academy Evaluation

FYE Academy participants will submit an evaluation after completing each required workshop; evaluations will help assess the quality of educational materials used, participant satisfaction, facilitator knowledge, whether the workshop objectives had been met, and each session's usefulness as perceived by the participants. To help appraise the overall value and effectiveness of the academy, a final evaluation will be completed by participants upon completion of the academy.

All data obtained from analysis activities will be examined by SFCC's DAG. This standing committee, which was instituted in the fall of 2008 to analyze college-wide and national level reports, serves as an organizational mechanism to refer significant findings to various stakeholders. Membership of DAG includes the VPES, academic deans, the dean, Student Services, QEP Director, faculty representatives, and staff with experience in data analysis. QEP assessment reports will be generated by a DAG sub-committee to include the QEP Director, analyzed by the DAG, and published on the SFCC's Intranet-based statistics/report portal.

3. Progress Monitoring

Each component of the GPS (New Student Orientation, FYE Seminar, and the TEI / FYE Academy) will undergo an annual program review process to recognize accomplishments, identify areas needing improvement, make recommendations for change, and document improvements made as a result of program review. The first annual report will be completed at the end of spring term 2012; subsequent reports will be due by the closing of spring term in 2013 and 2015.

A three-year formative evaluation will be completed at the end of spring term 2014 and a summative evaluation will be completed in at the end of the spring 2016 term in preparation for submitting our Five-Year Report to SACS. The results of these formal reports will be shared with all major college stakeholders, including the college's President's Council and the District Board of Trustees.

Additionally, ad-hoc reports will be produced as required by the QEP Director, QEP Advisory Council, DAG, or VPES. An external evaluator will be brought in at the end of the first-year of full implementation of the orientation to provide an external assessment viewpoint of the effectiveness of the GPS. The goal is to institutionalize the GPS by spring 2014, the end of Year 3.

Table 5-2 Assessment Plan

| Goal 1: Equip students with the skills and resources to become proficient in the use of college and student support resources | | | | | | |
|--|--|---|---|----------------------------------|----------------------------------|----------------------------------|
| Student Learning Outcome | Assessment/Performance Measures and Benchmarks D = Direct Measure I = Indirect Measure | | | Y e a r 1 | Y e a r 2 | Y e a r 3 |
| 1.1 Discover campus services | D | 1. 80% of students will successfully complete a computer-based pre-orientation "campus service" quiz. | | • | • | NS Orientation |
| | D | 2. 70% of students will successfully complete a group presentation and/or project that details a specific college program or service. | | • | • | FYE Seminar |
| | I | 3. 75% of students will report using academic advising/planning at least once. | | | • | SENSE Q 20a2 |
| | I | 4. 40% of students will report using career counseling services at least once. | | | • | SENSE Q 20b2 |
| | I | 5. 20% of students will report using face-to-face tutoring at least once. | | | • | SENSE Q 20d1 |
| | I | 6. 60% of students will report using a writing, math, or other skill lab at least once. | | | • | SENSE Q 20f3 |
| 1.2 Demonstrate the ability to navigate to any location on campus | D | 1. 75% of students will be able to locate correctly five or more locations (e.g., building, department, room) on a campus/center map. | | | • | FYE Seminar |
| | D | 2. 75% of students will successfully complete a college "scavenger hunt" activity. | | | • | FYE Seminar |
| | I | 3. 70% of students participating in facilitated focus groups will report that they were able to locate successfully buildings, departments, and campus resources. | • | • | • | Student Focus Groups |
| 1.3 Acquire knowledge to register for classes, create a schedule for the incoming term, and add/drop classes | D | 1. 80% of students will participate in and complete a simulated course registration activity. | | • | • | FYE Seminar |
| | D | 2. 100% of FTIC students will create a schedule with their assigned academic advisor/counselor. | | • | • | NS Orientation |
| | I | 3. 90% of students will register for courses more than one week before classes begin for their first term. | | | • | SENSE Q 10 |

* GPS will be institutionalized

Table 5-1 (cont'd) Assessment Plan

| Student Learning Outcome | Assessment/Performance Measures and Benchmarks D = Direct Measure I = Indirect Measure | | | Y e a r 1 | Y e a r 2 | Y e a r 3 | Data Source |
|---|---|--|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1.4 Show how to navigate through Panther Central and use Panther Den | D | 1. 80% of students will participate in an instructor-facilitated online discussion board. | | • | • | | <i>FYE Seminar</i> |
| | D | 2. 80% of students will send an e-mail to their instructor within Panther Den. | • | • | • | | <i>NS Orientation</i> |
| | D | 3. 75% of students will successfully complete a Panther Central "scavenger hunt" activity. | | • | • | | <i>NS Orientation</i> |
| | I | 4. 75% of students will report being satisfied with Panther Central and Panther Den. | | • | | | <i>New SOS Q</i> |
| | I | 5. 70% of will use an electronic tool to communicate with an instructor about course work during the first three weeks of their first term. | | | • | | <i>SENSE Q 19i</i> |
| | I | 6. 70% of students will report using e-mail to communicate with an instructor. | | | • | | <i>CCSSE Q 4j</i> |
| 1.5 Explain how to apply for and maintain financial aid | D | 1. 75% of students will receive an 80% or higher grade on a written, guided "reflection" activity to be assigned following a presentation conducted by the Financial Aid Department. | | • | • | | <i>FYE Seminar</i> |
| | I | 2. 80% of students will complete a pre-orientation overview of financial aid services. | | • | • | | <i>NS Orientation</i> |
| | I | 3. Students will be satisfied with the availability of financial aid information prior to enrolling. | | • | | | <i>SOS Q 15</i> |
| | I | 4. 70% of students will first apply for financial assistance at least 1 to 2 months before classes begin. | | | • | | <i>SENSE Q 16</i> |
| | I | 5. 70% of students will strongly agree or agree that the college provided them with adequate information about financial assistance. | | | • | | <i>SENSE Q 18i</i> |

Table 5-1 (cont'd) Assessment Plan

| Goal 2: Engage students in the learning process to be self-reliant, self- confident, responsible college students | | | | | | |
|--|---|---|-----------------------|-----------------------|-----------------------|-----------------|
| Student Learning Outcome | Assessment/Performance Measures and Benchmarks D = Direct Measure I = Indirect Measure | | Y e a r 1 | Y e a r 2 | Y e a r 3 | Data Source |
| 2.1 Identify student rights and responsibilities within the campus community | D | 1. 75% of students will successfully complete a KWL (what students <i>know</i> , <i>would like to know</i> , and have <i>learned</i>) or similar activity, which will indicate that they are aware of <i>at least five rights</i> and <i>five responsibilities</i> . | | • | • | FYE Seminar |
| | I | 2. Findings from SEI data will suggest that 70% of students are aware of their rights and responsibilities within the campus community. | • | • | • | FYE Seminar SEI |
| 2.2 Recognize and apply effective test-taking and study strategies | D | 1. 75% of students will be able to describe when and how to effectively apply <i>at least two distinct</i> test-taking and study strategies. | | | • | FYE Seminar |
| | I | 2. Findings from SEI data will suggest that 70% of students believe they have improved their test-taking and study strategies as a result of completing the FYE Seminar course. | • | • | • | FYE Seminar SEI |
| | I | 3. 93% of students will “strongly agree” or “agree” that they are academically prepared to succeed in college. | | | • | SENSE Q 18u |
| | I | 4. 83% of students will “strongly agree” or “agree” that they have learned to improve their study skills. | | | • | SENSE Q 21a |
| | I | 5. 83% of students will “strongly agree” or “agree” that they have learned skills and strategies to improve their test-taking ability. | | | • | SENSE Q 21c |
| 2.3 Develop an awareness of their personal academic strengths and weakness | D | 1. 70% of students will write their strengths and weaknesses in a Personal Education Plan (PEP). | | • | • | FYE Seminar |
| | I | 2. Findings from SEI data will suggest that 70% of students believe that they have learned to understand their academic strengths and weaknesses as a result of completing the FYE Seminar course. | • | • | • | FYE Seminar SEI |
| | I | 3. 80% of students will “strongly agree” or “agree” that they have learned to understand their academic strengths and weaknesses within a class, or through another experience at this college. | | | • | SENSE Q 21b |
| 2.4 Apply personal responsibility for their learning | D | 1. 75% of students will complete an activity that will help them understand the concept of metacognition and how to apply metacognitive strategies. | | • | • | FYE Seminar |
| | I | 2. Findings from SEI data will suggest that 70% of students believe they have improved their test-taking and study strategies as a result of completing the FYE Seminar course. | • | • | • | FYE Seminar SEI |

Table 5-1 (cont'd) Assessment Plan

Goal 3: *Integrate students into the academic, social, and community activities that will enhance their college experience*

| Student Learning Outcome | Assessment/Performance Measures and Benchmarks D = Direct Measure I = Indirect Measure | | Year 1 | Year 2 | Year 3 | Data Source |
|---|---|---|--------|--------|--------|--------------|
| 3.1 Practice being part of the academic community | D | 1. 70% of students will participate in at least one of the following activities: Community College Week, Career Fair, Monster.com, and/or or cultural series. | | • | • | FYE Seminar |
| | I | 2. 40% of students will work with their classmates outside of class on class projects or assignments during the first three weeks of their first term. | | | • | SENSE Q19h |
| | I | 3. 20% of students will participate in a student-initiated (not required) study group outside of class during their first three weeks of their first term. | | | • | SENSE Q 19j |
| 3.2 Identify opportunities available to become part of the campus community | D | 1. 70% of students will describe in their PEP ways that they will become part of the campus community. | | | • | FYE Seminar |
| | D | 2. 65% of students will participate in at least one of the following: clubs, extracurricular activities, Brain Bowl, or online voting for SGA officers. | | | • | FYE Seminar |
| | I | 3. 15% of students will participate in a student organization. | | | • | SENSE Q 20i2 |
| 3.3 Identify opportunities available and the process to become involved in the local community | D | 1. 70% of students will describe in their Personal Education Plan (PEP) ways that they will become involved in the local community. | | • | • | FYE Seminar |
| | D | 2. 65% of will participate in a service learning, co-operative education, and/or community volunteer opportunity. | | • | • | FYE Seminar |

6. Conclusion

The future belongs to those who believe in the beauty of their dreams.
- Eleanor Roosevelt

A. The Challenge of the GPS

A number of critical issues could challenge the success of this program as shown below in Table 6-1.

Table 6-1 Critical Issues that Could Impact the Success of the QEP

| Issue | Concerns | Mitigation Strategies |
|--|---|--|
| Impact on excess hours | All associate degree programs have at least 60 credit hours of required course work. Credit hours that do not apply directly to the degree plan, such as the FYE Seminar, are considered “excess hours” and may not be allowable under some financial aid programs. | Limit the FYE Seminar to 1 credit hour even though the literature clearly tells us that 3 credit hour FYE courses are more successful. |
| Sufficient instructors to teach the seminar | Finding sufficient qualified instructors to teach the anticipated number of FYE Seminars sections will be challenging. | Establish a full-time QEP Director to oversee the program and develop a formal faculty training program. |

| | | |
|---|--|--|
| Impact on developmental education students | Developmental education students have different needs than mainstream college students and thus may require additional support and assistance. | Continue to offer the 3 hour Master Student (SLS 1505) student success course which has been designed specifically for developmental and at-risk students and augments the content covered in the FYE Seminar. |
| Funding | In this current era of reduced state financial support, ensuring that sufficient college financial resources to sustain the GPS will require monitoring. | The financial impact of implementing the GPS has been mitigated in part due to the fact that approximately 55% of the estimated costs for this program are from in-kind resources. Additionally, revenue from student fees for taking the FYE Seminar will offset most of the new monies required. |

B. The Road Ahead

As the GPS initiative matures and becomes institutionalized, we intend to evaluate expanding this initiative in the areas shown below in Table 6-2.

Table 6-2 Recommended Areas for Future Expansion of the QEP

| Area | Rationale |
|--|---|
| Expand GPS to include baccalaureate degree program students | Pending state and SACS COC approval, the college will begin offering baccalaureate degree programs starting in 2012. Many students enrolling in this program will likely be nontraditional who may be returning to college after a lengthy absence. Their unique needs could be catered to in a specialized seminar similar to the FYE Seminar. |

| | |
|--|--|
| <p>Expand GPS to include certificate-seeking students</p> | <p>The FYE Seminar is voluntary for certificate-seeking students. Due to state-mandated contact hour limitations, it was decided that it was too difficult to try to include these students in the 1 credit hour FYE Seminar course at this time. However, this segment of our student population could benefit from some form of specialized FYE Seminar.</p> |
| <p>Expand the FYE Seminar to a three-credit course</p> | <p>The literature clearly states the 3 credit hour FYE courses are more effective than 1 credit hour. This is due to two main reasons, more time on task and the fact that students will take a 3 credit hour course more seriously than a 1 credit hour course. At each annual review of the GPS program, consideration should be given to the effectiveness achieved in this 1 credit hour course.</p> |
| <p>Develop a sophomore experience</p> | <p>One of the current higher education trends nationwide today is a sophomore experience. Consideration should be given to offering students the opportunity to synthesize and reflect upon their entire community college experience near the completion of their two-year degree of study. This could prove to be beneficial to helping engage them for transfer to a four-year school as well as develop a linkage with the college alumni association.</p> |

Successful implementation of the GPS presents a formidable challenge. Having been developed through a broad-based participation of campus constituents, we are certain that the GPS will have a major positive impact on helping unprepared students be more successful at our college and will have a significant and long-lasting impact on our students' success in the learning process.

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Appendix A Needs Assessment for Allied Health Advisory Board



SFCC Applied Sciences and Technologies Advisory Member QEP Questionnaire

South Florida Community College is in the planning stage of developing a major, five-year initiative focused on improving student learning. The product of this effort will be a formal Quality Enhancement Plan (QEP) that will engage the entire College and involve a significant expenditure of time and resources at all levels of the College. Although this is in support of our reaffirmation of accreditation by the Southern Association of Colleges and Schools (SACS), we want to make sure that our efforts directly support you by providing the best possible graduates as your potential future employees.

Your input will help us focus on areas that better meet your needs. We highly value your feedback and thank you in advance for your time and effort.

Please write directly on this form and return at the March 19 Advisory Meeting or, if you prefer, mail it back to us in the enclosed SASE before March 19. Thank you.

1. What potential changes do you see in your business/industry that would impact what our students need to know?
2. What academic knowledge/content area would you like to see enhanced in our graduates?
3. What skills would you like to see upgraded in our graduates?
4. What professional behaviors would you like to see improved in our graduates?
5. What else can we do to make sure that SFCC is providing you with the best possible future employees?

Thank you for your time and comments!

Appendix B Topic Selection Survey and Results Summary

In June 2009, a survey was conducted using Survey Monkey to ask employees to comment on each of our potential QEP topics and to provide an opportunity for comments. Each survey participant was then asked to prioritize the four potential topics. This survey is still available at:

<https://www.surveymonkey.com/s/589YP59>

The results of this survey are summarized below.

Survey Results

(n = 75)

| | Most Important | Second Most Important | Third Most Important | Least Important |
|---|----------------|-----------------------|----------------------|-----------------|
| Learning Communities and FYE | 23 | 25 | 12 | 15 |
| Centralized Developmental Education Department | 21 | 20 | 20 | 14 |
| Master Student Plus | 20 | 13 | 22 | 20 |
| Early Warning Intervention System | 11 | 17 | 21 | 26 |

At the end of the survey, respondents were asked to list any comments or recommendations they had. 20 survey respondents provided comments. Their actual responses are available at QEP supporting documents.

Based on these results, we narrowed the QEP topic to two potential areas:

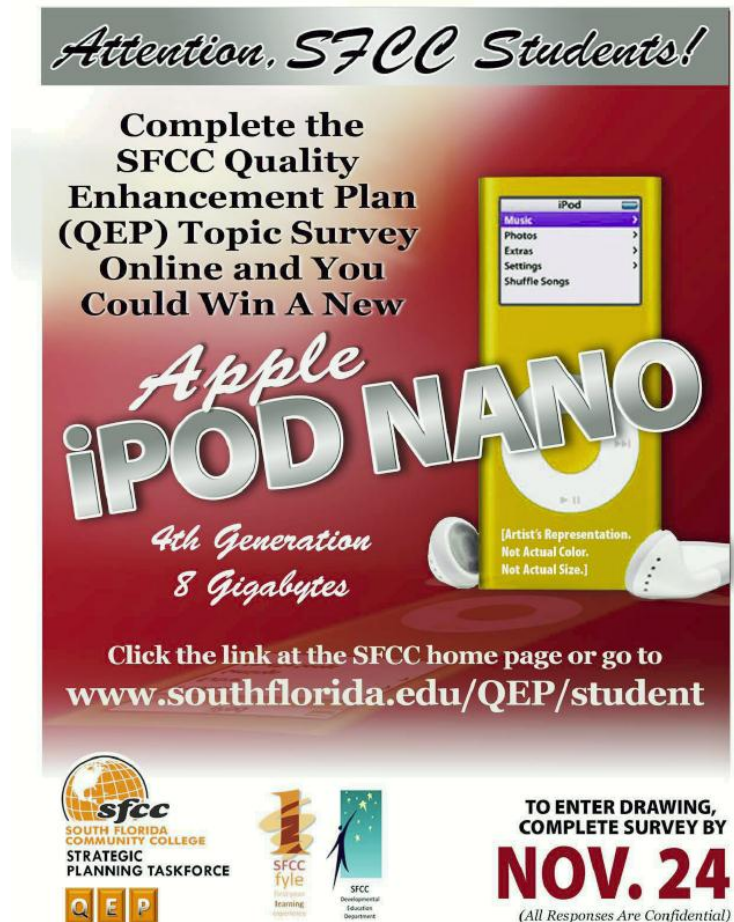
- **First-Year Learning Experience (FYLE)**
- **Centralized Developmental Education Department**

Appendix C Topic Final Selection Survey and Results Summary

In November 2009, a survey was conducted using Survey Monkey to ask employees and students to select one of two possible topics for the QEP. The flyer to the right was used to generate student interest. To entice student participation, we offered to randomly select one student who completed the survey and give them an iPod nano. This survey proved to be very popular with students and we had 260 students complete the survey.

This survey is available at:
<https://www.surveymonkey.com/s.aspx?sm=yrrENe97zgXnGKutnKvslA%3d%3d>

The results of the survey are shown below.



Survey Results

| | First-Year Learning Experience | | Centralized Developmental Education Department | |
|--------------|--------------------------------|--------------|--|--------------|
| Students | 156 | 60.0% | 104 | 40.0% |
| Employee | 60 | 52.2% | 55 | 47.8% |
| Total | 216 | 57.6% | 159 | 42.4% |

At the end of the survey, respondents were asked to list any recommendations they had on how to implementation or topics to include. 97 survey respondents provided comments. Their actual responses are available in the QEP supporting documents.

Based on these results, we selected the QEP topic as First-Year Learning Experience (FYLE).

Appendix D Application to Teach FYE Seminar

2011 FYE Seminar (SLS 1106) Instructor Agreement Information

We greatly appreciate your interest in becoming part of an exciting endeavor at SFCC! The First-Year Experience (FYE) Seminar is a 1 credit hour (16 contact hour) course required for all degree-seeking students with 15 or less college credits. This course is an integral component of Guide to Personal Success (GPS), which is a college-wide initiative that aims to help students become better prepared for the expectations of college and beyond. You represent a pioneering group of instructors that will help make GPS and, most importantly, our students a success!

To learn more about the FYE Seminar Instructor position before applying, please contact Dr. Christopher van der Kaay, GPS Director and Institutional Effectiveness Office, at 863-784-7413 or vanderkc@southflorida.edu

Selection Process

- **Applicants must:**
 - Be an employee of the college (full or part time)
 - Have completed a master's degree;
 - Have at least three years of teaching and/or student services experience;
 - Provide written approval from their supervisor.
- Prospective instructors are evaluated on two short-answer questions regarding their interest in the position and their teaching philosophy. Special consideration is also given to applicants who (1) have previous experience teaching FYE related courses at a college or university, (2) taught SFCC's Master Student course, or (3) possess some experience teaching online.
- FYE seminar instructors must attend the FYE Academy and complete all requirements. A FYE Seminar teaching certificate, valid for two years, will be issued to academy graduates. Specific information regarding the FYE Academy may be obtained by contacting Dr. van der Kaay.
- FYE seminar instructors may maintain their teaching certificate by attending a minimum of three professional development workshops, discussion panels, seminars, webinars, or other approved continuing education opportunities per term (fall/spring). These opportunities must be offered by the GPS Teaching Excellence Institute (TEI); workshops or other professional development opportunities not offered by the TEI may be applied to the aforementioned requirement if approved by the GPS TEI Implementation Team.
- FYE Seminar instructors must attend required faculty meetings as scheduled by the GPS Director.

Important! All FYE seminar applicants will be notified regarding their application status in mid-November. Teaching assignments will be made as needed and at the discretion of the GPS Director. FYE Seminar courses may be observed during the term by a member of the GPS Implementation Team, GPS Advisory Committee, or an assigned representative.

Please submit your completed application to June Weyrauch, Educational and Student Services (F-135), through campus/inter-departmental mail.



Appendix E Orientation Modules and Process/Activities Flowchart

| WAYPOINT 1: “Get on the Road to SFCC” | |
|---|--|
| <p><i>Purpose: This module will assist both prospective students who are seeking admission to SFCC and those newly admitted. It will provide clarification regarding the admission process and introduction to key college services and departments. This module must be completed by all students new to SFCC following their acceptance to the college and before they may register for classes their first term.</i></p> | |
| Content | Delivery Method(s) |
| Introduction to Welcome Desk and Student Services | <p>Online (accessible from Panther Central and/or SFCC website).</p> <p>Focus on visually appealing, interactive, accurate, easy to navigate and update online presentation that may include:</p> <ul style="list-style-type: none"> • Short video clips • Links to PowerPoint's and related documents • Links to areas of the SFCC website <p>Brief video introductions and interviews of key personnel</p> |
| Key definitions and terms | |
| Outline of admissions process (simplified, step-by-step) | |
| General admission and registration FAQ's | |
| Clarify - What is a GID number? How do you obtain a GID? | |
| Clarify - Need to complete <i>both</i> the SFCC and FAFSA applications | |
| Clarify - What is a “hold”? What do you do if you have one? | |
| Current rates for tuition and fees; payment plan option | |
| Important dates and where to find them | |
| Introduction - Testing Center and its services | |
| Entrance/placement tests requirements (PERT, TABE, etc.) | |
| Introduction - Significance of placement test results; developmental and preparatory course requirements | |
| Clarify - Who must see an advisor prior to registering? | |
| Introduction - Advising and Counseling services | |
| Comparison - Degree (AA, AAS, AS) and certificate program options | |
| Discussion - Part-time vs. full-time student status; realistic expectations for course load (balancing school and work commitments) | |
| Comparison of course formats (F2F, online, hybrid) | |
| Discussion - Should you take online courses? READI assessment | |
| Introduction - FYE Seminar and Master Student courses | |
| Introduction - Availability of disabilities services; contact information | |
| Introduction - Availability of Veteran's services; contact information | |
| Introduction - Honors Program | |
| Introduction - Financial Aid Office services | |
| Video overview - Completion of FAFSA application; link to FAFSA website | |
| Financial aid FAQs | |
| Introduction - Exploring scholarship and college funding opportunities | |

| Continued... MODULE 1: "Get on the Road to SFCC" | |
|--|--|
| Content | Delivery Method(s) |
| Discussion - Local housing options for students (Jacaranda, etc.) | <p>Online (accessible from Panther Central and/or SFCC website).</p> <p>This module will assist both prospective students who are trying to navigate the admissions process and those newly admitted to SFCC.</p> <p>Focus on visually appealing, interactive, accurate, easy to navigate and update online presentation that may include:</p> <ul style="list-style-type: none"> • Short video clips • Links to PowerPoints and documents • Links to areas of the SFCC website <p>Brief video introductions and interviews of key personnel</p> |
| Video overview - SFCC website content and navigation | |
| Video overview - Locating the current college Catalog, Schedule of Classes, and Student Handbook on the SFCC website | |
| Introduction - Contents and navigation of SFCC Catalog | |
| Introduction - Contents and navigation of SFCC Schedule of Classes | |
| Introduction - Contents of SFCC Handbook | |
| Video introduction - Panther Central, overview of key features | |
| Discussion - Obtaining your Panther Central log-in information | |
| Video introduction - D2L course management system- key features | |
| Policy review - Equal opportunities | |
| Policy review - Notification of SSN collection/use | |
| Policy review - Tobacco free/drug free campus | |
| Policy review - FERPA (include differences for high school vs. college) | |
| Statement - SFCC accreditation | |
| Overview - SFCC campus locations; contact numbers; maps | |
| Video overview - Campus virtual tour(s) at all locations | |
| Directory of important SFCC phone numbers | |
| "Next Steps" (schedule on-campus orientation, advising appointment, financial aid follow-up, etc.) | |

NOTE: MODULES 2 - 6 WILL BE PRESENTED IN AN ON-CAMPUS, FACE-TO-FACE SESSION OF APPROXIMATELY FOUR HOURS IN DURATION.

To be completed by all students new to SFCC following admission to SFCC but before the start of classes their first term. Students who do not complete all modules will not be allowed to register in subsequent terms until the requirement is met.

| WAYPOINT 2: “Check Your Landmarks and Map Your Route” | |
|---|--|
| <i>Purpose: This module will increase student awareness of SFCC history and “culture” and help them become part of the “SFCC family”. Services essential to their success will be highlighted, and critical related information provided.</i> | |
| Content | Delivery Method(s) |
| Welcome, introductions, and activities to foster school spirit! Present school colors, mascot and related information. | Face-to-face, on campus <ul style="list-style-type: none"> • Enthusiastic, energetic speaker(s) • “Ice breaker” and school spirit activities (student led) • Give-aways and drawings |
| Overview- Agenda and expectations for participation in orientation | Speaker |
| Introduction - Brief history of SFCC, SFCC mission and core values | |
| Discussion - Student Rights and Responsibilities; Student Code of Conduct | Student-led discussion |
| Discussion - Diversity awareness, valuing diversity | |
| In-depth review - Advising and Counseling services | Speaker |
| Discussion - Difference between “academic year” and “calendar year” | |
| Discussion - Limited access programs (definitions, examples) | |
| Discussion - How to register for classes (more coverage in Module 3) | |
| In-depth review – Veteran’s services | Speaker, info fair display |
| In-depth review - Financial Aid services | |
| Discussion - How to read the college schedule accurately | Live demonstration |
| Discussion - Maximizing potential to qualify for financial aid; avoiding problems that can jeopardize financial aid (excess hours, frequent course withdrawal, lack of satisfactory academic progress, excess hours, etc.) | Speaker, info fair display, handouts |
| Overview - Library Services (more coverage in Module 3) | Live demonstration, speaker, handouts |
| Brief discussion - University partnerships for advanced degrees (UC, etc.) | Speaker or video; info fair display |
| Overview - Honors Program | Speaker; info fair display |
| Discussion - Campus emergencies | Speaker, video |
| Brief discussion - Bookstore services, options for acquiring textbooks | Speaker, handout, info fair display |
| Brief discussion - Local options for student housing | Speaker, handout |
| General FAQs | Group discussion |

Note: Content of Modules 3, 4, 5 and 6 may be presented simultaneously, using different delivery methods, for the traditional college-age vs. nontraditional college-age and certificate students participating in the orientation.

| WAYPOINT 3: "Master Your Navigation Systems" | |
|--|--|
| <i>Purpose: To familiarize students with essential technology tools and provide hands-on practice in the use of those tools.</i> | |
| Content | Delivery Method(s) |
| Demonstration - Panther Central navigation and features | <p>Face-to-face, on campus (One hour session)</p> <ul style="list-style-type: none"> • Conducted in SFCC computer labs • Facilitated by e-Learning staff and other SFCC faculty and staff • Highly interactive and "hands on" • Give-aways and drawings |
| Demonstration - Accessing student email through Panther Central | |
| Hands-on practice - Log into Panther Central and explore core features. (All students will receive their Panther Central login and PIN). | |
| Demonstration - Update personal information using Panther Central | |
| Demonstration - Locating financial aid information on Panther Central | |
| Demonstration - Online registration process | |
| Demonstration - Drop/add/withdraw from classes online on Panther Central | |
| Demonstration - D2L navigation and features | |
| Demonstration - Review of a sample course on D2L | |
| Hands-on practice - Log in to D2L, explore course content, post to a discussion board, submit an assignment to a drop box, send an e-mail, complete an online quiz | |
| Demonstration - Online library services | |
| Hands-on practice - Access and search online library resources | |
| Demonstration and discussion - SmartThinking | |
| Demonstration and discussion - Online support and help, e-Learning assistance, tutorials, Help Desk | |
| Demonstration - Finding information efficiently in the college Catalog and Schedule of Classes (using search tools, etc.) | |

WAYPOINT 4: "Recalculate to Enhance Your Journey"

Purpose: To increase student awareness of opportunities for involvement in student life and student activities.

| Content | Delivery Method(s) |
|--|--|
| Discussion- Student life at SFCC | Face-to-face, on campus Student speakers, student skit |
| In-depth review- SGA information and SGA-sponsored activities | Student speakers, info fair display |
| Overview- SFCC athletics | |
| Brief introduction- Student clubs and organizations | Student speakers, handout, info fair display |
| Introduction- Veterans Services club | Vet student speaker, info fair display |
| Discussion - Student activity centers (GamePad, PAC), | Speaker, campus tour |
| Discussion - Learning support information (quiet study areas, computer access on campuses, wireless Internet access, etc.) | |
| Discussion - Little known student benefits | Speaker |
| Discussion - Student newspapers, announcements (Panther Central) | Speaker, live demonstration |
| Discussion - Becoming aware of upcoming student/campus events | |
| Overview - Tutoring, mentoring, and support programs | Speaker, handout, info fair displays |
| Overview - Campus safety and security, health, and wellness considerations | Speaker, handout |

WAYPOINT 5: "Position Yourself for Success"

Purpose: To increase student awareness of expectations of college participation and to help them transition to college life successfully.

| Content | Delivery Method(s) |
|--|---|
| Discussion - Difference between high school and college, differences between employment and college | Face-to-face, on campus Interactive activity geared to audience (traditional vs. nontraditional age students): <ul style="list-style-type: none">• Student/faculty speakers• Skit Panel discussion |
| Discussion - What does "come to class prepared mean"? | |
| Discussion - Expectations for attendance and participation | |
| Discussion - "Survival skills", time management, multi-tasking, stress management for new students | |
| Discussion - Classroom courtesy (use of cell phones and texting) | |
| Discussion - How to communicate and work with college faculty | |
| Brief discussion - Importance of early career decision-making | Speaker, video |
| Introduction - Career Development Center services | Speaker, info fair display |
| Overview - Experiential learning opportunities, part-time student employment opportunities, service learning opportunities, volunteerism | Speaker, handout, info fair display |
| Policy review - Academic dishonesty, plagiarism, standards of academic progress (probation, suspension, academic appeals, grade forgiveness) | Speaker |
| Brief overview - Opportunities for academic recognition/awards | |

MODULE 6: “Geodash SFCC Services”

Purpose: To increase students awareness of campus services and programs, to provide opportunity to meet key staff and ask them specific questions, to familiarize students with campus facilities, and to begin to build collegial relationships.

(NOTE: “Geodashing” is a GPS term for finding the maximum number of coordinates/locations in the shortest possible time frame).

| Content | Delivery Method(s) |
|---|--|
| Overview - Parking regulations, locations, provide maps and handouts | Face-to-face, on campus |
| Pay for and obtain ID card (pay fee at Cashier’s office, obtain card during Information Fair) | Campus-wide Information Fair |
| In-depth overview - Campus services, departments, clubs, activities, key staff, faculty, etc. “Meet the Department Staff,” “Meet the Faculty,” etc. | <ul style="list-style-type: none"> • Booths by all key departments • Booths by all key support services • Booths by student clubs and organizations • “Meet the Department Staff” • “Meet the Faculty” • “Meet the FYE Faculty and Instructors” • Obtain SFCC student ID card |

Reach Your Destination and Enjoy Geocaching!

(Note: “Geocaching” is a GPS term related to searching out a destination to earn a prize or gift)

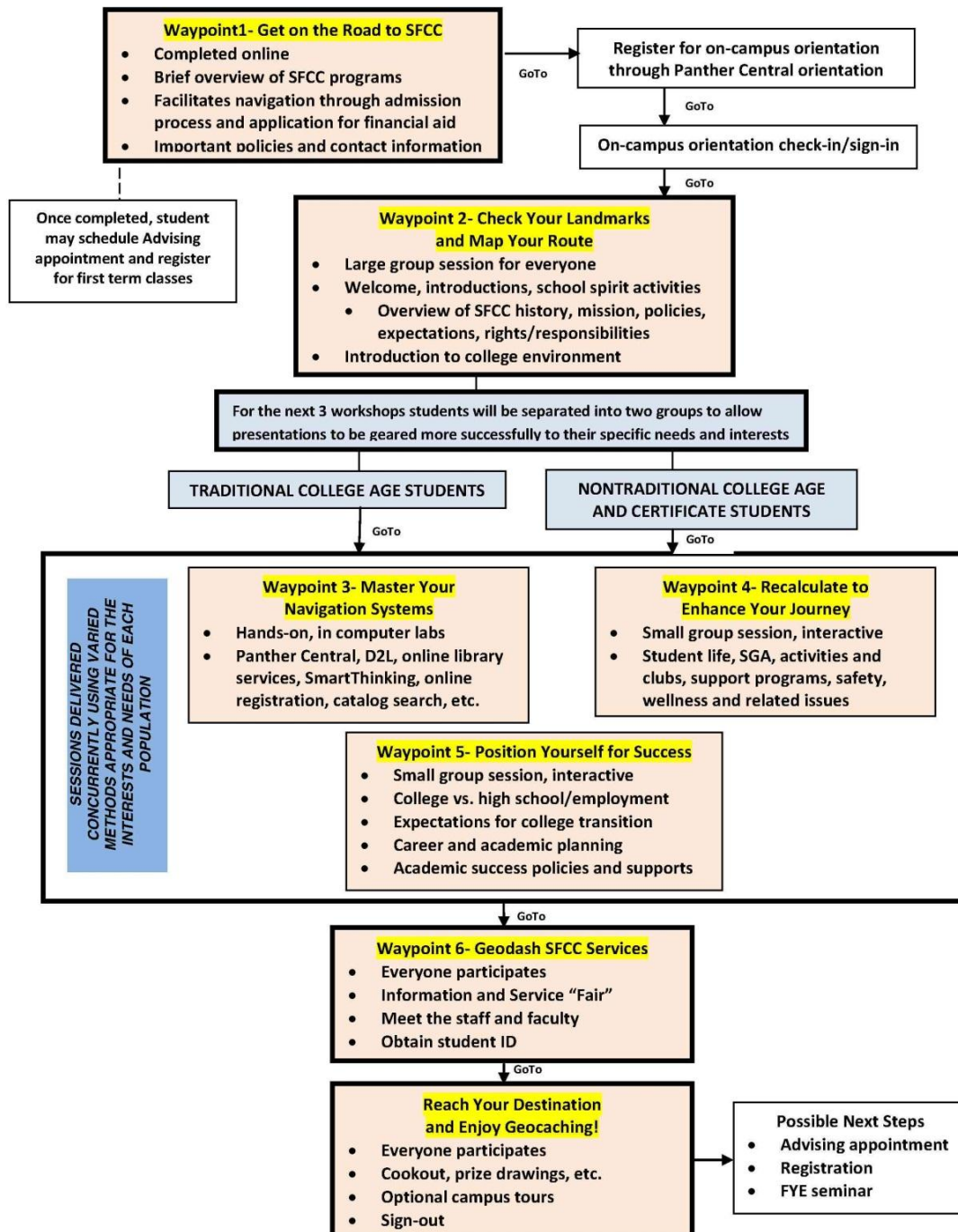
WRAP-UP AND CLOSURE ACTIVITIES

Face-to-face, on campus

- Cookout in Panther Cove Park or similar location
- Trivia contest (Addressing topics covered during orientation)
- Prize drawings and giveaways
- Completion of assessment survey tool
- Optional campus walking tour (conducted by students, after orientation)

Orientation Process and Activities

Model shown is for the Highlands Campus; other campuses/centers may slightly modify these activities to meet their unique site needs. Some modifications may also be made for short duration certificate programs.



Appendix F New Student Orientation Schedule - 2012

| On Campus Orientation Dates (Proposed) (Modifications to dates may need to be made to accommodate holiday weekends, possible campus Friday closure during summer months, etc.) | | |
|--|--|-------------------------------|
| First Friday of scheduled months Orientation sessions will run concurrently at designated campus locations as noted | Campus | Tentative Date |
| | Highlands | April 6, 2012 |
| | Highlands, DeSoto, Hardee, Lake Placid | May 4, 2012 |
| | Highlands | June 1, 2012 |
| | Highlands, DeSoto, Hardee, Lake Placid | July 6, 2012 |
| | Highlands | August 3, 2012 |
| | Highlands | August 17, 2012 (if needed) |
| | Highlands, DeSoto, Hardee, Lake Placid | September 7, 2012 (if needed) |
| | Highlands | October 5, 2012 |
| | Highlands, DeSoto, Hardee, Lake Placid | November 2, 2012 |
| | Highlands | December 7, 2012 |

| | |
|--------------------------------------|--------------------------|
| Months with No Scheduled Orientation | January, February, March |
|--------------------------------------|--------------------------|

| Important Dates for Planning | Summer Term 2012 | Fall Term 2012 | Spring Term 2013 |
|--|-------------------------|------------------------------|---------------------------------|
| Begin priority registration for students with over 40 hours. | April 2, 2012 | Approximately April 4, 2012 | Approximately October 30, 2012 |
| Begin priority registration for students with over 20 hours. | April 9, 2012 | Approximately April 11, 2012 | Approximately November 6, 2012 |
| Begin open registration | April 23, 2012 | Approximately April 25, 2012 | Approximately November 20, 2012 |
| Registration ends | May 6, 2012 | Approximately Aug 20, 2012 | Approximately January 6, 2013 |
| Classes begin | May 7, 2012 | Approximately Aug 21, 2012 | Approximately January 7, 2013 |

| Sample On Campus Orientation Daily Schedule | | |
|--|-----------------|---|
| Activity or Event | Duration | Time |
| Orientation check-in | 30 minutes | 8:30am – 9:00am |
| Waypoint 2- Check Your Landmarks and Map Your Route | 30 minutes | 9:00am-9:30am |
| Waypoint 3- Master Your Navigation Systems | 60 minutes | Sessions run concurrently 9:30am-11:30am |
| Waypoint 4- Recalculate to Enhance Your Journey | 30 minutes | |
| Waypoint 5- Position Yourself for Success | 30 minutes | |
| Waypoint 6- Geodash SFCC Services | 60 minutes | 11:30am-12:30pm |
| Wrap-up: Reach Your Destination and Enjoy Geocaching | 30 minutes | 12:30pm-1:00pm |
| Campus tours (optional) | As arranged | Beginning at 1:00pm |

Appendix G New Student Orientation Feedback Survey

Dear Student:

Thank you for your attendance at one of our New Student Orientations. We sincerely hope that your experience was informative and enjoyable. Please take a few short minutes to complete this survey and help us understand your experience. Your input will assist us in further developing our services and improving the quality of future orientations.

For each of the following sections, please rate your level agreement by bubbling ONE of the four possible response options.

CHECK-IN

1) The process was easy.

☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ No opinion or Not Applicable

2) Staff was courteous and helpful.

☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ No opinion or Not Applicable

ORIENTATION SESSIONS

“Check Your Landmarks and Map Your Route”

3) This session helped me:

understand my rights and responsibilities as a student at SFCC

☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ No opinion or Not Applicable

learn more about advising and counseling services at SFCC

☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ No opinion or Not Applicable

understand some common academic terminology

☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ No opinion or Not Applicable

discuss diversity issues

☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ No opinion or Not Applicable

learn about financial aid services at SFCC

☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ No opinion or Not Applicable

receive information about other programs and services available to me at SFCC (e.g., honors, library, veterans, bookstore, University Partnership)

☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ No opinion or Not Applicable

“Master Your Navigation Systems”

4) As a result of this session, I am able to:

send an e-mail to my instructor within Panther Den

☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ No opinion or Not Applicable

use D2L

☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ No opinion or Not Applicable

- 5) The Panther Central “scavenger hunt” activity helped me understand how to use and location information in Panther Central.

☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ No opinion or Not Applicable

“Recalculate to Enhance Your Journey”

- 6) This session helped me:

learn how to become informed about campus events

☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ No opinion or Not Applicable

learn how I can become involved with student activities and clubs/organizations

☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ No opinion or Not Applicable

“Position Yourself for Success”

- 7) This session helped me:

understand some of the differences between high school and college expectations

☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ No opinion or Not Applicable

learn about the services available to me at the Career Development Center

☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ No opinion or Not Applicable

understand SFCC policies that affect students (grade forgiveness, academic appeals, attendance, etc.)

☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ No opinion or Not Applicable

“Geodash SFCC Services”

- 8) The orientation fair gave me an opportunity to speak with SFCC staff about different departments, programs, and student clubs/organizations.

☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ No opinion or Not Applicable

- 9) This session helped me:

understand SFCC parking regulations including where to park my vehicle

☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ No opinion or Not Applicable

learn how I can obtain a student ID

☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ No opinion or Not Applicable

- 10) Reflecting on your entire experience at orientation, I feel:

confident about my choice to attend SFCC

☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ No opinion or Not Applicable

better prepared to take on academic course work

☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ No opinion or Not Applicable

more informed about services at SFCC that are available to assist me

☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ No opinion or Not Applicable

prepared to navigate my campus

☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ No opinion or Not Applicable

Appendix H TEI/FYE Academy Schedule – Spring 2012

Spring 2012 Workshops

Teaching Excellence Institute

Equip, Engage, Integrate

Each term, the Teaching Excellence Institute (TEI) offers workshops open to all SFCC full-time and part-time instructors and staff. The primary goal of this workshop series is to improve student learning by providing participants with tools and opportunities to enhance their teaching, learn about the latest pedagogical strategies, apply theory into practice, and share best practices. Topics include technology in the classroom, metacognition, diversity, active learning, and more!

To pre-register for a workshop, please contact Joann Kramer, eLearning Department, at 863-784-7107

Most of the TEI workshops will be repeated in subsequent terms.

Creative Approaches to Promoting Student Engagement in the Classroom

Facilitator: TBA

Friday, January 20 | Location/Time: TBA

Engaged learners are successful learners! Student engagement is a major factor affecting teaching and student success. Engaged learners are motivated, attentive, enthusiastic, and are more likely to take responsibility for their learning. This workshop will introduce participants to a variety of research-based tools, activities, and instructional strategies to increase student engagement in the classroom and with the material.

Active Learning Strategies for the College Classroom

Facilitator: TBA

Friday, January 20 | Location/Time: TBA

Active learning encompasses a range of teaching and learning strategies appropriate for all disciplines. This workshop will provide a multidisciplinary approach on how to promote higher-order thinking (analysis, synthesis, evaluation), implement active learning exercises during instruction, and address some barriers to active learning.

Facilitating Effective Classroom Discussions

Facilitator: TBA

Friday, February 17 | Location/Time: TBA

Engaging dialogue between students and teachers can be an important learning tool. Participants will learn how to successfully facilitate meaningful classroom discussion. This workshop will focus on such strategies as leading a discussion, discussion formats and activities, and classroom arrangements that are conducive to good communication.

Think Critically! Strategies and Resources for Developing Critical Thinking Skills

Facilitator: TBA

Friday, February 17 | Location/Time: TBA

Are you looking for practical and research-based methods that will help your students become critical thinkers? Are you also looking for activities and lessons that will help students obtain a deeper understanding of material? If so, this workshop is for you! Cultivating critical thinking skills can heighten students' interest in subject matter and have a positive impact on their academic and career success. Participants will learn about the fundamentals of critical thinking and how to apply different activities that foster synthesis and evaluation.

Addressing Challenging Student behaviors in the Classroom: Roundtable Discussion

Facilitator: TBA

Friday, February 17 | Location/Time: TBA

Classroom disruptions, student inattentiveness, tardiness, and other student behaviors can test even the most experienced college-level instructor. Other challenging situations include dealing with student emergencies and work conflicts. This session will provide instructors with a forum to discuss difficult student behaviors and learn about effective classroom management techniques. A content expert will facilitate the session, answer questions, and provide possible solutions.

Formative Assessment of Student Learning

Facilitator: TBA

Friday, March 16 | Location/Time: TBA

Formative assessment is a powerful tool to provide learners with ongoing feedback and direction regarding their academic performance. Students and instructors can use this assessment process to identify areas needing improvement and make corrective actions to improve learning. You will learn how to differentiate summative and formative assessment, readily implement formative assessment strategies, and communicate findings to your students.

Understanding and Reaching the Millennial Student

Facilitator: TBA

Friday, March 16 | Location/Time: TBA

Understanding the millennial student and their culture is an important step to helping them become better learners. Join us for an informative session on how to teach effectively the millennial student. You will receive an overview of the characteristics of millennials and learn ways to increase their engagement in the classroom. This session will also focus on identifying instructional practices best suited for this generation.

Metacognition

Facilitator: TBA

Friday, April 20 | Location/Time: TBA

The concept of metacognition is often described as “thinking about thinking” or awareness of your own cognitive processes. It is generally accepted that knowledge of one’s thinking and preferred learning style(s) can significantly improve academic success. This session will provide faculty with an understanding of metacognition and its role in education, explore how faculty can help students assume control of their learning, and provide metacognitive tools/strategies that can be readily employed in the classroom; common myths and misconceptions of the learning process will also be discussed.

Supporting and Encouraging Cooperative Learning

Facilitator: TBA

Friday, April 20 | Location/Time: TBA

Cooperative learning is a highly effective instructional strategy that engages learners and improves learning. This participatory workshop will help participants understand the essential elements of cooperative learning and demonstrate various cooperative learning strategies that can be readily applied in the classroom.

Appendix I Student Focus Group Questions

General Attitudes about SFCC

1. Give me three words that describe your feelings about SFCC
 - a. PROBE: What are the most positive things about attending SFCC?
 - b. PROBE: What are the most negative things about attending SFCC?

Preparing for college

2. How knowledgeable were you about going to college?
 - a. PROBE: What did you expect from your college experience both academically and socially?
 - b. PROBE: Do you think you were academically prepared for college?
3. What were the resources or people that you relied on for guidance and direction on preparing for college? Who gave you the best advice?

(PROBE IF NOT MENTIONED) What about...

Friends

Parents/family members

Teachers

College counselors/Guidance counselors

College and university guidebooks (both print and online) — Princeton

Review/Petersons/US News/facts.org

College and university visits, resources, websites

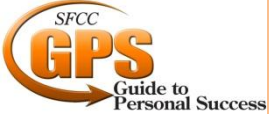
Expectations for College

4. When you first started thinking about college, what were your reasons for wanting to attend?
 - a. What did you hope to get out of your college experience?
 - b. How have your expectations of the college experience changed?
 - c. How good of a job is SFCC doing at meeting your expectations?
 - PROBE: In what areas does it excel?
 - PROBE: In what areas is it falling short?

5. Is there any other information that you would like to share?

Source: *College Student Focus Group Discussion Guide*, Association of American Colleges and Universities

Appendix J Scoring Rubric for FYE Academy Portfolios

| <div>  <h3>FYE Academy Portfolio Scoring Rubric</h3> </div> | | | | |
|--|--|---|---|---|
| CATEGORY | Score | Score | Score | Score |
| <i>Selections for the FYE Portfolio must include, at a minimum, evidence pertaining to three of the five categories below; four or more relevant artifacts must be provided for each category to be included in the portfolio.</i> | 3 | 2 | 1 | 0 |
| I. Active Learning | Student samples, lesson activities, and/or other artifacts demonstrate clear and exemplary application of several types of active learning strategies (e.g., accommodate varying learning styles or encourage higher order thinking); evidence shows creative and innovative ways to integrate active learning into lessons. | Student samples, lesson activities, and/or other artifacts demonstrate satisfactory application of active learning strategies; evidence suggests that the application of active learning strategies deepened the students' understanding of the lesson and associated concepts. | Evidence indicates that the instructor attempted to use some active learning strategies, but these activities did not appear to enhance the lesson or improve student learning. | Student samples, lesson activities, and/or other artifacts provide little or no evidence that the instructor has integrated active learning strategies into their lessons; evidence show insufficient understanding of how to apply active learning principles. |

| | | | | |
|--|---|---|---|--|
| II. Technology in the Classroom | <p>Included artifacts demonstrate an innovative use of various technology tools (e.g., software, internet resources, graphics). Student artifacts show mastery of integrating various technologies into instruction to enhance student learning; technology use is relevant and integral to the lesson presented.</p> | <p>Included artifacts show that the instructor successfully uses several distinct technology tools (e.g., software, links, graphics); technology use is relevant to the lesson presented.</p> | <p>Technology use appears relevant to the lesson/activity and shows instructor knowledge concerning how to successfully use technology to improve teaching and learning; however, evidence shows limited use of different technology tools.</p> | <p>Artifacts show limited knowledge of how to use technology in the classroom; <i>technology use appears</i> to be an add-on and is not needed for task completion and/or lesson mastery. Only technology used in the classroom is Microsoft PowerPoint.</p> |
| III. Metacognition | <p>Artifacts demonstrate exemplary application of metacognitive concepts and strategies; lessons clearly show students how metacognitive strategies work to help them succeed. All components of metacognition are identified.</p> | <p>Artifacts suggest good application of metacognitive concepts and strategies; instructor has demonstrated student application of most components of metacognition.</p> | <p>Artifacts only address some or few components of metacognition.</p> | <p>Artifacts do not demonstrate application of metacognitive concepts and strategies; no components of metacognition are identified.</p> |
| IV. Student Diversity | <p>Included student artifacts cite personal examples of actions taken during their college experience as a result of knowledge gained regarding global and diversity awareness.</p> | <p>Included student artifacts cite two or three examples of how global and diversity awareness has impacted the world and the students' personal or professional lives.</p> | <p>Included student artifacts demonstrate a singular perception of the impact of global and diversity awareness in the world in the students' personal or professional lives.</p> | <p>Included student artifacts demonstrate little acknowledgement, demonstration or application of global and diversity awareness in their personal or professional lives or in their world view.</p> |

| | | | | |
|---|--|---|--|--|
| V. Developing Critical Thinking Skills | <p>Included student artifacts demonstrate that students successfully analyze issues, formulate hypothesis, make assumptions, and assess supporting data/evidence within specific contexts.</p> | <p>Included student artifacts demonstrate that students satisfactorily analyze issues, formulate hypothesis, make assumptions, and assess supporting data/evidence within specific contexts.</p> | <p>Included student artifacts demonstrate that students fairly analyze issues, formulate hypothesis, make assumptions, and assess supporting data/evidence within specific contexts.</p> | <p>Included student artifacts demonstrate that students inadequately analyze issues, formulate hypothesis, make assumptions, and assess supporting data/evidence within specific contexts.</p> |
| VI. Cooperative Learning | <p>Instructor has successfully integrated activities that facilitate cooperative learning. Activities are exceptionally well developed, engaging, and creative; collaboration is emphasized in the lesson(s). Each student contributes equally in the group setting.</p> | <p>Individual and small/large group activities are incorporated into the lesson. Artifacts show an emphasis on collaboration and/or cooperative learning. Most group members appear to contribute equally to the assignment/activity.</p> | <p>Instructor has made a fair attempt to integrate cooperative learning strategies into their lesson. Some or most members appear to be contributing unequally.</p> | <p>Students are simply working in groups; no cooperation or collaboration is apparent.</p> |

Appendix K List of Abbreviations

| | |
|-----------------------|---|
| AACC/ACT | American Association of Community Colleges/ACT (formerly known as American College Testing) |
| AAS | Associate in Applied Science |
| CCSSE | Community College Survey of Student Engagement |
| D2L | Desire2Learn |
| DAG | Data Analysis Group |
| DBOT | District Board of Trustees |
| DEEP | Documenting Effective Educational Practice |
| eLearning | Electronic Learning |
| ESOL | English for Speakers of Other Languages |
| F2F | Face-to-face |
| FTIC | First Time in College |
| FYE | First-Year Experience |
| FYE Academy | First-Year Experience Academy |
| FYE Seminar | First-Year Experience Seminar |
| FYLE | First-Year Learning Experience |
| Got GPS? | Workshop title |
| GPA | Grade Point Average |
| GPS | Guide to Personal Success |
| IE | Institutional Effectiveness |
| NS Orientation | New Student Orientation |
| NSSE | National Survey of Student Engagement |
| QEP | Quality Enhancement Plan |
| SEI | Student Evaluation of Instruction |
| SENSE | Survey of Entering Student Engagement |

| | |
|----------------|---|
| SENSE Q | Survey of Entering Student Engagement Question |
| SFCC | South Florida Community College |
| SGA | Student Government Association |
| SLO | Student Learning Outcome |
| SOS | Student Opinion Survey |
| TBA | To Be Announced |
| TEI | Teaching Excellence Institute |
| USF | University of South Florida |
| UWV | University of West Virginia |
| VP | Vice President |
| VPESS | Vice President for Educational and Student Services |

Appendix L Glossary of Terms

| | |
|---------------------------------------|---|
| Continuity Matrix | A formal, methodical process for collaboratively analyzing a problem to determine underlying root causes and develop recommended options. |
| First-Year Experience (FYE) | A dedicated program focused on students new to college. |
| FYE Academy | A formal program of professional development for all FYE Seminar Instructors and to ensure continuity between in all FYE courses. |
| FYE Seminar | A 1 credit hour course focused on issues facing students in their first year of college. |
| Guide to Personal Success | The name of the SFCC QEP which includes there components; (1) New Student Orientation, (2) First-Year Experience Seminar course, and (3) Teaching Excellence Institute |
| Interview Collaborative Design | A highly interactive, outcomes-based methodology to get inputs from a large group of people. |
| Las Vegas-style Voting | An open and transparent method to prioritize a long list of ideas developed during collaborative work. |
| New Student Orientation | A four-hour program to welcome new students to the college and to provide them with the information they need to be successful in the first few weeks of classes. |
| Student Learning Outcome | Statements that specify what students will know, be able to do, or be able to demonstrate when they have completed or participated in a program/activity/course/project. |
| Teaching Excellence Institute | A formal program to provide professional development to the faculty and staff to help improve classroom pedagogy across the campus. |
| Survey Monkey | A free, online surveying tool. |
| QEP Steering Committee | The team responsible for spearheading the development of the QEP. |
| D2L | Desire2Learn course management system |
| Cengage Learning | A provider of innovative teaching, learning and research solutions for the academic, professional and library markets worldwide. |
| TeamUp | A formal program provided by Cengage Learning to help adopters of their textbooks to be more successful in the classroom. |
| SOS | The Student Opinion Survey is given to select students to elicit their opinions about variety of aspects of their college experience. |
| CCSSE | The Community College Survey of Student Engagement is a research-based survey instrument, administered to community college students in the spring that asks questions that assess institutional practices and student behaviors. |
| SENSE | The Survey of Entering Student Engagement is a research-based survey administered in the fall during the fifth week to select first-term students to elicit information about their first impressions of the college; intake processes such as admissions, registration, assessment, placement, orientation, and financial aid; how they spend their time; how they assess their earliest relationships and interactions with instructors, advisors, and other students; what kinds of work they are challenged to do; how the college supports their learning. |