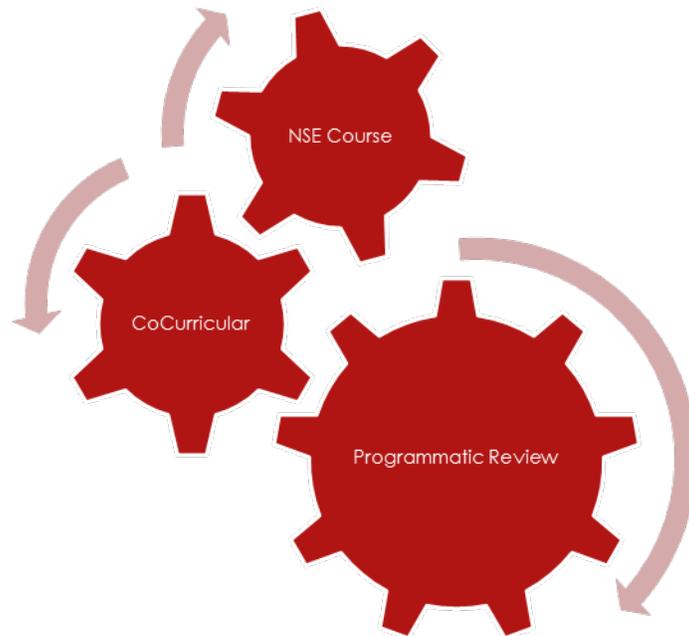


**VALENCIA COLLEGE
QUALITY ENHANCEMENT PLAN:
THE NEW STUDENT EXPERIENCE
FALL 2014 REPORT**



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QEP/New Student Experience

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.

The College's Quality Enhancement Plan (QEP) created a New Student Experience (NSE), focused 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 (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

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,
- **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.

QEP/New Student Experience



The Six Ps – Full list of Outcomes and Indicators.

Curricular Experience

The curricular aspect of Valencia's QEP has two components – (1) a redesigned New Student Experience course (SLS 1122) required of all degree-seeking new students within their first 15 college-level credits at Valencia, and (2) alignment with a limited range of front-door, general education course options. The new course is a required, credit-earning course that is aligned to general education outcomes and will eventually be delivered in three formats:

1. The NSE “basic course” (SLS1122) that has been redesigned and rebranded as a result of the input received from the QEP design process,
2. A variation of the redesigned 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).

CoCurricular Experience

Students will also experience the College through intentional CoCurricular activities focused on three of the six learning outcomes of the NSE Course. The current focus of the CoCurricular activities supports the Place, Personal Connection, and Purpose outcomes by having students complete the following three activities as part of the NSE Course:

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 also required to complete a Reflection Paper on each of the three activities as part of their course grade.

Front Door Course Alignment

Originally planned for Fall 2014 implementation, degree-seeking students enrolling at Valencia for the first time will have a limited range of courses from which to choose for their first 18 college-level credits. The curricular design of these front door courses will also be encouraged 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.

New Student Experience Faculty

The QEP also identified the hire of 12-month, 40 hour a week faculty to teach the new NSE Course. We created a hybrid position for the new full-time faculty, who will 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 engaging in Tier 1 advising. 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.

QEP/New Student Experience

New Student Orientation

Due to Florida Higher Education legislation changes (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 is leading a group of faculty and staff in redesigning the curriculum for the first-time-in-college orientation and producing multimedia materials to support the redesigned curriculum. We will pilot the new program in Summer 2015.

The New Student Orientation curriculum will include:

1. Student Learning Outcomes (SLOs) that align with other student learning outcomes of the New Student Experience, including the NSE Course and the Transition Orientation.
2. A redesigned New Student Orientation which includes learning experiences that teach the SLOs and align with other learning experiences in the New Student Experience.
3. Creation of New Student Orientation Multi-Media Materials designed to facilitate successful student transition to college.
4. Implementation of a Learning Assessment Plan that assesses student learning in New Student Orientation.

QEP/New Student Experience

Changes to QEP

Due to several changes within the Florida Higher Education legislation (i.e, Senate Bill 1720) several of our goals and target dates articulated within the QEP had to be altered.

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 200+ GoBe co-curricular activities for Fall 2014 implementation	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 200+ GoBe sessions in Fall 2014.
Systematic integration of the NSE Outcomes into A.S. Programs starting in Fall 2014	Program integration of the NSE 6Ps extended to Fall 2015	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 QEP also identified the hire of 9 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	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) for Transfer Business and Transfer Health Sciences - designated 2 sections of the course roll-out/term Fall 2014	With support from the Pathways Grant, 1 section each of Transfer Business and Transfer Health Sciences were piloted in Fall 2014	Due to enrollment projections, only one section of each course could be supported in the fall.
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 is in progress during 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.

Impact on Student Learning/Environment of Student Learning

The Fall 2014 QEP timeline included a targeted assessment of the NSE Course, the CoCurricular Activities (GoBes), and the Faculty Training for the New NSE Faculty. Following is an overview of the assessment tools used and Fall 2014 findings.



Fall Data Collection Plan – [Full Plan with Timeline](#)

The NSE Course (SLS 1122)

Data Collection Tools: The Course

What are our Students telling us about the NSE Course?

Feedback and recommendations about the course were collected from:

- Student Facilitated Interviews and Conversations
- Student Feedback on Instruction with CCSSE Academic Challenge and Support for Learners Questions
- Student Learning Artifacts: MEP and/or Final Story Project
- Student Scores on Blackboard MEP and Final Story Rubrics

What are our Faculty and Staff telling us about the NSE Course?

Feedback and recommendations about the Course were collected from:

- Faculty Mid-Term Qualtrics Survey
- Faculty Feedback on Campus-Based Meeting Questions
- NSE Core Team – Curricular Subcommittee Recommendations

NSE Research Hypothesis:

As a result of their participation in the NSE Course, students will have met the Student Learning Outcomes for the course. The complete set of NSE Program Research Questions can be found [here](#).

GOAL: In Fall 2014, 50% of students new to Valencia, those who are exempted from placement testing and developmental education, were required to take an NSE Course.

WHAT WE DID:

- Fall 2014 = Offered 221 sections; 5695 students enrolled in the NSE Course

**64% of FTIC students enrolled in the
Fall 2014 NSE Course**

QEP/New Student Experience

WHAT WE FOUND: During the 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. Changes made to the course from Pilot to Fall 2014 – [Listing of changes made by the faculty](#).

85% of the comments from students about aspects of the course that promoted the students' learning and engagement in the course were positive. (SFI Data Findings)

"I learned to learn how to learn things"

What students found useful in the course (SFI Data)

Students commented that the NSE Course helped them...

- understand themselves, learn about their strengths, values, goals, and interests
- connect with a professor
- meet other new students
- learn to appreciate group work
- improve their communication skills
- develop interpersonal skills
- participate in class discussions (in this course and other courses)
- manage their time better and focus on learning, staying organized, and studying
- become responsible and learn how to manage "a lot of work"

"Valencia has helped in many ways. It has made me focus on my future and think about what I really should be focusing on."

"Valencia is not just a college but a stepping stone in the plan of life."

Emerging Themes from the Faculty Perspective about the course:

- Students are learning success strategies for their academic and personal lives
- Students are gaining confidence and learning to be comfortable with the College
- Students feel comfortable talking to the faculty in and out of the classroom
- Students are growing in self-awareness
- Students are engaged with the course material and are excited to learn more about themselves

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- Students are at varying degrees of understanding why the course is necessary or relevant
- Students are enjoyable for faculty to work with
- Students are discovering their purpose early
- The course is helping students identify and connect with a path
- Faculty would like to make improvements to the course

The Six Ps: Evidence of the Learning Outcomes in the Course

The Curricular and the CoCurricular aspects of the New Student Experience were designed to support the student learning outcomes of the 6Ps. The findings from the Fall 2014 assessment work reveal that the three most evident learning outcomes in the course are Pathway, Plan, and Purpose. The CoCurricular activities of the NSE were designed to complement the course and to support Purpose, Personal Connection, and Place. The full NSE assessment results reveal that the Curricular and CoCurricular, taken together, are supporting the student learning outcomes of the 6Ps across the program.

Student Feedback on Instruction Survey Data (Fall 2014)

Purpose 88% of students responded that as a result of completing SLS1122 they could “Create a personal purpose statement that outlines and articulates your values, goals, interests, and strengths in relation to your educational and career aspirations.”

Pathway 87% of students responded that as a result of completing SLS1122 they could “Choose an academic program aligned with your educational / career goals, interests, strengths, and values.”

Plan 87% of students responded that as a result of completing SLS1122 they could “Design an education plan that includes goals for learning and a financial plan.”

Preparation 82% of students responded that as a result of completing SLS1122 they could “Apply the study skills or strategies you learned.”

Personal Connection 81% of students agree/strongly agree that as a result of completing SLS1122 they could “Strengthen my ability to communicate my ideas clearly and effectively.”

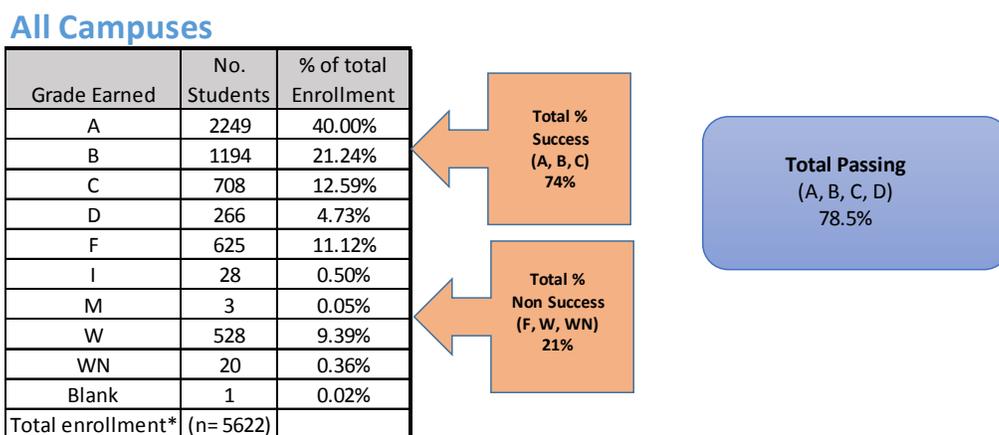
Place 70% of students responded that sometimes/often as a result of completing SLS1122 they “Utilized academic advising services.”

“Students are realizing the puzzle that they have to put together and that they have some work to do to understand how to complete their programs and what other colleges require. They are learning which courses only count as electives. Students are realizing how long they will be here, and how withdrawing from courses causes a delay. They are planning how to finish in two years, and realizing that they have to take more classes to complete in that time.” – Faculty Quote

QEP/New Student Experience

NSE Course: SLS1122 Fall 2014 Success Rates

The following chart includes a breakdown of student grade performance in the Fall 2014 NSE Course.



A full breakdown of the Fall 2014 NSE Course success rates, by campus, can be found [here](#).

How did students in Fall 2014 the NSE Course do in their developmental courses?

88% of students who were successful in SLS1122 in the fall were also successful in developmental English.
 64% of students who were successful in SLS1122 in the fall were also successful in developmental Math.
 89% of students who were successful in SLS1122 in the fall were also successful in college level English.
 74% of students who were successful in SLS1122 in the fall were also successful in college level Math.

Students who were successful in SLS1122 were successful in other courses 87% of the time

Findings from the Sample of Student Learning Artifacts (n = 89)

Students could determine career goals or interests.

86% of the students in the NSE Course sample

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

65% of the students in the NSE Course sample

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).

64% of the students in the NSE Course sample

Meta-Major Findings from the Sample of Student Learning Artifacts: As supported by the PATHWAYS and LSAMP grant work

- LSAMP STEM Flavored NSE Course sample (n = 12)
- Pre-Nursing Flavored NSE Course sample (n = 5)

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

83% of the students in the LSAMP STEM Flavored NSE Course sample

70% of the students in the PATHWAY

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).

88% of the Students in the LSAMP STEM Flavored NSE Course sample

70% of the Students in the PATHWAY Pre-Nursing Flavored NSE Course sample

Students could determine career goals or interests.

100% of the Students in the LSAMP STEM Flavored NSE Course sample

100% of the Students in the PATHWAY Pre-Nursing Flavored NSE Course sample

As part of the NSE Assessment, we measured student usage of MEP in the Meta-Major Flavored versions of the NSE Course and found that, on average, students' use of the MEP tool was consistent across the versions of the NSE Course.

Course	% of student use of MEP
SLS 1122 Course	85%
Pre-nursing SLS Course	88%
Business SLS Course	82%
STEM SLS Course	93%
81% of the students in the Assessment Sample of the NSE course completed an academic assignment for the MEP.	

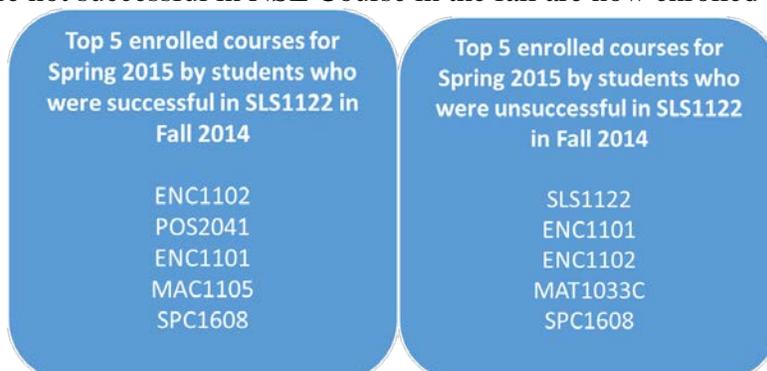
NSE Students: SLS1122 Fall 2014 to Spring 2015 Persistence Rates

Of the students who took the NSE Course in Fall 2014, 78% enrolled in courses in Spring 2015.

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

90% of the students who were successful (A, B, or C) in NSE Course in the fall are now enrolled in spring courses.

43% of students who were not successful in NSE Course in the fall are now enrolled in spring courses.



CoCurricular Activities – The GoBes

In the Fall 2014 there were over 200 GoBe activities for students to choose from across the College. The focus of the CoCurricular activities is to support the Place, Personal Connection and Purpose outcomes of the NSE Course by having students complete the following three activities:

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.

Upon completion of each activity, students complete a reflection paper in which they summarize their participation, or visit, describe what they learned, and discuss how they plan to apply what they learned to their academic and personal lives. These reflection papers are submitted to their NSE instructor as part of the course grade.

Data Collection Tools: Faculty Development of the new NSE Faculty

What are our Students telling us about the GoBes?

Feedback and recommendations about the GoBes were collected from:

- Student Facilitated Interviews and Conversations
- Student Survey for CoCurricular
- Student Feedback on Instruction with CCSSE Academic Challenge and Support for Learners
- Student Learning Artifacts: CoCurricular Reflection Papers

What are our Faculty and Staff telling us about the GoBes?

Feedback and recommendations about the GoBes were collected from:

- Faculty Survey at Mid-Term
- Faculty Feedback on Campus-Based Meeting Questions
- NSE Core Team – Curricular Subcommittee Recommendations
- Faculty Feedback on Dual Enrollment at the High School (Collegiate Learning Academy)
- Facilitator Feedback from end-of-term facilitator survey
- Student Affairs Staff
- Deans of Learning Support and Executive Deans

NSE Research Hypothesis:

As a result of their participation in the NSE GoBes...

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



See the [CoCurricular Assessment Plan](#) for more information on the assessment of the GoBes.

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WHAT WE FOUND: Overall, the data from the faculty, students, staff, and deans reveal that the GoBes supported Purpose, Personal Connections, and Place, which are the Ps the CoCurriculars were designed to support and complement.

Analysis of the Sample Student Reflection Paper assignments (a required written assignment in the NSE Course) associated with the GoBes reveal the following:

- **91%** of the time students used the vocabulary learned as a result of attending the CoCurricular activities for Purpose
- **83%** of the time students referenced resources related to the outcome of the CoCurricular activities for Place
- **64%** of the time students discussed the application of a strategy learned in the CoCurricular activities for Personal Connection

What students found useful:

Students comment that the GoBes helped them...

- better understand their interests,
- helped support thoughts about career choices,
- helped them think about possible future regrets,
- helped them see the importance of networking.

**75% of the Fall 2014 NSE students
attended GoBes**

Emerging themes about the GoBes from the students:

- Valencia is a great place to start
- Valencia is a place to find community and offers a diverse community – it feels “comfortable” and “homey”
- Students were able to connect to Valencia as a place for learning
- The GoBes encouraged connection to and involvement at the College
- The GoBes helped students find their purpose, and focus on their future goals – academic, personal, and career
- The GoBes show students what resources Valencia has to offer
- The GoBes helped students identify a path to success
- The GoBes helped students focus on their strengths

See the table on the next page for specific information, by GoBe, collected from students via the Student Survey for CoCurricular (10% response rate; $n = 799$). Student responses were collected by GoBe title.

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Get Real
91% agree/strongly agree that the GoBe felt like a place for learning and community
Emerging Themes
<i>Students learned...</i>
...what they value
...about priorities
...how to make real world decisions
...to treat others respectfully
...to appreciate their family
...about themselves
9% disagree/strongly disagree that the GoBe felt like a place for learning and community
8% of the students reported that they didn't feel they learned anything
Ten Years Later Letter
85% agree/strongly agree that the GoBe felt like a place for learning and community
Emerging Themes
<i>Students learned...</i>
...they need to visualize and plan for their future
...they need to identify goals
...about themselves
15% disagree/strongly disagree that the GoBe felt like a place for learning and community
14% of the students reported that they didn't feel they learned anything
Polar Bears
82% agree/strongly agree that the GoBe felt like a place for learning and community
Emerging Themes
<i>Students learned...</i>
...about themselves and their strengths
...their past connects to their future
...they control their future
...about others
18% disagree/strongly disagree that the GoBe felt like a place for learning and community
28% of the students reported that they didn't feel they learned anything

Ben and Jerry's
86% agree/strongly agree that the GoBe felt like a place for learning and community
Emerging Themes
<i>Students learned...</i>
...how to interact with others
...about networking
...communication skills
...to make connections
14% disagree/strongly disagree that the GoBe felt like a place for learning and community
9% of the students reported that they didn't feel they learned anything
A Window Into You
84% agree/strongly agree that the GoBe felt like a place for learning and community
Emerging Themes
<i>Students learned...</i>
...about their inner self and strengths
...what they value
...what motivates them
...ways to see themselves in the future
...they are similar to others and how to interact with others
...their environment shapes them
16% disagree/strongly disagree that the GoBe felt like a place for learning and community
18% of the students reported that they didn't feel they learned anything
Civility
74% agree/strongly agree that the GoBe felt like a place for learning and community
Emerging Themes
<i>Students learned...</i>
...the importance of civility
...the importance of kindness
...the importance of politeness
...to be aware of others and their surroundings
...about their responsibility for others
26% disagree/strongly disagree that the GoBe felt like a place for learning and community
18% of the students reported that they didn't feel they learned anything

QEP/New Student Experience

NSE Faculty: New Hires

In the scope of their dual role, each new FT faculty member will create a supportive environment for student success and encourage the growth of a learning community through the development of various student engagement opportunities. These colleagues will also help to ensure a successful college transition and will encourage student persistence by developing ongoing advising relationships.

Data Collection Tools: Faculty Development of the new NSE Faculty

- Weekly Feedback from the faculty in training
- Post-training Qualtrics survey
- Weekly campus-based discussions
- One-Month post-training gathering and discussions (Faculty in Community)

GOAL: Provide NSE Students with a dedicated faculty advisor.

WHAT WE DID: As part of the New Student Experience, the College hired 12 new, 12-month NSE faculty members to serve in a unique, 40-hour-a-week role in which they work as instructors and student advisors. The FT faculty started in June 2014 and spent three-weeks in intense training focused on the development of the following:

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

The faculty also participated in a 6-hour training on the use of the StrengthsQuest tool used in the course to help students identify their strengths as well as an 8-hour Introduction to The NSE Course Curriculum training, an internal credential required for any faculty who teaches the NSE Course.

Fall 2014 – 1883 students were taught by a 12-month FT NSE Faculty/Advisor

32% of the students in the NSE Course had a dedicated faculty/Advisor

WHAT WE LEARNED: The three-week training was an invaluable opportunity to prepare the new faculty for their role. We learned that the development of a new group of faculty in a fast-paced development series, while their role was still being developed, needs to include opportunities to learn, observe, and apply new skills. In the future, we will work closely with the office for Teaching and Learning to make improvements to the training for future NSE faculty. We are also working on plans to provide the NSE faculty with just-in-time training opportunities to be delivered throughout the semester.

NSE Faculty Development – Analysis and Recommendations Summary Report.

Learning Support Services: Support of the New Student Experience

In response to the increase in 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 worked 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.



Learning Support Services – What Worked and Next Steps.

Next Steps

On January 30, 2015, both the NSE Course data and the CoCurricular GoBe data were analyzed and reviewed by a team of expert panel review members consisting of faculty, deans, administrators, and staff. Based on the analysis of the data and the feedback provided, a list of themes and recommendations for improvements emerged. These themes and recommendations are part of the continual improvement plan for the New Student Experience, inclusive of the Course and the CoCurricular activities, and will be addressed during the spring term as we continue to improve the experience for our new students.

During the Spring 2015 term, there are 108 sections of the NSE Course with 2559 students enrolled. 66% of these students are being taught by the full-time, 12 month faculty. As part of the ongoing discussions about the NSE, the Campus Presidents, the Deans of Learning Support, the Director of the NSE, the VP of Academic Affairs, and the VP of Student Affairs have been working on an enrollment strategy for future terms as we work toward 100% enrollment.

The next step in the New Student Experience plan is an intentional Front Door Alignment, which will focus on offering a restricted number of front door courses to our new students. Deans and faculty across the college are working on planning and enrollment strategies for these courses, to be implemented in Fall 2015. Additionally, a team of faculty is considering how these front door courses can infuse the LifeMap College Success Skills while supporting students as part of the NSE.

Finally, the Spring 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.