Quality Enhancement Plan (QEP)

• The Quality Enhancement Plan (QEP) describes a carefully designed course of action that addresses a well-defined and focused topic or issue related to enhancing student learning and/or the environment supporting student learning and accomplishing the mission of the institution.

• The QEP should be embedded within the institution’s ongoing integrated institution-wide planning and evaluation process and may very well evolve from this existing process or from other processes related to the institution’s internal reaffirmation review.
QEP Documentation

• QEP Documentation needs to demonstrate the following:
  – Broad-based institutional process for identifying key issues
    • CR 2.12 “an institutional process for identifying key issues”
    • CS 3.3.2 “broad-based involvement of institutional constituencies in the development...of the QEP”
  – A focused plan
    • CR2.12 “focuses on learning outcomes and/or the environment supporting student learning”
  – Institutional capability
    • CS 3.3.2 “institutional capability for the initiation, implementation, and completion of the QEP”
  – Broad-based involvement in development and implementation
    • CS 3.3.2 “broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP”
  – Assessment
    • A comprehensive evaluation plan
QEP Design Principles

• Demonstrate the link between the regional accreditation process and Valencia’s focus on student learning and success.

• **Demonstrate a tangible and meaningful connection to the College’s Learning-Centered Past and the current focus on the student experience.**

• Focus on improvement that is meaningful to the College as a whole yet sufficiently focused to provide clarity of emphasis.

• **Build upon other institutional activities and priorities wherever possible (e.g., the 2008-2015 Strategic Plan, Campus Plans, Program Reviews for the Associate of Arts and Science Degrees, Direct Connect, etc.).**

• Focus on work that will engage a wide range of faculty and staff and their disciplines or areas of responsibility.

• Clearly communicate the ways for faculty and staff to participate in the design and implementation process.
QEP Design Principles

• Specifically encourage the involvement of adjunct faculty.
• Make effective use of the process for faculty and staff development.
• Strengthen institutional capabilities that transcend the focus of the QEP (e.g., learning assessment, data collection and use, etc.).
• Intentionally engage documented best practices from across the country whenever possible.
• Build on the habits of collaboration practiced at Valencia in a way that recognizes the new role that campuses and campus leadership play in our institution.
Valencia’s QEP Timeline

Phase IV – Approval and Articulation / Documentation of the QEP – Spring / Summer 2013

- **January to March**
  - Finalized Plan disseminated for input and approval through the Governance Process

- **April to June**
  - Budget Development
  - Assessment Plan
  - Implementation Plan (5 years) is determined

- **July to September**
  - QEP Leadership Team Develop QEP Documentation based on SACS expectations
  - Identify Lead QEP Evaluator

- **September 2013**
  - QEP published and sent to the SACS On-Site Team in Early September 2013
Emerging Big Idea 1: Student Purpose

• *Students with some sense of their purpose in life and in college are more likely to be engaged, to learn and to succeed in college.*
Emerging Big Idea 2: Student Learning

• More than any other time in history, student learning can happen anywhere and at any time. Changes in the conditions for student learning require that we think differently about how we engage students in the learning process.
Emerging Big Idea 3: Students Need Navigation

- To be successful, Valencia students not only need an educational plan, but they also need clear and specific directions for navigating the demands of college.
Emerging Big Idea 4: The New Student Experience

- To support learning, students need a holistic first year experience that is academically and socially engaging while providing connection and direction.
Emerging Consensus

Students Need Navigation

The New Student Experience

Enhanced capacity for Student Learning

Enhanced capacity to discover / develop purpose in life / college

Connection to work / activities currently underway:
- Walmart PRESS for Completion Grant, Title III with a Life Map Focus, Website / Atlas Portal Redesign

Connection to past work moving to scale:
- Achieving the Dream, Foundations of Excellence, Developmental Education Initiative, Direct Connect
Valencia’s Student Success Pathway

Valencia’s QEP

The New Student Experience
- Coordinated Experience
- Expanded Transition to College
- Integrated Student Success Skills
- The development of an Academic Plan
- Career and Academic Advising
  = Curriculum + Co-Curricular
  Student Engagement
  = The successful completion of
  the first 15 college-level credits
  at Valencia

College Credit-Bearing Course designed to facilitate an Intro to College and the Needed Success Skills

Alternative Path for students who need additional advising at Valencia

College Transition → Life Map → Transition to Degree

A.S. Degrees
Embedded Advisors

A.A. Degree
Embedded Advisors

A.A. Pre-Majors
Embedded Advisors

Direct Connect to UCF

Graduate, Transfer Preparation, and Transition
The New Student Experience at Valencia College – Vision Statement

Valencia College provides a coordinated experience for all new students. The New Student Experience includes

– a required credit-earning course and
– provides an extended orientation to college,
– integrated student success skills,
– career and academic advising,
  • which includes the development of an individualized education plan.
The New Student Experience at Valencia College – Vision Statement

We envision that the new student experience will result in

– curricular and co-curricular student engagement,
– leading to the successful completion of the first 15 college-level credits at Valencia.

Wherever possible, the curricular aspects of the new student experience will be offered in partnership with faculty in academic and career programs.
Typical New Student Pathway

- A student who ...
  ... is new to college (fewer than 15 college level credits)
  ... is new to Valencia
  ... must learn how to navigate college
  ... needs help in clarifying his / her career and educational goals. This pathway leads to clearly articulated goals that are clearly connected to a plan.

- The typical student pathway intended for First time in College (FTIC) / First Time at Valencia (FTAV) degree seeking students – 70% +/- require remediation in at least one area – reading, writing, or mathematics
Atypical New Student Pathway

• A student who ...
  ... is new to Valencia
  ... demonstrates successful navigation of college (completed a college degree)
  ... enters Valencia with a clear and deliberate educational plan

• The atypical student pathway - For students that come to Valencia with clarity about their plan for college, the new student experience may be less prescriptive but is still focused on engagement with Valencia and the development of an educational plan. A true atypical student enters Valencia College with minimal new student obstacles.
Outcomes of the New Student Experience

• Students will ...

  ... successfully complete a college-credit bearing course designed to facilitate a comprehensive introduction to Valencia and the skills associated with success in college.
  ... develop an educational plan and course schedule to ensure timely success
  ... complete college-prep classes and be prepared for college-level work
  ... successfully complete the first 15 college-level credits at Valencia
  ... develop academic behaviors associated with success in college
  ... discover a plan for college as part of a purpose in life
  ... engage Valencia as a place for learning and community
  ... develop an educational plan and course schedule to ensure timely success