

VALENCIA COLLEGE  
QUALITY ENHANCEMENT PLAN:  
THE NEW STUDENT EXPERIENCE  
2014/2015 ANNUAL REPORT



## QEP/New Student Experience

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Dear Colleagues:

I hope you delve deeply into this report on Valencia's New Student Experience. I believe this may be the most important project we have ever undertaken toward improving our students' experiences and outcomes at Valencia. It is significant for its massive scale, of course, but even more for the deep principles upon which it is built.

Among the greatest challenges all institutions in our society face is the tendency to dehumanize the very people we are commissioned to serve. We don't mean to, but our scale, our limited resources, the demand for productivity, the underlying business models – all these things incline toward treating those we serve as units, numbers, FTE. Even with Valencia's deep commitment to students as persons, they can often experience the college as just one of the herd rather than a person with unique gifts to be cultivated and unique needs to be met.

The New Student Experience begins with a commitment to the persons we serve. We will engage them personally with a program that allows them to seek their unique purposes for pursuing an education at Valencia, helps them define the pathway they will follow here and beyond, equips them to be successful on their learning journey, and, most importantly, gives them a personal expert guide to come alongside them and see them through the riskiest part of the pathway – the first few steps.

The launch of the program has been amazing, engaging a whole team of deeply committed faculty and staff pioneering this approach. But the work isn't confined to them. As you review this report, you will see how faculty and staff throughout the College can contribute to the success and authentic learning of our students in their first experiences of the college and continue to reinforce all that they learn throughout their pathway.

Yours truly,

Sandy Shugart

## Initial Goals and Intended Outcomes

### *Valencia's New Student Experience 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, and career and academic advising, which includes the development of an individualized education plan. We envision that the new student experience will result in curricular and CoCurricular student engagement, leading to the successful completion of the first 15 college-level credits at Valencia.*

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The College's Quality Enhancement Plan (QEP)—The New Student Experience (NSE)—focuses on four major areas that provide a consistent, yet adaptive and personal experience for our learners' first college year, each of which will directly infuse or embed six student learning outcomes, referred to as the 6Ps.

1. Introduction to Valencia – to include a redesigned entry assessment and New Student Orientation with common advising and course selection process for incoming students;
2. Common Curricular Experience – designed to help students identify their purpose and pathway, determine career and personal goals, and create a connected educational plan;
3. CoCurricular Engagement Activities – intended to connect students to the Valencia learning community;
4. Progression to Degree Readiness – expected to establish intentional connections between the NSE and each students' field of study.

### *Student and Institutional Outcomes of the New Student Experience*

As a result of students' participation in the New Student Experience, students will achieve the following outcomes:

- 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

*\* Note: 2014/2015 Front Door Alignment Discussions (now called Start Right) led to the change that students would successfully complete the first 18 college-level credits at Valencia as part of the QEP going forward.*

- Provided here is a quick reference tool highlighting all of the NSE components: [NSE Program Overview](#)

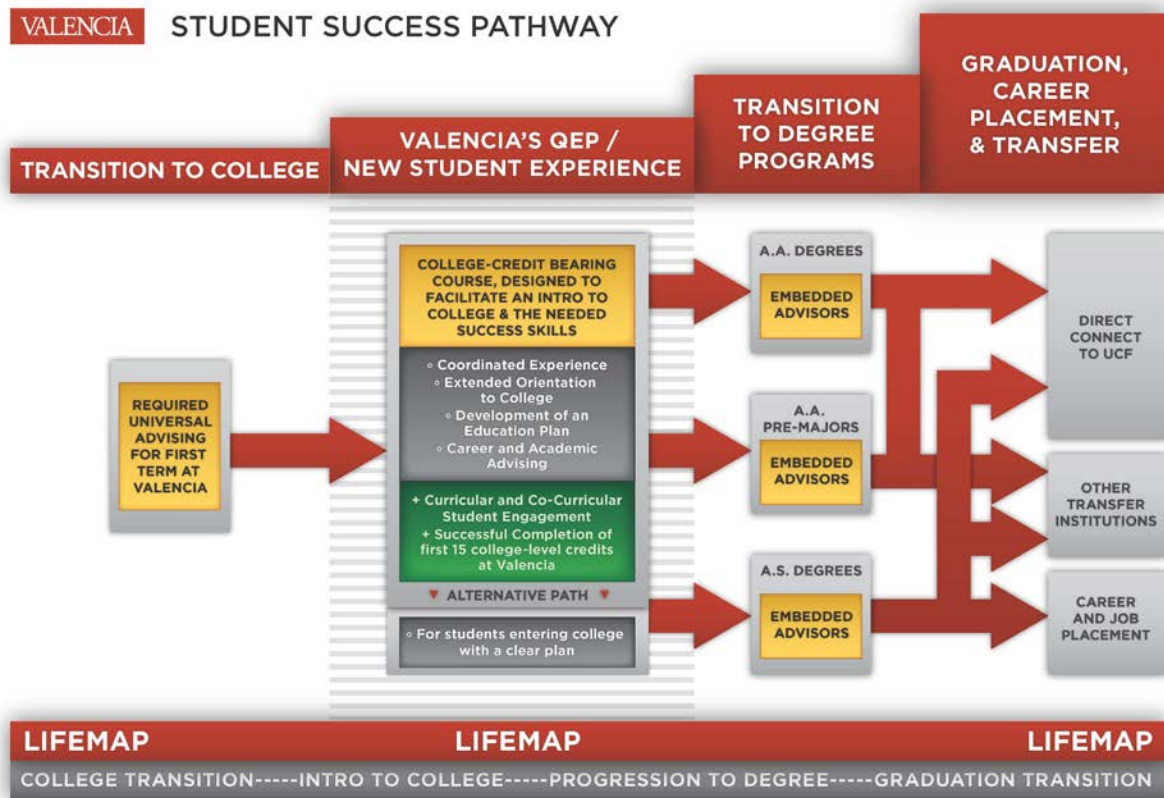
### *The 6Ps*

Programmatic Student Measures for Valencia's QEP will focus on new student learning and engagement as a result of curricular and CoCurricular experiences built around the "6Ps" of the New Student Experience.

- **Purpose:** Students will create a personal purpose statement that outlines and articulates their values, goals, interests, and strengths in relation to their educational and career aspirations,

# QEP/New Student Experience

- **Pathway:** Students will choose an academic program aligned with their educational/career goals, interests, strengths, and values,
  - **Plan:** Students will design an education plan that include goals for learning and a financial plan,
  - **Preparation:** Students will apply college success skills,
  - **Personal Connection:** Students will demonstrate effective communication skills with diverse groups, and,
  - **Place:** Students will demonstrate awareness of college support systems.
- Provided here is the list of the NSE Common Curricular Outcome and Indicators (The 6Ps) – [Full list of Outcomes and Indicators.](#)



- Provided here is the full Valencia College SACS [QEP Plan](#)

## Changes to QEP

### *Important Florida State Legislation Changes affecting the QEP*

Senate Bill 1720, effective Fall 2014, limits the student population who is required to take common college placement tests (PERT) and/or enroll in developmental education. The following two groups must not be required to take the common placement test or to enroll in developmental education (1720 exempt students):

- Students who entered 9th grade in a Florida public school in 2013-2004 or thereafter and who earned a standard Florida high school diploma; or
- Students who are serving as active duty members of the United States Armed Services.

In light of these state mandated changes, the College realized that the institutional measures of the QEP needed to be redefined. Given the recent changes to Developmental Education in the State of Florida, the definition of *developmental student* will make it difficult to track student progression and graduation as in the past. Therefore, effective Fall 2014, the College will no longer use the terms *college-ready* or *developmental* to define students and the College Data Team will develop appropriate data definitions to track the progress of students who would formerly have been identified as developmental education students.

Additionally, as a result of the changes within the Florida Higher Education legislation and the large-scale nature of the QEP, several of the QEP goals and target completion dates have been altered. The changes made to the QEP (and the anticipated changes to come) have allowed the NSE team to focus on creating an experience for our students that is grounded in the Valencia traditions of encouraging collaboration, inviting change, and providing time for reflection and redirection when necessary.

Finally, in order to accommodate the large number of incoming FTIC/FTAV students during the fall and spring terms, and to allow for enrollment planning and growth, we will offer seats in the NSE Course for approximately 5500 students in the fall and 4500 students in the spring beginning in Fall 2015.

Figure 1 below outlines the changes to the original QEP Plan.

## QEP/New Student Experience

Original Plan	Actual/Change	Explanation
Pilot 6 Sections of the revised NSE Course in Spring 2014.	Piloted 21 Sections	To better accommodate our students across the college and to ensure we had sufficient input and feedback on the course design, we piloted 21 sections across the college in Spring 2014.
CoCurricular Plans to develop College Readiness Certificates / Tracks across the college for implementation starting in Spring 2014.	Modified Implementation Plan - Career and Leadership Tracks in development for Spring 2015. Development and growth of 400+ GoBe co-curricular activities for Fall 2014 and Spring 2015 implementation. Six College Readiness Certificates will be offered in Fall 2015.	Due to the increase in the number of sections of the NSE Course and the need to develop and sustain the co-curricular activities, efforts were focused on creating the CoCurricular activities (GoBes), training facilitators, and launching the 400+ GoBe sessions.
Systematic integration of the NSE Outcomes into A.S. Programs starting in Fall 2014.	A number of programs have adopted SLS1122 and others are working toward embedding the NSE outcomes (the 6Ps) into their program for Fall 2015. Additional exploration and planning discussions are in progress about how to best serve incoming AS students. AS program work is on hold until Fall 2016.	Due to numerous legislative changes to higher education at the state level, A.S. programs needed more time to consider program changes and to align their course work with the outcomes of the NSE. The work was placed on hold due to the changes in AS program hours, changes of the SLS1122 course, and the desire to provide unique experiences for incoming AS students.
The QEP also identified the hire of new 12-month faculty to teach the new NSE Course - a total of 18 to be hired (9 in year one and 9 in year two).	Hired 12 new 12-month faculty in Spring 2014 and 9 in Spring 2015 for a total of 21.	To accommodate the number of sections of the course and to keep contract statuses consistent within the department, 3 existing 10-month contract employees were converted to 12-month contract status.
Development and implementation of NSE Majors (meta-major flavors of the NSE Course) Courses.	With support from the Pathways Grant, 1 section each of Transfer Business and Transfer Health Sciences were piloted in Fall 2014. 1 Section of the STEM flavored course was offered in Fall 2014 with the support of the LSAMP Grant.	Additional meta-major flavors are on hold until the complete modifications of the SLS1122. There are also plans to offer LinC sections and to provide meta-major "flavors" within AS program course offerings.
Identification and design of a limited range of front door courses, to include the integration of the College Success Skills identified through our Developmental Education Initiative, in order to connect and reinforce the student learning outcomes in the New Student Experience course.	The recommended list of the restricted front door courses — developed by a team of campus presidents, faculty, and administrators — has been approved and enrollment planning began in Spring 2015.	Due to numerous changes in the NSE Course, changes to General Education Requirements, the implementation of the work of selecting the limited range of front door courses was delayed to year 3 of the QEP to ensure accurate and thoughtful development. The list of Start Right courses and the 90 program guides are being implemented beginning Fall 2015.

Figure 1. Changes to the original QEP Plan

## *Impact on Student Learning/Environment of Student Learning –*

### *What we can know so far - in year one of implementation (2014-2015)*

The QEP timeline includes a comprehensive assessment of the impact (student learning, engagement, persistence, and progression) on students participating in the NSE program.

#### *The five key objectives/outcomes of the QEP:*

1. Increase New Student Persistence (Fall to Spring; Fall to Fall)
2. Increase % of Students Succeeding in the Start Right Courses/Decrease % of Non-Success
3. Increase New Student Progressions to Key Academic Thresholds (15 Cr, 30 Cr, 45 Cr, Graduation)
4. Increase New Student Cohort Time to Degree Completion
5. Increase Student Engagement (at Valencia)

Additionally, each of the components of the NSE (i.e. New Student Orientation, the NSE Course, CoCurricular activities) are also evaluated each term and on an annual basis. As the QEP work continues, the College will be able to measure the remaining outcomes/objectives. Future QEP/NSE reports will highlight findings as they become available.

- Provided here is a summary of the data collection plan for the QEP – Fall 2014 and Spring 2015.

We are aware that the NSE intervention arrives at the same time as the changes in state legislation, so the effectiveness of the interventions may be more apparent in the comparison of Valencia's measures to state-wide and national data over time. In addition to institutional measures, we will compare Valencia data to statewide persistence and progression data and nationwide student engagement data from Community College Survey of Student Engagement (CCSSE).

Below is a summary of the evidence of student learning for the various components of the NSE Program.

### *New Student Persistence Rates*

**GOAL:** Increase New Student Persistence (Fall to Spring; Fall to Fall)

#### **WHAT WE LEARNED:**

Of the students who took the NSE Course in Fall 2014, 78% enrolled in courses in Spring 2015, which was 2 percentage points higher than all college-wide FTIC degree-seeking students during the same time period (76%).

- Before the legislative changes to Developmental Education, the Fall 2012 to Spring 2013 persistence rate at Valencia for FTIC students was 78%.

## QEP/New Student Experience

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Beginning Summer 2016 we will be able to report the first of the key academic thresholds noted in the QEP, 15 Cr in 2 years. In successive years we will report 30 Cr in 3 years; 45 Cr in 4 years; and Graduation in 5 years.

### *New Student Orientation at Valencia*

**GOAL:** Increase the number of students who enroll in classes the following semester after attending orientation

Due to a changing state environment (including the implementation of new Developmental Education processes in Fall 2014 and new General Education requirements in Fall 2015), we began the redesign of New Student Orientation in Fall 2014. A part-time NSO Director led a group of faculty and staff in the design of a learning-based New Student Orientation curriculum that focuses on two key goals: 1. Connecting students with Valencia as a place for learning and community and 2. Registration for first-term classes.

The redesigned NSO curriculum includes:

- Student Learning Outcomes (SLOs) that align with other student learning outcomes of the New Student Experience, including the New Student Experience Course and LifeMap GPS (an online advising experience for selected cohorts of students)
- A redesigned New Student Orientation which includes learning experiences that teach the SLOs and align with other learning experiences in the New Student Experience.
- Creation of an Online Orientation, new NSO signage, and redesigned multimedia materials for On Campus Orientation – all designed to facilitate successful student transition to college.

One of the goals of our newly redesigned New Student Orientation curriculum is to create opportunities that invite students to connect with Valencia's faculty, staff and other students early on. Through New Student Orientation and the NSE Course, students will engage with Valencia as a place for learning and community, which happens when they feel welcome, comfortable, and connected.

All new degree-seeking students are required to participate in New Student Orientation before registering for their first term. New Student Orientation for degree-seeking students includes 2 parts – online and on-campus.

Online Orientation includes:

- A welcome from President Shugart, advisors, and Valencia students
- Review of Financial Aid and Residency requirements
- Completion of Academic and Career Reviews
- Completion of LASSI (Learning and Study Strategies Inventory)
- Information on education planning
- Introduction to College resources including LifeMap tools

On Campus Orientation includes:

- Integration and connection to the campus culture and environment
- Introduction and interaction with other students, faculty and advising
- Academic advising for first term
- Registration for first term



# QEP/New Student Experience

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## *Transfer Student Orientation*

All degree-seeking students transferring to Valencia from another institution are required to participate in New Student Orientation before registering for their first Valencia term. Transfer students complete the same Online and On Campus Orientation as first-time-in-college students. Students receive an unofficial review of their transcripts and can develop an education plan to complete their degree at Valencia.

(The New Student Orientation redesign was funded by PATHWAYS (Title III), a 5-year, \$1.89 million grant from the U.S. Department of Education.)

- Provided here is a quick overview of the redesigned New Student Orientation Program

## *NSE Faculty Advisors*

The QEP identifies the hire of 12-month, 40 hour a week faculty to teach the new NSE Course and to advise the NSE students. In Spring 2014, the NSE leadership team created a hybrid position for the new full-time faculty, who serve as instructors teaching sections of the NSE Course during the fall and spring while they serve their cohort of students as a New Student Experience Advisor. These new faculty will also be integrated into Student Services during the summer months and between the fall and spring terms where they serve as advisors and as New Student Orientation facilitators.

**GOAL:** Provide NSE Students with a dedicated faculty advisor.

**WHAT WE DID:** The College hired twelve NSE 12-month faculty members in Spring 2014. An additional nine were hired in Summer 2015.

- 32% of the students in the NSE Course had a dedicated FT faculty advisor in Fall 2014.
- 65% of the students in the NSE Course had a dedicated FT faculty advisor in Spring 2015.

As part of the internal credentialing requirements, the NSE faculty advisors participate in a four-week NSE Faculty Development program focused on the development of the following:

- LifeMap: Developmental Advising
- Essentials of Advising
- Pedagogy
- New Student Orientation
- Orientation to Valencia

## WHAT WE LEARNED:

### Faculty Advisors: Findings from Spring 2015 SFI Data

**74%** of the Spring 2015 NSE Course students with a faculty advisor report they used Academic advising/planning sometimes or often.

Compared to: 2013 *CCSSE* College-wide Valencia College Data = 56%, 2013 *CCSSE* Nationwide Cohort = 59%.

**58%** of the Spring 2015 NSE Course students with a faculty advisor report they talked with an instructor about their career/educational plans often or very often.

Compared to: 2013 *CCSSE* College-wide Valencia College Data = 26%, 2013 *CCSSE* Nationwide Cohort = 28%.

Students with a faculty advisor report talking with their instructor *outside* of class hours about their educational and/or career goals and plan more often than those students without a faculty advisor.

**68%** of the Spring 2015 NSE Course students *with a faculty advisor* report they talked with their instructor *outside* of class hours about their educational and/or career goals and plan sometimes, often, or very often.

**59%** of the Spring 2015 NSE Course students *without a faculty advisor* report they talked with their instructor *outside* of class hours about their educational and/or career goals and plan sometimes, often, or very often.

Figure 2. Faculty advisors: Findings from Spring 2015 SFI Data

- Refer to [Table A1](#) for Additional Evidence of Student Learning and Perspectives about Their Interactions with Faculty — Dec 2014 & May 2015: NSE Course SFI Report.

“My professor really is the main contributing factor to my success. An amazing support system and really helped when things got tough.”

– Student quote

# QEP/New Student Experience

## *The NSE Course (SLS1122)*

The curricular aspect of Valencia's QEP has two components – 1. A New Student Experience course (SLS 1122) required of all first time in college (FTIC)/first time at Valencia (FTAV), degree-seeking students within their first 18 college-level credits at Valencia, and 2. Alignment with a limited range of front-door, general education course (Start Right Courses) options.

The NSE Course is a required, credit-earning course aligned to general education outcomes and will eventually be delivered in three formats:

1. The NSE “basic course” (SLS1122) designed as a result of the input received from the QEP design process,
2. A variation of the NSE Course designed to integrate the student learning outcomes of the course with the students' emerging career interests (meta-major) as indicated by the selection of meta-major designated by the State of Florida,
3. NSE Course student learning outcomes embedded in meaningful and measurable ways within pre-existing curricular and CoCurricular experiences associated with programs of study that already require the maximum credit hours allowed (Associate in Science programs).

**GOAL:** In Fall 2014 and Spring 2015, students new to Valencia who were exempted from placement testing and developmental education were required to take the NSE Course. Beginning in Fall 2015, all FTIC/FTAV students with fewer than 18 college-level credits will be required to take the NSE Course.

### **WHAT WE DID: Fall 2014 and Spring 2015**

- 8,259 students began the New Student Experience in the NSE Course
  - Fall 2014 = Offered 221 sections; 5695 students enrolled in the NSE Course
  - Spring 2015 = Offered 107 sections; 2564 students enrolled in the NSE Course
- 5,907 (71%) students successfully passed (A, B, C) the NSE Course

70% of FTIC students in Fall 2014 and Spring 2015 enrolled in the NSE Course

*Important Note:* In tracking patterns of other newly developed General Education courses at the College, data shows the student success rates of a new course stabilize in the range of 74% - 79% in the first three years.

- Refer to [Table A2](#) for SPC1017 Interpersonal Communication Student Success Rates for comparative data.

### **WHAT WE LEARNED:**

#### **Emerging themes from the students about the NSE Course: Fall 2014 and Spring 2015**

Students say the aspects of the NSE course that promoted learning and engagement were...

- the enthusiasm, support, and care of the professor
- learning to appreciate group work and the importance of team work
- learning the importance of establishing good communication skills

- learning how to manage their time, stay organized, and study
- focusing on finding and using their strengths

(Source: Student Feedback on Instruction Data)

**Student mastery of the Course Learning Outcomes:  
Findings from the Sample of Student Learning Artifacts**  
(Fall 2014  $n = 89$ ; Spring 2015  $n = 93$ )

**Purpose:** Students could describe their top career choice(s) with a rationale for their decisions. (Up 17 percentage points)

- **Spring 15: 82%** of the students in the NSE Course sample
- **Fall 14: 65%** of the students in the NSE Course sample

**Pathway:** Students could determine career goals or interests. (Up 6 percentage points)

- **Spring 15: 92%** of the students in the NSE Course sample
- **Fall 14: 86%** of the students in the NSE Course sample

**Plan:** Students could develop an education plan that includes all courses need to earn their selected degree at Valencia and effectively prepare to transfer (if applicable). (Up 6 percentage points)

- **Spring 15: 70%** of the students in the NSE Course sample
- **Fall 14: 64%** of the students in the NSE Course sample

*Figure 3. Student mastery of the course learning outcomes: Findings from the sample of student learning artifacts*

In Fall 2014, 87% of the NSE Course students were FTIC/FTAV students who were new to Valencia. In Spring 2015, 42% of the NSE Students *were not* FTIC or FTAV, which means they had already taken courses in previous semesters. This may mean this group of students had the opportunity during their previous terms to consider their purpose, pathway, and plan; therefore, these students may have been more in tune with those outcomes when they took the NSE Course in the spring.

### Student Mastery of the Course Learning Outcomes: Findings from Spring 2015 SFI Data

**Purpose:** Students who successfully passed the NSE Course reported that they created a personal purpose statement that outlines and articulates their values, goals, interests, and strengths in relation to their educational and career aspirations more often than those students who were not successful in the course. (Successful Students 92% vs. Non-successful Students 73%).

**Pathway:** Students who successfully passed the NSE Course reported that they chose an academic program aligned with their educational / career goals, interests, strengths, and values more often than those students who were not successful in the course. (Successful Students 88% vs. Non-successful Students 68%).

**Plan:** Students who successfully passed the NSE Course reported that they designed an education plan that included goals for learning and a financial plan more often (89%) than those students who were not successful in the course (69%).

**Preparation:** Students who successfully passed the NSE Course reported that they applied the study skills and strategies they learned more often (85%) than those students who were not successful in the course (74%).

**Personal Connection:** Students who successfully passed the NSE Course agree/strongly agree that strengthened their ability to communicate their ideas clearly and effectively more often (90%) than those students who were not successful in the course (79%).

**Place:** Students who successfully passed the NSE Course reported that they sometimes/often utilized academic advising services more often (72%) than those students who were not successful in the course (63%).

*Note: Successfully passed = earned a course grade of A, B, C; Not successful = earned course grade of D, W, F.*

Figure 4. Student mastery of the course learning outcomes: Findings from Spring 2015 SFI Data

### Emerging themes from the faculty perspective about the NSE Course: Fall 2014 and Spring 2015

Faculty consistently report that students are...

- making personal connections
- comfortable talking to faculty
- bonding with their classmates and the faculty

## QEP/New Student Experience

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- discovering their purpose early and identifying their academic and career goals
- learning college success strategies

✧ In Fall 2014, faculty said that students were at varying degrees of understanding why the course was necessary. By the middle of Spring 2015, faculty found that students were seeing the benefit of the course while they were taking it, and at the end of the term, faculty said that the students were leaving the course better prepared for college.

✧ The faculty report that they are noticing growth in student engagement. In the middle of Spring 2015, faculty noticed that students *recognized the importance of engaging* in college and at the end of the term they observed that students *felt connected* to Valencia.

Faculty consistently report that as a result of completing the NSE Course students are meeting the NSE program level outcomes.

Faculty report that students...

- have a comprehensive introduction to Valencia
- develop an educational plan and course schedule to ensure timely success
- discover a plan for college as part of their purpose in life
- engage Valencia as a place for learning

(Source: Faculty Survey Data)

### Changes to the course as a result of student and faculty feedback

During Summer 2014, the tenured Student Success faculty made adjustments/updates to the NSE Course based on student and faculty feedback on the 21 pilot sections of the course in Spring 2014.

- Provided here is an overview of the changes made to the course from Pilot to Fall 2014 – [Listing of course revisions made by the faculty.](#)

Additional changes to the NSE Course were made in response to fall and spring assessment cycle findings. Faculty teaching the NSE Course made specific revisions to the course, which are aimed at improving mastery of student learning outcomes.

- Provided here is an overview of the Changes made to the course to be implemented Fall 2015 – [Listing of course revisions made by the faculty.](#)

### Additional Findings

- [Table A3](#): SLS1122 Success Rates: Historically and in the Revised NSE Course Version.
- [Table A4](#): NSE Course Success Rates for Fall 2014 and Spring 2015 Disaggregated by Ethnicity and Gender.

## NSE Course: Meta-Major Versions

The PATHWAYS (Title III) Grant focuses on creating a First Year Experience that encompasses a wide range of advising interventions including required advising, advising at the end of the students' first year, mediated withdrawal, the redesign of New Student Orientation, and a New Student Experience course. This college-wide initiative focuses on implementing a systematic process to provide increased progression from enrollment to degree completion and transfer.

In Spring 2014, PATHWAYS funded the design of discipline-specific sections of the NSE Course, targeted for Business Transfer and Pre-Nursing students. Several West Campus faculty/staff participated on the Design Team for Pre-Nursing and Business Transfer sections of the New Student Experience course.

Additionally, through the work of the Louis Stokes Alliance for Minority Participation ([LSAMP](#)) partnership, funded under The National Science Foundation (HRD-1304966), STEM meta-major and embedded NSE outcome courses for students seeking STEM degrees are being developed and implemented.

## WHAT WE FOUND:

### Student mastery of the Course Learning Outcomes: Findings from the Sample of Student Learning Artifacts

Pre-Nursing Flavored NSE Course sample ( $n = 5$ ) as supported by the PATHWAYS grant  
STEM Flavored NSE Course sample ( $n = 12$ ) as supported by the LSAMP grant

**Purpose:** Students could describe their top career choice(s) with a rationale for their decisions.

- **83%** of the students in the LSAMP STEM Focused NSE Course sample
- **70%** of the students in the PATHWAY Pre-Nursing Focused NSE Course sample

**Pathway:** Students could determine career goals or interests.

- **100%** of the Students in the LSAMP STEM Focused NSE Course sample
- **100%** of the Students in the PATHWAY Pre-Nursing Focused NSE Course sample

**Plan:** Students could develop an education plan that includes all courses needed to earn their selected degree at Valencia and effectively prepare to transfer (if applicable).

- **88%** of the Students in the LSAMP STEM Focused NSE Course sample
- **70%** of the Students in the PATHWAY Pre-Nursing Focused NSE Course sample

Figure 5. Student Mastery of the Course Learning Outcomes: Pre-Nursing and STEM Versions of the NSE Course

# QEP/New Student Experience

## *CoCurricular Activities – The GoBes (Go Be... All that you can be)*

Students will also experience the College through intentional CoCurricular activities focused on three of the six learning outcomes of the NSE—Place, Personal Connection, and Purpose.

1. Students select a campus resource location to engage and learn about Place.
2. Students select and attend one of three workshops focused on Personal Connection.
3. Students select and attend one of three workshops focused on Purpose.

Students are required to complete a Reflection Paper on each of the three activities, which are included in the mandatory assignments of the NSE Course and are part of the course grade.

**GOAL:** As a result of their participation in the NSE GoBes...

- Students will use the vocabulary learned as a result of attending the CoCurricular activity
- Students will discuss the application of a strategy learned in the CoCurricular activity
- Students will reference resources related to the outcome of the CoCurricular activity

### **WHAT WE DID:**

In Fall 2014 and Spring 2015 more than 400 GoBe activities were offered from which students could choose.

74% of the students enrolled in the NSE Course in Fall 2014 and Spring 2015 attended GoBes

- Provided here is an example of the GoBe activity schedule.

### **WHAT WE LEARNED:**

- Provided here is the QEP CoCurricular Assessment Plan for the first year of implementation.
- The GoBes supported the Purpose, Personal Connections, and Place outcomes
- The GoBes needed to be redesigned to better support the 6Ps and/or eliminated and replaced with new activities.
- There needs to be a more deliberate plan of delivery for the GoBes.
  - Each month the GoBes will focus on one P Outcome and there will be a limited number of GoBe activities from which students can choose beginning Fall 2015.
- Provided here are the changes made to the GoBes:
  - Pilot Spring 2014 to Fall 2014
  - Fall 2014 to Fall 2015

“It kind of pushed me to see what I want to do. I designed what things I wanted to do, it helped me write it out so I could see it.” – Student quote



## What students found useful about the CoCurriculars

Students comment that the GoBes helped them...

- become more self-aware
- support thoughts about career choices
- see the importance of networking
- practice and improve their communication skills
- think about what they want to do in the future

### Student mastery of the CoCurricular Learning Outcomes: Findings from the Sample of Student Learning Artifacts

(Fall 2014  $n = 166$ ; Spring 2015  $n = 173$ )

**Purpose:** Students used the vocabulary learned as a result of attending the CoCurricular activities for Purpose.

- **Spring 15: 96%** of the students in the NSE Course sample
- **Fall 14: 91%** of the students in the NSE Course sample

**Place:** Students referenced resources related to the outcome of the CoCurricular activities for Place.

- **Spring 15: 92%** of the students in the NSE Course sample
- **Fall 14: 83%** of the students in the NSE Course sample

**Personal Connection:** Students discussed the application of a strategy learned in the CoCurricular activities for Personal Connection.

- **Spring 15: 70%** of the students in the NSE Course sample
- **Fall 14: 64%** of the students in the NSE Course sample

Figure 6. Student mastery of the NSE CoCurricular learning outcomes

## Emerging themes about the GoBes from the students

- The GoBes help students learn how to succeed in college and achieve their goals
- The GoBes help students learn about places on campus and connect to the Valencia family
- Students are figuring out their purpose and finding they are comfortable with their plans in the GoBes
- Students make connections with each other and understand the goals of other students

(Source: Student Feedback on Instruction Data)

## **Start Right Courses**

**GOAL:** Increase % students succeeding in Front Door Courses (Start Right Courses)

Degree-seeking students enrolling at Valencia for the first time will have a limited range of courses from which to choose in their first 18 college-level credits. The curricular design of these front door courses will include the integration of the College Success Skills identified through the Developmental Education Initiative in order to connect and reinforce the student learning outcomes in the NSE Course.

- Provided here is the list of NSE Start Right [College Success Skills](#).

### **WHAT WE DID:**

The Front Door Alignment work of the QEP/NSE, meant to provide Valencia students with a clear path on which to begin their academic journey, is underway.

**Phase one** involved an academic, collaborative process involving faculty and deans across the College to agree on the list of Start Right Courses for students. This process began in Fall 2014 with a college-wide discussion about what courses should be part of a student's first two semesters at Valencia. The Campuses Presidents led meetings, which included faculty and dean representation, on each campus to review courses and to make the recommendations for the Start Right Courses list.

**Phase two** involved developing the Start Right Courses list into Start Right Guides for students' first 18 hours of enrollment. Led by Joyce Romano, a team of advisors, career program advisors, and new student orientation coordinators developed 90 program Start Right Guides for students. These Start Right Guides will be used to assist students in registering for the courses appropriate to their chosen degree and to help ensure students take the proper sequence of courses to support their success.

**Phase three** involved the integration of the Start Right College Success Skills as part of the College's Summer 2015 Destination program. Faculty teaching Start Right Courses were invited to join this work. In preparation for the summer, a team of faculty, deans, and administrators reviewed the list of the LifeMap College Success Skills and pared the list down to those skills that aligned with the NSE outcomes and would best support students in their first 18 credit hours. During Destination, nineteen faculty from across the College, and from varying disciplines, completed the first part of a two-term College Success Skills integration project. The faculty spent the five weeks of Destination identifying relevant Student Learning Outcomes (SLOs) appropriate for the integration of College Success Skills, developing a lesson and/or course activity in which to emphasize the College Success Skill(s), tying the SLO and activity to the NSE 6Ps, and creating an accompanying assessment plan and rubric with which to assess the SLO(s). The second part of the Integration Project is the implementation work that will occur in the fall, during which the faculty will implement and assess their success strategy. The end goal of this work is to provide other faculty with templates/models of College Success integration that could be adopted in their own Start Right Courses.

### **WHAT WE LEARNED:**

The official Start Right courses will go into effect in Fall 2015, so the NSE Data Team is developing a model for reporting success in these Start Right Courses for the future.

## QEP/New Student Experience

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Preliminary data, however, suggests that success rates for students in high enrollment, college-level courses are decreasing at the College and state levels due to the changes in state legislation. According to Ashley Smith, “Administrators are seeing that traditional students who decided not to take developmental or remedial courses, after being advised to do so, were more likely to fail college-level or gateway courses.” For example, at St. Petersburg College, only 2 out of 10 students recommended for developmental math but who enrolled in a college-level math course passed with a C or better (Inside Higher Education, 2015). This is a trend that we will follow in the coming terms/years.

### Additional Findings

- Table A5: Success Rates for Top 5 Highest Enrolled Courses Compared to Success Rates in the NSE Course
- Table A6: Spring 2015 Student Success Rates in the Top 5 Highest Enrolled Courses by FTIC Students Who Took the NSE Course in Fall 2014 and Persisted to Spring 2015.
- Table A7: Historic Start Right Course Success Rates vs 2014/2015 NSE Student Success Rates

### *Learning Support Services: Support of the New Student Experience*

In response to the increase in the number of sections of the NSE Course, which will eventually be scaled to accommodate 100% of our FTIC students, the Learning Support Managers on each campus work to identify ways to meet the demands of the students on the Learning Support services centers and depots. For example, on the Lake Nona Campus, Michael Blackburn and his team worked to develop a scavenger hunt activity that faculty incorporated into their courses which introduces students to the services at the Lake Nona campus. As the number of students grows, each campus will continue to identify creative, learning-centered ways to connect our students with the invaluable support services Valencia has to offer.

## Next Steps for the QEP

**Personal Connection:** The deliberate investment of time and engagement with students and colleagues to ensure a sense of Valencia Community.

During the past year the need to establish personal connection as a greater focus of the New Student Experience became apparent. Student feedback on the NSE course and the CoCurricular experiences suggested that their greatest appreciation for the NSE program was that of the connections they make with their professors, fellow students, and the College. The NSE Leadership Team is working to refocus the NSE to allow for greater personal connections for students by inviting all faculty (FT and PT) teaching the NSE Course to adopt the role of faculty advisor. Additionally all Valencia faculty and staff are invited to participate in New Student Orientation and Welcome Week activities to begin making connections with our new students.

The next step in the New Student Experience plan is the implementation of the Start Right Courses. Deans and faculty across the college are working on planning and enrollment strategies for these courses, to be implemented in Fall 2015.

The Fall 2015 term will include continued assessment of the entire New Student Experience. Direct measures of student success will be used to determine how we are enhancing student learning. The voices of the students, faculty, staff, and administrators are necessary and integral as we work to improve the environment supporting student learning.

## *What's next for the NSE Students? College Certificates*

Beginning Fall 2015, Valencia College will offer six College Certificates as part of the evolving New Student Experience. These certificates are meant to be the answer to the “*What's next for our NSE students after they complete the NSE Course and the GoBes?*” question.

Students will be invited to choose from the following certificate tracks:

1. Career Action
2. Leadership
3. Peace and Justice
4. Global Learning
5. Pre-Professional (with an emphasis in the Health field)
6. Diversity

Students will complete a specified number of workshops, activities, and events to earn their certificate; will be awarded with a cord to wear at graduation; will be able to print a co-curricular transcript to include in their professional portfolio; will receive a recognition certificate at the Student Development Awards banquets; and will be encouraged to make note of the earned certificate on their resume.

## How are we promoting the certificate tracks?

1. An intro to the certificate tracks will be presented in the Skillshop offerings
2. Student Development will promote them
3. The tracks will be highlighted during Welcome Week
4. NSE Faculty will be encouraged to share the information with their students
5. Information will be included in the Student Handbook

## NSE Accomplishments!

In June 2015, we had the opportunity to celebrate the NSE's 2nd birthday with the NSE faculty, Deans of Learning Support and Deans of Students, Campus Presidents, Joyce Romano, and Susan Ledlow. The day was meant to highlight the great work that the entire NSE team has accomplished over the last two years and to discuss the future of the New Student Experience.

During the celebration, we highlighted the accomplishments within the New Student Experience, including the complete redesign of our NSE Course, the development and delivery of over 400 CoCurricular GoBe activities, the hire of our full-time NSE faculty advisors, the development of the Start Right Course listing (which includes the development of 90 Start Right Program Guides), and so much more!

- Provided here is a list of Accomplishments and the Fall 14/Spring 15 Quick Report
  - [NSE Accomplishments to date](#)
  - [NSE Fall 14 and Spring 15 Quick Report](#)

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