



READY, SET, SUCCEED!

SPC St. Petersburg College





# EXECUTIVE SUMMARY QUALITY ENHANCEMENT PLAN

#### St. Petersburg College (SPC)

is defined as a Florida College System institution, serving Pinellas County. In June 2001, the name was changed to St. Petersburg College, and in 2002, it became Florida's first two-year college to offer bachelor's degrees. Today, SPC offers more than 100 degree and certificate programs, including many high-demand, high-skill, industry-recognized workforce certifications. The College stands as a multi-campus, four-year public institution with 10 educational locations throughout Pinellas County. Some 60,000 students a year are served by SPC, including students in residence from more than 100 countries (see Appendix A).

#### THE MISSION STATEMENT at St.

Petersburg College is to "promote student success and enrich our communities through education, career development and self-discovery." The Quality Enhancement Plan (QEP) allows SPC to focus on college readiness for long-term success as an essential element to help students start smart and finish strong.

Ready, Set, Succeed! (RSS!) provides a framework and focus for students that are not yet college ready to begin to know themselves by strengthening their self-efficacy, preparing themselves by understanding how they learn best, and using those strategies to persist and complete their academic goals. These areas will be explored as part of small learning communities, or neighborhoods, which will include faculty mentors and learning support specialists, who will be success coaches.

Research on best practices and national statistics, as well as college-wide data, has shown that flexible opt-out students (those students who have opted out of at least one recommended developmental class) need the greatest support in college-level classes since they are the most underprepared of SPC's student population.



### **Mission Statement**

Promote student success and enrich our communities through education, career development and self-discovery



#### THE QEP WILL FOCUS ON THREE KEY GOALS:

**Ready**: Students will identify their learner mindset, including their motivation, and take ownership of their academic goals.

**Set**: Students will learn strategies, such as time management, knowledge monitoring, and comprehension, to help them along their academic path.

**Succeed**: Students will show how the learner mindset and learning strategies have helped them in persistence, retention, and completion of their degree or certificate.

The implementation of the QEP will begin with a pilot in Fall 2017 with a sample of students, representing two campuses, the St. Pete/Gibbs campus (South County) and Clearwater campus (North County). Each year, the program will be expanded to additional campuses.

For this program, these students will be placed in learning communities called Neighborhoods for Success (N4S) and will interact with their faculty mentor and success coach. The students will engage with others in their neighborhood through face-to-face meetings and on-campus events, as well as online modules in MyCourses, SPC's Learning Management System. Within these neighborhoods, students will find membership, belonging, and support; engage in meaningful, interdisciplinary, integrative coursework promoting diverse views; and gain encouragement to persist toward completion of their academic goals.

Since the mission of the institution is to promote student success through education, career development, and self-discovery, the QEP will enrich SPC's focus on the College experience as a way to help students finish what they start. This program will provide an opportunity for all of the student support systems to work collaboratively to provide intensive support for this student population.





### Acknowledgments

This plan is truly the work of a large group of people at St. Petersburg College. First, the Board of Trustees has been a huge support of this plan. They have listened to our ideas and provided valuable feedback along the way. Next, the president of St. Petersburg College, Tonjua Williams, and former president, Bill Law, as well as the senior administration, especially Anne Cooper, Jesse Coraggio, Brian Miles, and Frances Neu, have also supported the work done by the Topic Selection Committee and Quality Enhancement Committee. They have asked thoughtful questions and made us think carefully and critically about all aspects of the plan.

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Of course, the plan would not have been developed without the help of all of the members of the Topic Selection Committee and Quality Enhancement Committee, which included faculty, students, alumni, provosts, deans, advisors, and other support staff. They have taught everyone a great deal about collaboration and team work. The N4S leaders, Melanie Paden, Judy Macdonald, Carol Weideman, and Michael Crews, also contributed greatly to the plan and will be an essential part of our pilot, as they will guide our students through our Ready, Set, Succeed! program.

Finally, our SPC students are the primary inspiration for this topic focus. With their success in mind, we hope that we have developed a plan that will build their skills and confidence and support their academic and career goals.

Thank you again to all our key contributors, enthusiastic supporters, and valued stakeholders. We look forward to the success of Ready, Set, Succeed!

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### Acronyms and Abbreviations

American Association of Community Colleges AACC Career and Academic Community CAC Career Council and Employee Council CSEC Center of Excellence for Teaching and Learning CETL **College Placement Test** CPT Community College Survey of Student Engagement CCSSE College of Computer and Information Technology CCIT **Educational Testing Service** ETS First Time in College **FTIC** FYE First-Year Experience Florida Atlantic University FAU Florida College Systems FCS Faculty Governance Organization **FGO** Georgia State University **GSU** Institutional Effectiveness ΙE **Knowledge Monitoring Assessment** KMA LASSI Learning and Study Strategies Inventory Learning Management System LMS LRC Learning Resource Center Learning Strategies Inventory LSI MLP My Learning Plan N4S/NFS **Neighborhood for Success** Online Learning Services **OLS** Project for Education Research that Scales **PERTS** Pulse Business Intelligence Pulse BI **QEC Quality Enhancement Committee Quality Enhancement Plan QEP** Ready, Set, Succeed! RSS! SPC St. Petersburg College SR L Self-regulated Learning Senate Bill SB Senior Vice President SVP **Smart Start Orientation** SSO SPC/TLC SPC's Teaching and Learning Conference Specific Measurable Achieve or Relevant Time **SMART** Survey, Question, Read, Recite, and Review SO3R Student Government Association SGA Student Learning Objectives SLO Survey of Entering Student Engagement SENSE Time Management Behavior Scale **TMBS Topic Selection Committee** TSC



#### St. Petersburg College Locations

Allstate Center	AC
Clearwater Campus	CL
Downtown Center	DT
EpiCenter	EPI
Health Education Center	HEC
Midtown Center	MT
Seminole Campus	SE
St Pete/Gibbs Campus	SPG
Tarpon Springs Campus	TS
VetTech Center	VT

#### **G**ATEWAY **C**OURSES

Basic Computer and Information Literacy	CGS 1070
Elementary Statistics	STA 2023
Exploration of Mathematics and Quantitative Reasoning	MAT 1100
Financial Accounting	ACG 2021
Composition I	ENC 1101
Human Anatomy and Physiology I	BSC 2085
Intermediate Algebra	MAT 1033
The College Experience	SLS 1100





# CHAPTER 1

Topic Selection and Plan Development Process

### TOPIC SELECTION

#### FOUNDATIONAL INITIATIVES

As a starting point for the Quality Enhancement Plan (QEP) topic selection process, St. Petersburg College (SPC) first examined existing college-wide initiatives to understand what opportunities might exist for not only quality enhancement but also integration with established initiatives that support student learning and success.

SPC is a nationally recognized leader at analyzing information on student performance and utilizing that analysis to create and implement initiatives that increase student success. For the past five years, SPC has been working on two distinct initiatives that have coalesced into a single initiative, now called **Guided Pathways.** 

#### THE COLLEGE EXPERIENCE

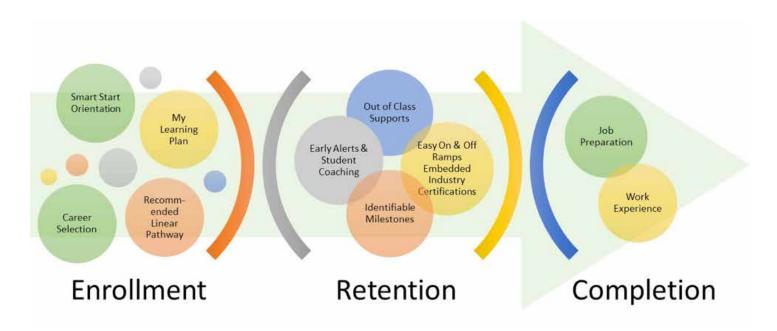
The College Experience began in 2012 and focuses on five student support systems to ensure students receive the necessary services that enhance their ability to succeed in their courses and finish what they start.

These support systems include:

- a four-week new student orientation called Smart Start
- enhanced out-of-classroom support
- a focused My Learning Plan
- a student Early Alert and Coaching System
- integration of Career and Academic Advising

The following image depicts the support structure students experience from enrollment to completion (see Appendix B).

# THE COLLEGE EXPERIENCE AT SPC SMART-START FINISH-STRONG MODEL





#### **ACADEMIC PATHWAYS**

The Academic Pathways initiative began in 2012 through the College's annual Curriculum and Assessment Summer Institutes. During the past five years, recommended academic pathways for each certificate and academic program have been created. Stackable credentials of college certificates and industry certifications have been embedded within each Academic Pathway.

#### GUIDED PATHWAYS

During the 2016 Summer Institute, work on combining these two separate initiatives into one seamless experience for students began. In addition to merging the benefits from both separate initiatives into a seamless experience for students, the work focused on how students would be introduced to the concept of Guided Pathways. Ten Career and Academic Communities (CAC) were designed as a gateway for students to begin to narrow down their interests and choices. These communities engage students from the moment the students begin at the College

through the Smart Start new student orientation and continue to engage them throughout their academic path while being supported with the College Experience support services (see Appendix C, bottom).

As the College was working on designing the Guided Pathways, the QEP topic exploration process began in August 2015. Many of the QEP topic discussions focused on the students who were starting on their Guided Pathway, particularly on how the College could increase student success at the beginning of their academic career.

#### BACKGROUND RESEARCH

As with other initiatives at the College, SPC started by having conversations about possible QEP topics that could benefit student learning and success. Faculty and staff have access to SPC's Pulse Business Intelligence (Pulse BI), which is a data system of dashboards that maintains the pulse of programs and allows key stakeholders to determine the history and status of student success. Since SPC has established itself as a data-informed culture, faculty and staff already had some sense of the areas that needed attention.

The first formalized conversation began in early September 2015 with a broad base of stakeholders of faculty, staff, alumni, and students with first-hand knowledge of the College's needs. These groups came together in a Collaborative Lab, which is an accelerated, facilitated brainstorming session led by a team of facilitators, technologists, documenter, and business illustrator, who have extensive expertise in eliciting actionable solutions and active participation from the entire group.

## **GUIDED PATHWAYS**





#### Seven potential topics emerged from the process:

- First-year experience
- College readiness
- Student success in online, highest enrollment, or SPC's gateway courses
- Writing in the highest enrollment classes
- Faculty engagement in student learning support for degree foundation courses
- Subsequent success in critical courses on Academic Pathways
- Personal responsibility, social engagement and ethical decision making among students

Subsequently, a Topic Selection Committee (TSC), comprised of a broad base of faculty, students, alumni, and staff, was formed (see Appendices D and E). The 27-member committee met bi-weekly, starting in October 2015. During that time, their primary goal was to find a topic by conducting research, writing white papers on the respective potential topics, and exploring existing institutional data regarding each topic.

In order to gather a broad perspective of the needs at the College, between October and November 2015, committee members hosted 14 open forums at eight different educational locations, one online forum, and five different sessions at All-College Day, SPC's annual event where faculty and staff come together for an entire day to share ideas and information. Through the 14 forums, over 200 students were able to contribute ideas and provide feedback on possible topics.

After each open forum, the ideas were placed into relevant themebased categories. The following four broad-based concept areas emerged:

- First-year experience for long-term success
- Strengthening writing
- College readiness
- Online engagement for enhanced learning

To get additional feedback on the four topics, the TSC sent out three different surveys between November and December 2015. These surveys were sent to students, faculty, staff, and workforce advisory board members.

#### STAKEHOLDER ENGAGEMENT

Of the 824 faculty, staff, and students who responded, 35.4% indicated that **College Readiness for Long-term Success** was the first area of greatest concern with 21.9% seeing **Strengthening Writing** as the second concern. Of the 76 workforce respondents, 49.3% indicated that **Strengthening Writing** was the number one topic with 28.0% seeing **College Readiness for Long-term Success** as second.

After a final review of the data in December 2015, the TSC determined that College Readiness and Strengthening Writing were the two top broad-based concept areas that should be examined further. Starting in the Spring 2015, the TSC began gathering additional data. First, the Community College Survey of Student Engagement (CCSSE) results were analyzed.

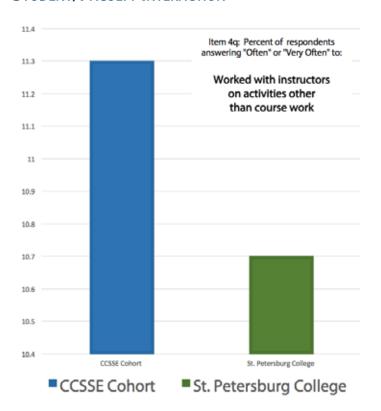
#### STAKEHOLDER SURVEY





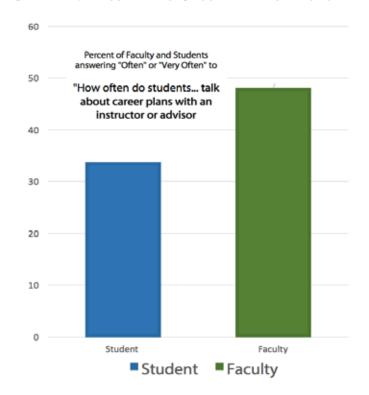
The goal of the CCSSE is to provide meaningful data for community colleges to identify areas of improvement in their programs and services for students. Items related to student success, or the environment in which students learn, were analyzed with the goal of obtaining an accurate reflection of student-related issues. The TSC noticed that SPC lagged slightly behind the national average of other CCSSE institutions in items related to support with instructors outside of class. When students were asked if they worked with instructors on items other than course work, only 10.7% responded with often or very often compared to the national average of 11.3% (see Figure 1).

FIGURE 1
CCSSE DATA 2015
STUDENT/FACULTY INTERACTION



Moreover, when the TSC further examined the student engagement perceptions of faculty and students, they discovered that there were significant differences between faculty members' and students' perceptions about how often they talk about career plans with a faculty member or advisor. Only 33.7% of students felt that they talked about career plans with a faculty member or advisor often or very often while 48.1% of faculty indicated that they had discussed career plans with students often or very often (see Figure 2).

FIGURE 2
CCSSE DATA 2015
DIFFERING FACULTY AND STUDENT PERCEPTIONS







Second, the TSC examined the data from the 2015 Survey of Entering Student Engagement (SENSE), provided by the Center for the Community College, to see why some of the entering students persist and succeed and others do not. Again, the TSC recognized that SPC students did not feel strong in the areas of College Readiness at 41.8% compared to 50% of students in the SENSE cohort and 59% in the top-performing colleges within the cohort (see Figure 3).

With this additional data, in April 2016, the TSC presented the Board of Trustees with the topic, College Readiness with an Emphasis on the First-year Experience for Long-term Success, which was approved. In April 2016, the topic was announced to the entire college community.

### PLAN DEVELOPMENT

#### **OVERSIGHT**

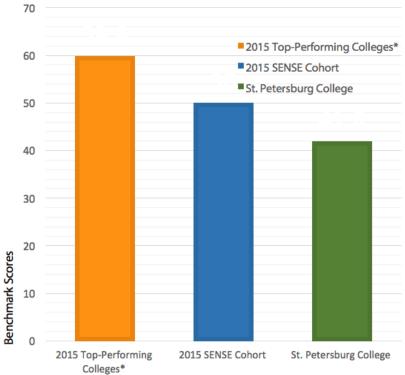
Starting in the Summer 2016, after an application process, another committee was formed. Known as the Quality Enhancement **Committee** (QEC), this 48-member committee, made up of a broad base of stakeholders, including students, alumni, staff, including learning support specialists, advisors, as well as provosts and deans, and faculty (both adjuncts and full-time) was tasked with focusing the plan and determining the student population with the greatest need at the College (see Appendices D and E). Like the TSC, the QEC delved into the institutional data. The committee began pulling specific college success data, including success rates in particular courses. Two of those courses were Composition I (ENC 1101) and Intermediate Algebra (MAT 1033), two of highest enrolled courses at the College (see Appendix F).

Though the success rates in Intermediate Algebra (MAT 1033) were alarmingly low, they did seem to be holding steady. The Composition 1 (ENC 1101) success rates, on the other hand, were consistently dropping year over year as seen in Figure 4.

FIGURE 3

BENCHMARKS OF EFFECTIVE EDUCATIONAL

PRACTICE WITH ENTERING STUDENTS



#### Effective Track to College Readiness

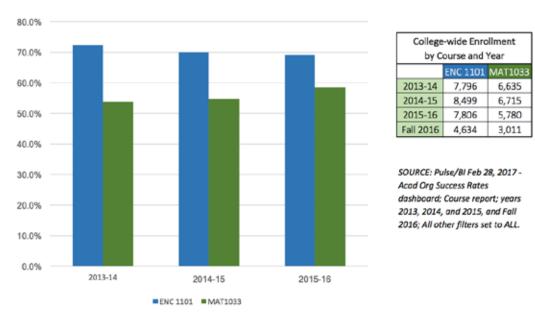
\* Top-Performing Colleges are those that scored in the top 10 percent of the cohort by benchmark





FIGURE 4

COLLEGE-WIDE SUCCESS RATES BY COURSE AND ACADEMIC YEAR



The dropping success rates are directly related to the passage of Florida Senate Bill (SB) 1720 in 2013, which allowed Florida public high school graduates, after 2007, to bypass taking college-level placement tests. Prior to SB 1720, students who placed into one or more remedial courses were required to complete recommended developmental education courses before moving to college-level coursework (see Figure 5).

FIGURE 5
SUCCESS RATES OF STUDENTS BEFORE AND AFTER SB 1720

	Prior to SB 1720	Post SB 1720
	Students that took Developmental Writing	Students recommended to take Developmental Writing but Declined
Fall 2012	70%	
Fall 2013	70%	
Fall 2014		50%
Fall 2015		53%
	Prior to SB 1720	Post SB 1720
	Students that took Developmental Reading	Students recommended to take Developmental Reading but Declined
Fall 2012	50%	
Fall 2013	60%	
Fall 2014		49%
Fall 2015		50%
	Prior to SB 1720	Post SB 1720
	Students that took Developmental Math	Students recommended to take Developmental Ed Math but Declined
Fall 2012	73%	
Fall 2013	75%	
Fall 2014		36%
Fall 2015		39%

Source: BI PULSE Student Success



With the passage of Florida's SB 1720, SPC experienced a significant decline in students that chose to register for recommended developmental coursework. Many students started at college level when they were underprepared to do so and failed to succeed without proper support or a learning environment that addressed their needs (see Figure 6 and Appendix F).

Furthermore, both of SPC's gateway courses are indicator courses within SPC's predictive analytics software, Civitas Illume Courses:

#### FIGURE 6 CIVITAS ILLUME

#### Earning a C in ENC-1101 is a Yellow Flag signal

Students with a C in ENGC-II01 tend to persist, but they graduate at a rate far lower than students with better grades.





Students with a C in ENC-1101 are 75.9% likely to persist, but only 25.6% likely to graduate.



Students with a C in ENC-1101 who do persist are 29.2% less likely to graduate than persisting students with higher grades. This drop is 1.8x larger in NC-1101 than in the average 1st year course.

#### The percentage of D/F/Ws in MAT-1033 is a Challenge signal



The percentage of students with D/F/Ws in MAT-1033 is much higher than the average course, and these students are far less likely to graduate than classmates with higher grades.



24.7% of students have D/F/Ws, compared with 18.2% in the average course.



9.3% of the students with D/F/Ws in MAT-1033 go on to graduate, compared to 46.5% of classmates with higher grades.





#### TARGET POPULATION

The QEC, trying to find specific groups that were not successful in these courses, then decided to look at the **different populations of students** who were enrolled in these courses. From careful examination of the success data, three primary groups emerged:

- Flexible opt-out students (those students who are recommended to take developmental coursework but decided to opt-out because it was not required by the state or institution).
- First-time in college students (FTIC) (those students who are taking college courses after applying to college for the first time).
- Returning college students (those students who have been out of college for two or more semesters and were returning to college).

Of the three groups, **flexible opt-out students** seemed to stand out as the population that had the lowest success rates in both classes. For flexible opt-out students, in Fall 2015, in ENC 1101, the success rate was 58.5%; and in MAT1033, the success rate was 43.0% as seen in Figure 7.

Next, the committee wanted to get a clear understanding of two key pieces of information:

- the number of students included in this flexible opt-out population
- the modality of courses that these students were choosing to enroll in

In the Fall of 2016, the QEC learned that there were 1,309 flexible opt-out students, and that these students were choosing to enroll in both online and on-campus classes. In fact, the QEC found that only a small percentage of students preferred to remain solely within the online environment, and a significant number of these students (89%) who did not take one or more developmental education recommendations at the College were enrolled in at least one on-campus class (see Figure 8).

The QEC analyzed this information and further refined the topic focus to include the flexible opt-out students as the target population. Knowing the topic focus and the population that was at the greatest need, the committee then needed to determine how to best help these students.

FIGURE 7

#### FALL 2015 SUCCESS RATES

	Comp I ENC 1101	Intermediate Algebra MAT 1033
All Students	75%	61%
Flexible opt-out	59%	43%
FTIC	70%	59%
Readmit	69%	56%

Source: BI PULSE Student Success Dashboard

FIGURE 8

# "FLEXIBLE OPT-OUT" STUDENT ENROLLMENT BY COHORT TERM AND COURSE MODALITY

	Fall 2014	Fall 2015	Fall 2016
FTF Only	433	786	743
Online and FTF	262	470	418
Online Only	36	129	148
TOTAL	731	1385	1309

Source: BI PULSE Student Success Dashboard.

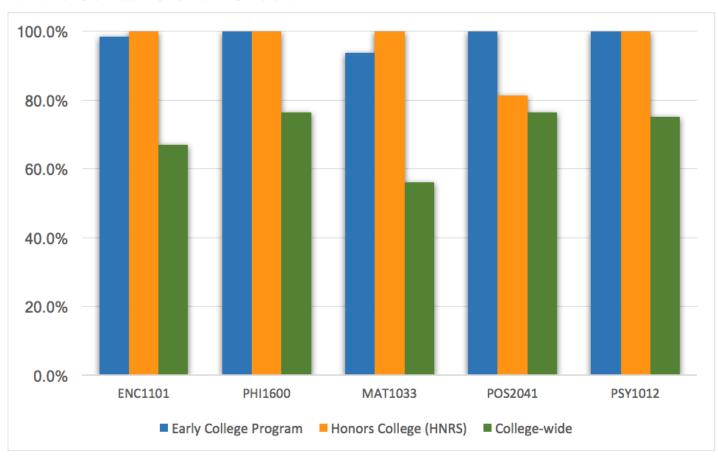


#### LEARNING COMMUNITIES MODEL

The QEC began to look at those **groups that had high success rates** at the College. What became apparent through the data were the populations of students who were successful in their courses included students enrolled in courses that had elements of a learning-type community, such as the Early College program and the Honors program.

To gain better insights into these learning-type communities, the QEC looked at the **five highest-enrolled** classes at the College to compare the success rates of these two groups in relation to the general population. The committee found that the Early College program and the Honors College program had significantly higher success rates than that of the general population of students (see Figure 9).

FIGURE 9
FALL 2016 GEN ED COURSE SUCCESS RATES OF EARLY COLLEGE PROGRAM AND HONORS COLLEGE STUDENT GROUPS



Class Subject	Early College	Program	Honors Colle	ge (HNRS)	College-	Wide
ENC1101	98.3%	n=58	100.0%	n=8	67.0%	n=4634
PHI1600	100.0%	n=39	100.0%	n=18	76.3%	n=3421
MAT1033	93.8%	n=32	100.0%	n=12	56.1%	n=3011
POS2041	100.0%	n=28	81.3%	n=16	76.3%	n=2669
PSY1012	100.0%	n=23	100.0%	n=6	75.2%	n=1970

Source: BI PULSE Student Success Dashboard.

With the successes of these groups, the QEC decided to further delve into the **research concerning learning communities**, identify different models of learning communities, and complete two different site visits to Georgia

State University (GSU) and Florida Atlantic University (FAU).

GSU was chosen because of its success with a similar student population to SPC's own with commuter and working students in an urban setting. Additionally, SPC wanted to look at a model of a successful learning community and cohort model that supported student success in the student's first year.

Likewise, FAU was chosen because of its strong reputation with learning communities and the variety of learning community types (major focus, academic success, residential, commuter) that it used. Since the QEC was also interested in embedding peer mentoring into its program, FAU offered a clear peer mentoring model for the learning communities' environment.

In July 2016, 6 members of the QEC traveled to GSU to meet with its academic team to learn more information about its learning communities, and in September 2016, 10 members of the QEC traveled to FAU to meet with faculty, advisors, and students to see how its learning communities operated.

GSU shared that students who participated in their freshman learning communities with block schedules or as cohorts of 5 to 6 courses were retained at 85% compared to 81% of students that did not participate in GSU's freshman learning community. In addition, in the freshman learning community, students maintained a higher grade point average of 2.96 compared to 2.73 for students not participating in the freshman learning community.

FAU shared that students who participated in learning communities had more opportunities to form study groups, get help from their peers, and connect with people in their majors. This connection resulted in higher retention rates and engagement for students that participated in those communities. In fact, based on the data provided by FAU, the numbers showed that students in a first-year learning community were retained at about a 3-5% yearly rate compared to students who were not in a learning community. Moreover, their grade point averages were higher each year, starting in 2008.

With the information from the data and on-site visits, the QEC decided that using learning communities would help to enhance **College Readiness for Long-term Success.** As the College was already starting Career and Academic Communities with the Guided

Pathways initiative, the committee decided that the QEP learning communities would become more like small neighborhoods, calling them **Neighborhoods** for Success (N4S).

The N4S sub-committee was formed, and the team determined that **Neighborhoods for Success** (N4S) would be learning communities comprised of new to SPC flexible opt-out students who would receive:

- a developmental education recommendation in all three disciplines (math, reading, writing);
- "opted-out" of at least one of the developmental courses that was recommended.

### SKILLS DEVELOPMENT

The next part of the discussion focused on the types of skills that these students would need in the **Neighborhoods for Success**. Between September and December 2016, the QEC met to revisit and discuss the topics that had emerged in the open forums and surveys within the institution.

Some of the topics that originally emerged were:

- Time Management
- Study Skills
- Note-taking Skills
- Learner Mindset
- GRIT
- Informational Fluency
- Creative Thinking
- Critical Thinking

After much discussion and the examination of other models, such as those at GSU and FAU, three general topic areas arose:

- Metacognition
- Non-cognitive Skills
- Information Fluency

Based on the three new categories, in January 2017, three new sub-committees were also formed so that the groups could review the literature for each of the topic areas and data to see which areas were the greatest needs for SPC students:

- Learner Mindset
- Learning Strategies
- Information Literacy



All three sub-committees wrote white papers and built a framework around which their topic could be formed. While originally the committee wanted to focus on all three areas, after careful examination, the QEC realized that the scope of the initial project was too large and needed to be refined. Although information fluency is a valuable topic, the committee decided that the greatest needs for this student population were in the areas of metacognition and non-cognitive skills.

The metacognition, non-cognitive, and N4S subcommittees met from January to May 2017 and their goal was to determine 1) how these N4S would operate; 2) how the skills would be taught; 3) how peer mentoring would become part of the N4S.

### **BROAD ENGAGEMENT**

In February 2017, the QEC added three more subcommittees:

- Assessment Committee
- Budget Committee
- Implementation Committee (Course Development Team and Peer Mentoring Team)

These groups met from February 2017 to July 2017 to find and match the assessments to the QEP's objectives, plan the budget for the five years of implementation, and work on the implementation plan at the College (see Appendix D).

During this time, the QEC also continued to reach out to other groups around the College to make sure that the broad-based involvement continued.

Since students were a critical part of the plan, the QEC decided to hold two different student contests. The first one in September 2016 was for students to learn about the topic and come up with a slogan for the program. With 77 student entrants, the student slogan **Ready, Set, Succeed!** was selected as the winner and became the three goals of the program.

Ready, Set, Succeed!

qep.spcollege.edu

In November 2016, the second contest was for students to create a logo to support this slogan and program. The QEC selected a winner and two runners up and asked our marketing department to merge elements of all three logos together as a representation of The QEP's focus.





With the slogan and logo in place, the plan was rolled out to the entire SPC community. The Marketing Committee was assembled, and this group was tasked with creating a marketing plan to make sure that everyone was aware of the **Ready, Set, Succeed!** program. This plan included having a presence at SPC events, such as Fall Faculty Welcome Back and All College Day 2016, as well as campus promotional events and QEP faculty contests to bring awareness to the topic. This also included five videos that captured the various parts of the process and targeted the value of **Ready, Set, Succeed!** to different populations within SPC.

Additionally, to further increase awareness, in December 2016, the Marketing Committee with the support of the QEC decided to launch the **QEP Ambassadorship Program**. Three ambassadors, made up of a faculty member, staff member, and student, from all 10 educational locations were selected after an application process, to become an ambassador between the QEC and the location where they worked and/or took classes.

#### **EDUCATIONAL LOCATIONS**

- Allstate
- Clearwater
- Downtown
- Epicenter
- Health Education Center
- Midtown
- Seminole
- St. Pete/Gibbs
- Tarpon Springs
- Vet Tech



Some of the events that these groups hosted and attended were:

- Welcome Back events
- Taste of Soul events
- Career Service and Employee Council (CSEC) meetings
- College of Computer and Information Technology (CCIT) meetings
- Valentine's Day events
- Student Governance Association (SGA) events
- Advising Team meetings
- Triad meetings
- Community Ecosystem meetings
- Study Abroad meetings
- Florida Governance Organization (FGO) meetings
- Off on the Right Foot and Off on the Right Paw
- Job Fairs
- Midterm Coffee and Donuts events
- Community Outreach Events
- Narrowing the Gulf Conference
- SPC's Teaching and Learning Conference (SPC/TLC)
- Spring Training
- Accessibility Services Training

The goal of these events was to help ensure that the entire college community was a part of SPC's QEP.

#### **QEP GOALS**

By May 2016, the QEP focus was set with the focus to organize students in **Neighborhoods for Success (N4S)** and accomplish three goals:

**READY:** Students will identify their learner mindset, including their motivation, and take ownership of their academic goals.

**SET:** Students will learn strategies, such as time management, knowledge monitoring, and comprehension, to help them along their academic path.

**SUCCEED:** Students will show how the learner mindset and learning strategies have helped them in persistence, retention, and completion of their degree or certificate.









# CHAPTER 2

Student Learning Outcomes and Program Outcomes with Operational Definitions

As stated in chapter 1, St. Petersburg College (SPC) has developed a clear institutional process for addressing the needs of students through rigorous analysis of student success data and using the findings to create institutional goals and college-wide initiatives. The Quality Enhancement Committee (QEC) modeled this process by conducting a rigorous analysis of data and engaging stakeholders to develop a focus for the Quality Enhancement Plan (QEP).

The focus of the QEP is to enhance student learning through college readiness strategies within **Neighborhoods for Success (N4S)** as addressed in the Ready, Set, Succeed! (RSS!) program.

After the QEP focus was presented to faculty and administrative leaders, the QEC went to work developing goals, operational definitions, and student learning objectives that will result in enhanced student learning and success. The subcommittees that were formed during the topic selection process worked together and with the assessment subcommittee to develop the following goals, definitions, and learning objectives for the **RSS!** program.

**Ready:** Students will identify their learner mindset, including their motivation, and take ownership of their academic goals.

Within their N4S, students will explore what their academic/career goals are and how those goals impact their motivation for enrolling at SPC. With guidance from the faculty mentors and success coaches, students will explore and develop expectations and behaviors that will support academic achievement and help them take ownership of their results in the classroom.

#### STUDENT LEARNING OUTCOMES

STUDENT LEARNING OUTCOME 1: Students will identify why they came to college, what their motivations are for pursuing a degree or certificate, and how they can apply their behaviors to take ownership of their academic goals (motivation and ownership).

**Set:** Students will learn strategies, such as time management, knowledge monitoring, and comprehension, to help them along their academic path.

The faculty mentors and success coaches in the N4S will guide students in developing strategies for managing their time, monitoring their knowledge, and comprehending course material, which, in turn, will help the students achieve their academic goals. Through interaction with other students and course materials, students will reflect on their success and failures using these skills to build a tool kit of personalized strategies that will help them succeed at SPC.

**STUDENT LEARNING OUTCOME 2**: Students will identify barriers to efficient time management and apply the planning tools to increase productivity (time management).

**STUDENT LEARNING OUTCOME 3:** Students will identify their knowledge gaps (knowledge monitoring).

**STUDENT LEARNING OUTCOME 4**: Students will effectively apply thinking strategies to comprehend course material (comprehension).

**Succeed:** Students will show how the learner mindset and learning strategies have helped them in persistence, retention, and completion of their degree or certificate.

**STUDENT LEARNING OUTCOME 5:** Students will apply the skills learned during the Ready and Set fall semester portion of the N4S to their following semester courses and create a portfolio that best represents their learning.

After participating in the N4S, students will have the mindset and strategies necessary to succeed at SPC. This success will result in the N4S students succeeding in SPC's gateway courses, staying on their academic pathway, and completing their academic goals they identified at the beginning of their experience at SPC.

In addition to **Student Learning Outcomes** (SLOs) within this goal, the QEC identified three **Program Outcomes** (POs) that will be indicators of positive impact of the RSS! program and will be measured at the end of each academic year.



#### PROGRAM OUTCOMES

PROGRAM OUTCOME 1: The percentage of participating flexible opt-out students to continue enrollment (fall to spring) will exceed that of non-participating flexible opt-out students, year to year (Persistence).

PROGRAM OUTCOME 2: The percentage of participating flexible opt-out students to continue enrollment (fall to fall) will exceed that of non-participating flexible opt-out students, year to year (**Retention**).

PROGRAM OUTCOME 3: The percentage of participating flexible opt-out students to complete a degree or certificate will exceed that of non-participating flexible opt-out students, by the end of year 4 (2022) (Completion).

As part of a N4S, students will demonstrate mastery in each of the learning objectives through collaborative hands-on activities, participation in neighborhood events, and thoughtful discussion and assignment completion. Collaboration with faculty mentors and success coaches through participation in their N4S will further enhance student learning by helping students develop their confidence in learning and allowing them to identify the learning strategies that work best to help with persistence, retention, and completion of their academic goals.

#### **OPERATIONAL DEFINITIONS**

MOTIVATION - The degree to which a student will take ownership of his or her actions and adopt behaviors that lead to goal attainment.

OWNERSHIP - The level of behavioral expectations or commitment a student will apply to his or her academic goals and commitment to develop behaviors that support and promote successful learning strategies.

KNOWLEDGE MONITORING - The student's ability to monitor learning by differentiating between the known and unknown.

<u>COMPREHENSION</u> - The ability to use strategies that improve comprehension.

<u>TIME MANAGEMENT</u> - The act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency, or productivity.

<u>APPLICATION</u> – The student's ability to apply the Ready and Set fall semester portion of the N4S to his or her subsequent semester courses and create a portfolio to showcase his or her learning.

<u>RETENTION</u> - The percentage of participating flexible opt-out students to continue enrollment (fall to fall) will exceed that of non-participating flexible opt-out students, year to year.

<u>COMPLETION</u> - The percentage of participating flexible opt-out students to complete a degree or certificate will exceed that of non-participating flexible opt-out students by the end of Year 4 (2022).

<u>FEEDBACK</u> – The participating students will indicate that the college readiness strategies have positively impacted their academic success.









# INTRODUCTION TO THE LITERATURE REVIEW

As explained in a previous chapter, many students who are recommended to take developmental coursework are no longer required to take that recommendation and may end up underprepared in college-level courses. St. Petersburg College (SPC) has been working since 2014 to bridge the gap for students in several ways. For example, students who opt out of developmental writing can take an extra 1-credit lab with Composition 1 (ENC 1101). Tutoring services in the Learning Resource Centers (LRCs) have also been amplified over the last few years, with more tutors and longer hours. Free workshops in writing, math, and science are also offered.

While these efforts have clearly had a positive impact on students, the success rates of the flexible opt-out students continue to show a significant need of further intervention. With this in mind, the Topic Selection Committee (TSC) and the Quality Enhancement Committee (QEC) began their exploration of the literature on areas of greatest need and best practices in getting students ready for college.

Initial conversations and research led to three areas that have shown promise in supporting success among this population: learning communities, including peer mentoring, learner mindset, and learning strategies.

#### **COMMUNITIES MODEL**

The QEC has designated learning communities, **Neighborhoods for Success** (N4S), as an effective strategic means to develop students' non-cognitive (learner mindset) and metacognitive (learning strategies) capacities. Development of these abilities is likely to increase student success through persistence, retention, and completion. A considerable body of literature exists on the subject of learning communities, most of which supports the claim that learning communities contribute to these goals.

According to Wenger's (1998) conceptual framework of a social theory of learning, human beings are social creatures, and, therefore, it would be logical to develop socially focused pedagogical methods. It is difficult for learning to occur in isolation. Learning should be understood as a matter of being actively engaged

and participatory in the world; learning makes engagement with the world significant and vice versa. It is paramount to provide students an environment in which they may engage with other students, faculty, and coaches in a supportive and educationally rich way.

In surveying several collaborative learning communities across the nation, Macgregor, Tinto, and Lindblad (2001) found that most students reported greater time on task in their work; perceived learning communities as positive, supportive learning environments; and even remarked that administrators associated with learning communities were more congenial. Other studies have shown that collaborative learning is associated with increased student success (Zhao & Kuh, 2004) and improves student retention (Hotchkiss, Moore, & Pitts, 2006).

Yet, the impacts of learning communities transcend academic success. According to Bean and Eaton (2001), "Learning communities enable students to become more socially adept. Peer groups that share common academic goals enhance both social and academic efficacy by giving students a structure in which to build competence and confidence" (p. 81).

They further note that growth in confidence translates to academic abilities and positive social relationships, which helps students integrate into collegiate life (Bean & Eaton, 2001). This seems particularly important for students from underserved or marginalized populations, who may not initially feel as if they "belong" in college or may struggle with perceptions of self-efficacy in the educational environment.

Gabelnick, Macgregor, Matthew, and Smith (1990) concluded that student retention is increased in learning communities because students feel they have an active role in their educational experience, as opposed to being passive receptacles of dispensed knowledge. Lardner and Malnarich (2008) further support this through their assertions that pedagogical models, such as learning communities, provide organizational structure focused on student engagement, as well as institutional commitment to meaningful teaching and learning, which can lead to greater student persistence. They contend that such models help to create high-quality learning with knowledge and skills that students perceive as relevant to the construction of meaning in the world as they perceive and experience it.



For community college students and marginalized student populations, many of whom face the most significant barriers to success, learning communities show the greatest promise (Lardner & Malnarich, 2003; Tinto, 1997). In fact, research on low-income students in learning communities, especially communities that teach basic skills courses, indicates that students felt more confident in their abilities to succeed in college (Engstrom & Tinto, 2008).

With the unique nature of the community college population in mind, learning communities, or **Neighborhoods for Success** (N4S), offer a viable option for engaging, connecting, and leading students at SPC to learning experiences that help drive success in the classroom, workplace, and life.

Within a supportive community, students are then able to explore their learner mindset and discover learning strategies with the guidance of faculty mentors and success coaches. Besides faculty mentors and success coaches, students need a network of support that includes fellow peers to continue to make connections to increase long-term academic success.

#### PEER MENTORING

Mentoring programs in higher education have a long history with the aim of helping students succeed in the classroom and increasing student retention (Crisp & Cruz, 2009). Mentoring programs throughout the years have taken many forms, including using faculty as mentors, mentoring students based on their major, and integrating peer mentoring into first-year programs. According to Budge (2006), mentoring programs have been established by higher education institutions as solutions to the problems of underprepared students and the wide-range of issues that new students face when entering college. In addition, mentoring programs that offer assistance and encouragement to students during the first year of college have increased retention and graduation rates.

While many colleges and universities have implemented mentoring programs, developing a common definition of mentoring in the literature has been a challenge for authors and researchers (Crisp & Cruz, 2009). However, Campbell and Campbell (2007) have defined mentoring as any situation in which a more-experienced member of an organization maintains a relationship with a less experienced, often

new member and provides information, support, and guidance for the purpose of enhancing the latter's chances of organizational success. The institutions refer here to the more-experienced member as a mentor and the less-experienced individual as a protégé or mentee.

The literature has shown that, in particular, the peermentoring model has been successful in increasing student retention and helping students succeed in the classroom. Goff (2011) analyzed a peer-mentoring program designed to help students transition to college and found that participating students felt that the experience was valuable and that when students attended three or more peer-mentoring sessions, they performed significantly better in their introductory biology courses.



Another study of a peer-mentoring program focused on college students attaining their goals. Ward, Thomas, and Disch (2009) found that protégés made significant progress toward achieving their self-identified goals and had an increased retention rate above their peers that did not participate in the peer mentoring. The research findings show that a holistic, relationship-centered and goal-oriented peermentoring program could increase goal attainment and retention of early undergraduate students. In

addition, the researchers found evidence that the students in the peer-mentoring program increased their belief in the effectiveness of the personal efforts in attaining their academic goals.

While peer-mentoring programs show benefits to the protégés in the program, peer-mentoring programs can also benefit the peer mentors that participate in the program. Kiyama and Luca (2014) found that employing peer mentors can be mutually beneficial to the peer mentors because

the peer mentors were trained to demonstrate aspects of advocacy, role modeling, and acting as human bridges for the program participants while also benefiting from those very forms of institutional support embedded in the program structure. Specifically, peer mentors developed important peer-to-peer and peer-to-staff social relationships that aided in their own retention. (p. 489)

Many colleges and universities have developed peer-mentoring programs that are designed to engage students during the first year in college and to increase academic success. While the components of peer-mentoring programs vary from school to school, there are common components evident across peer-mentoring programs. These common components include a rigorous program for identifying and recruiting peer mentors. Many peer-mentoring programs rely on faculty members to identify successful students that they believe will be able to serve as quality peer mentors (Sanfilippo, 2014).

Successful peer-mentoring programs provide clear guidelines and requirements for the peer mentors. These guidelines include the amount of time peer mentors should devote to mentoring, the types of activities and communication strategies the mentors need to participate in with their protégés, and the tracking of their peer-mentoring activities. In addition, successful peer-mentoring programs provide a detailed training seminar for the mentors (Budge, 2006). Typically, a peer mentor training seminar should include the following topics:

- Importance of peer mentoring
- College resources available for students

- Role/requirements of the peer mentor
- Strategies for listening and communicating
- Strategies for overcoming challenges

After peer mentors have completed the training, peermentoring programs develop specific activities for peer mentors and protégés to meet, interact, and develop trust. Once the peer mentors build a relationship with the student, the peer mentor periodically contacts the protégé to engage the student in discussions about his or her academic progress, obstacles that may be preventing the protégé from being successful, and college resources that are available to help the protégé overcome those obstacles. In programs that are developed in conjunction with first-year experience programs, peer mentors are a part of the first-year experience seminars that are required for all freshman students (Marsh & Friedman, 2009).

Once the community connections are made, students can delve into the learner mindset to determine motivation for long-term academic success.



#### LEARNER MINDSET

#### **MOTIVATION**

One aspect of learner mindset is motivation. Students' understanding of and ability to maintain motivation are also cited as key factors in success (Pintrich, 2004). In fact, rates of persistence and completion are higher among students who identify their motivations early and revisit them throughout their academic careers (Glynn, Aultman, & Owens, 2005). Therefore, a reliable measurement of motivation is needed.

To measure motivation in academic settings, colleges are encouraged to consider factors such as self-efficacy



(Bandura, 1986) and self-regulation (DiBenedetto & Bembenutty, 2013). Self-efficacy is the belief that the individual perceives he or she possesses the skills necessary to perform a certain task (Bandura, 1977). Bandura (1977) suggests that observing and practicing specific tasks over and over reinforces and promotes positive self-efficacy. Self-regulated learning refers to the process in which students take ownership of their learning by managing motivation, reflecting on prior knowledge and relating it to knew concepts, and adopting learning strategies and behaviors to promote successful outcomes (Wolters & Hussain, 2015).

Attempting to measure and predict college success is nothing new. However, Young and Koplow (1997) warn against relying solely on traditional college readiness standards such as ACT or SAT scores, high school grades, and first-generation status. They claim that predictions about minority and at-risk students based on these standards alone will not be correct for two reasons: traditional measures of college readiness are ineffective identifiers of students' risk of attrition (Sedlacek, 1993) and second, traditional criteria lack predictive validity for assessing non-traditional college students' readiness.

Sedlacek (1993) recommends employing indicators as follows: academic behavior, academic perseverance, social skills, learning strategies, and academic mindset. These five indicators are often grouped together under the non-cognitive label, but they may also be referred to as mindset or self-regulation. These concepts are prevalent throughout the literature.

Many colleges teach non-cognitive strategies in first-year programs aimed at strengthening academic success specifically for at-risk students. Colleges hope that teaching non-cognitive strategies will increase retention and completion. However, there has been some criticism of the term *non-cognitive* (Sommerfeld, 2011). Some have claimed that it is too broad for academic validity.

The term *non-academic* has been suggested as an alternative; it focuses on the importance of personality factors: disposition, executive functioning abilities, habits of mind, external resources, and college knowledge.

By restructuring the category, researchers have been able to predict college readiness, persistence, and completion more accurately. The stronger predicting power of non-academic skills over more traditional measures, such as test scores, re-emphasizes the importance of student motivation, of understanding the habits of the mind, or of a student's mindset about college, and provide tools for determining the best course of action for course placement, career and academic planning, and sustained motivation (Sommerfeld, 2011). Once mindset is identified, academia should next look to the fuel that continues to motivate student persistence (Glynn, Aultman, & Owens, 2005).

Nationally recognized Educational Testing Service (ETS) incorporates persistence, dependability, motivation, ability to work with others, and intercultural sensitivity as non-cognitive factors interspersed throughout the onboarding evaluation tool for college freshmen. The outcomes of readiness tools such as ETS serve as a conversation starter for faculty to assist students with strengthening academic success. Furthermore, the aforementioned quality, motivation, is a key indicator throughout entrance assessments and should be leveraged to evaluate the level of ownership a student will commit to in order to reach the academic goal (Kyllonen, 2005).

#### **OWNERSHIP**

Additionally, it is important that the QEP introduces and discusses student mindset early in the project so that SPC can begin to discuss ownership. Based on the characteristics of the flexible opt-out population, the earlier the institution can understand why the students chose to come to college and what they believe about their ability to complete course requirements, the easier it will be to establish a baseline and track for individualized success.

According to the research, a student with a growth mindset will seek out academic support and take ownership of the learning process (Dweck, 2016). Personality attributes, such as motivation, confidence, and persistence, can be present in students with a growth or fixed mindset and can be taught and reinforced within First-Year Experience (FYE) programs and activities. Once an FYE program identifies where the student falls on the mindset continuum, it can build in milestones for individualized success. The goal of reinforcing the growth mindset is to strengthen ownership and self-efficacy.

Once the learner mindset is established, the student can begin to focus on the learning strategies that support long-term academic success.



# LEARNING STRATEGIES METACOGNITION

Metacognition has also emerged as integral to college success. It is defined as "a higher-order, executive process that monitors and coordinates other cognitive processes engaged during learning" (Tobias & Everson, 2009, p. 108) (see Figure 10).

FIGURE 10
HIERARCHY OF METACOGNITIVE
PROCESSES



Source: Tobias & Everson (2009)

Marzano's Taxonomy offers a framework for development of the metacognitive strategies that support overall success. An extension of Bloom's Taxonomy, Marzano's is three-dimensional and allows for the influence of personality constructs and personal experience in the learning process (see Figure 11). Studies discussing the effectiveness of Marzano's Taxonomy in curriculum development offer support for its use. Colley, Bilics, and Lerch (2012) used Marzano's Taxonomy and employed reflective writing assignments to encourage students to explore their own metacognitive experiences. The researchers concluded that students enjoy greater academic success as they become more aware of their own metacognition. The self-system, student beliefs about learning, serves as the basic motivator for learning, and understanding this system is a necessary first step in the learning process. Once motivated, students must address their own emotional responses to learning. From there, learners can begin to successfully monitor and regulate thinking, i.e., to engage in metacognition.

Nakyam, Kwangsawad, and Sriampai (2013) also concluded that curricula should start with the self-system (primarily motivation), then move to metacognitive strategies before moving on to the cognitive system and knowledge domain. Students in this type of design were more successful than those that began in the knowledge domain. This research strongly supports teaching metacognitive strategies across disciplines as a best practice for increasing postsecondary academic success.

Zimmerman and Campillo's (2003) self-regulated learning (SRL) model is a well-established, evidence-based framework that has served as a guide in developing QEP content to develop students' self-regulation by training them to use learning strategies and skills. The SRL cycle includes metacognition as a major factor, and it holds up metacognitive skills as essential to the success that self-regulated learners have been shown to achieve.

SRL is divided into three phases. As seen in Figure 12, SRL is represented as an event in time. The phases are cyclical "to capture the constant interaction of personal, behavioral, and environmental factors which lead the learner to constantly revisit aspects involved in the model" (Schunk, Pintrich, & Meece, 2008).

FIGURE 11

METACOGNITIVE SYSTEM

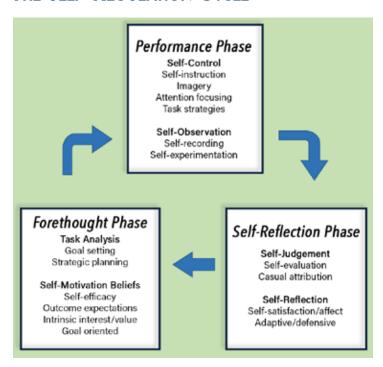
Metacognitive System				
Specifying Learning Goals	Monitoring the Execution of Knowledge	Monitoring Clarity	Monitoring Accuracy	

Source: Marzano & Kendall (2007)



## FIGURE 12

### THE SELF-REGULATION CYCLE



Source: Zimmerman and Campillo (2003)

Students exercise metacognitive control when their learning is informed by an awareness of their entering knowledge level, which then helps them determine what learning strategies to choose, and how much time to allocate (Serra & Metcalfe, 2009).

### TIME MANAGEMENT

Models of self-regulated learning often include measures of time management. Time management skills enable students to juggle reading assignments; written assignments with different lengths, deadlines, or grading weights; and study for tests at different points in their courses (Britton & Tessar, 1991).

Research shows that time management continues to be a challenge for students. An early survey in 1982 identified managing time effectively as the greatest need of 67% of undergraduates (Britton & Tessar, 1991). More recently, the 2015 Student Engagement Insights survey revealed a large segment of students (87%) always or sometimes struggled with time management (Strang, 2015).

Macan, Shahani, Dipboye, and Philips (1990) developed a model of time management in the early 1990s that has been tested extensively in the literature. Macan, Shahani, Dipboye, and Philips (1990) suggested that time management was more complex than initially thought. They identified three sets of behaviors that contributed to students' ability to manage time: goal setting and prioritizing, the mechanics of time management, such as planning and scheduling, and the inclination to be organized or disorganized.

Several studies support providing instruction to develop time management skills. Macan, Shahani, Dipboye, and Philips (1990), using an instrument developed to measure their time management model, reported that students who attended a time management seminar used those skills more often than those who had no training. They suggested that their instrument could be useful for evaluating time management instruction. More recently, studies have supported instruction in time management strategies to promote academic self-efficacy (Azar & Zafer, 2013; Hajar Naser, Ramin, Seyed Davood, & Mansour, 2014; Kader & Eissa, 2015).

#### KNOWLEDGE MONITORING

Students with a more accurate knowledge monitoring ability can determine the appropriate amount of time and effort needed to address their gap in knowledge. Tobias and Everson (2009) contend that metacognition is a hierarchical process, with knowledge monitoring foundational to all other steps in the process. Knowledge monitoring, as described in Tobias & Everson (1996), is "the ability to estimate whether [students] have mastered either previously learned content or new material" (p. 7). This, in turn, helps students identify the appropriate study strategy, evaluate their progress, and plan their overall study time and effort. Studies showed that students who were more accurate knowledge monitors were more likely to seek help, and sought help more strategically, in areas of greatest need. Successful self-regulating students tend to rely on knowledge monitoring rather than hours of study to estimate their level of preparation for an assessment (Isaacson & Fujita, 2006).

#### COMPREHENSION

Metacognitive instructional activities can be embedded into regular instruction to improve student comprehension (Tay, 2015). McGuire and McGuire (2015) reported that teaching Bloom's Taxonomy helped students recognize that their current

strategies focused on lower-level learning were inadequate for success in college-level courses. She suggested that teaching learning strategies in a compelling fashion (e.g. by comparing grades before and after using those strategies) encouraged students to try the strategies, with significant improvements in learning. Specific instructional strategies that can promote a metacognitive awareness include reflective questions and prompts, metacognitive scaffolding, self-questioning, and graphic organizers.

In a teacher's manual on building self-regulation among students, Zimmerman and his colleagues focus on five areas of academic functioning: text comprehension and summarization, classroom note-taking, test anticipation and preparation, writing skills (Zimmerman, Bonner, & Kovach, 1996). Self-regulatory training for each topic relies on "goal setting and strategic planning, strategy implementation monitoring, strategic outcome monitoring, and self-evaluation" (Bembenutty, 2008, p. 186).

Students who participate in the **Ready, Set, Succeed!** program will discover their learner mindset, which includes motivation and ownership, and explore a variety of learning strategies, which includes time management, knowledge monitoring, and comprehension, early in their college experience. Students will identify possible obstacles to their learning and find strategies to help them meet the academic demands of college-level coursework. Reinforcement and refinement of learner mindset and learning strategies will be a critical piece of N4S activities and resources.







# CHAPTER 4

Implementation Plan and Institutional Capability

### IMPLEMENTATION PLAN

St. Petersburg College's (SPC's) **Neighborhoods for Success (N4S)**, which focuses on learner mindset and learning strategies, offers a viable option for engaging, connecting, and providing students with learning experiences that help drive success in both the classroom and the workplace. The College has a nationally recognized reputation for focusing on the success of our diverse student population.

Now, through SPC's Ready, Set, Succeed! (RSS!) program, the opportunity arises for the College to build on that success by adopting a learning communities model in a more systematic, intentional, assessable, and distributed way that offers the flexibility and support to help increase retention and success. The Quality Enhancement Committee (QEC) has chosen to build on SPC's work in student success by weaving together two of the College's larger strategic initiatives in a way that provides a focused intentional support network for the most underprepared students. The strategic initiatives within Guided Pathways that focus exclusively on fostering student success include Smart Start Orientation (SSO) and Guided Pathways with Career and Academic Communities (CACs).

Smart Start Orientation is a free four-week, noncredit course that all new-to-SPC students are required to take and is facilitated by selected and specially trained advisors. Each week of the course has a new focus ranging from services available to students, creating a targetable learning plan (My Learning Plan, MLP), to determining career and academic goals. The results have been astounding: 86% (4,866) of students enrolled in SSO in Fall 2015 and 88% (2,542) in Spring 2016 developed a MLP. SPC data shows that the success rate for students with a MLP is 19% higher than those without one. Course success rates for first-timein-college (FTIC) students attending Smart Start show a 9% increase over the last four fall terms. The positive impact from SSO sets the model for extending these benefits to the N4S.

The Guided Pathways model with Career and Academic Communities is part of SPC's American Associate of Community Colleges (AACC) Pathways project, which started in November 2015.

One of the foundational premises of this project is that too many students do not complete their certificates or degrees because they are undecided about their career goals and unaware of the requirements

/ and demands of a chosen career. Therefore,

each academic pathway was first designed to take advantage of stackable credentials of certificates and industry certifications that provide easy on-and-off ramps for students. More recently, all academic pathways have been associated within the particular CAC and redesigned to have a common first fifteen credit hours that allow students time to be exposed to the multiple career possibilities available for them to pursue and allow them to switch between programs without losing time to degree. The goal of the Guided Pathways model at SPC is to help students finish what they start.

The **N4S** would complement both the SSO and the Guided Pathways model by providing support for students who opt-out of taking developmental courses throughout their academic journey. The implementation plan is broken down into four main strategies:

- Recruitment of Faculty and Staff for Ready, Set, Succeed!
- 2. Resource and Content Development for the N4S
- 3. Training and Support for N4S Faculty and Staff
- 4. Launch of N4S Pilot, Reflection and Refinement of N4S for Expansion of Ready, Set, Succeed!

## IMPLEMENTATION PHASE ONE

These are the strategies and tasks that support preparation for the launch of the N4S pilot.

STRATEGY 1 (PHASE ONE):
RECRUITMENT OF FACULTY AND STAFF FOR READY,
SET, SUCCEED!

STRATEGY 1 – TASK 1 – RECRUITING OF LEAD FACULTY MEMBER FOR READY, SET, SUCCEED! (RSS!)

To support the implementation of the faculty-led QEP, SPC developed the position of **RSS! Lead Faculty** to facilitate the RSS! plan. This position will require continuous engagement with the faculty (as well as with the staff) and as a result, it was important to college leadership and faculty to have the position filled by a faculty member.

While the official roll-out of the QEP will not take place until fall 2018, this position will be effective as of fall 2017 in order to manage the pilot in 2017-18, which will include recruiting student participants, selecting faculty mentors and success coaches, managing the **N4S Online course (NFS1000)** and associated events,

assessing student performance, and evaluating the process. The requirements, primary responsibilities, and the requisite knowledge, skills, and abilities of the RSS! Lead Faculty position are as follows:

#### **Eligibility Requirements:**

- Current full-time SPC faculty member for 5 or more years
- Demonstrated engagement, contribution, and interdisciplinary collaboration, to SPC priorities
- Dean approval

#### Role and Responsibilities:

- Work collaboratively with Institutional Effectiveness (IE) on the management of the QEP budget
- Form and lead the RSS! Leadership Committee
- Review progress and providing feedback for improvement of the RSS! program
- Work collaboratively with the Center of Excellence for Teaching and Learning (CETL) to offer faculty professional development, opportunities to participate in the RSS!, and distribution of resources on learner mindset and learning strategies
- Work collaboratively with IE on the assessment of outcomes, reporting, and continuous evaluation of the RSS! program

#### Knowledge, Skills, and Abilities:

- Familiarity with the QEP process and an understanding of the QEP topic RSS! and its elements
- Ability to engage full-time and adjunct faculty members across disciplines and educational locations in the QEP process
- Continuously communicate with stakeholders, including students, faculty, and college community regarding QEP efforts, findings, and impact being made on student success

# STRATEGY 1 – TASK 2 – ESTABLISHING READY, SET, SUCCEED! (RSS!) LEADERSHIP COMMITTEE

In order to assist with the program, RSS! Lead Faculty will establish the RSS! Leadership Committee. This committee will be responsible for providing guidance on implementation and improvement of the RSS! program and providing analysis of the data. The specific tasks of the RSS! Leadership Committee will include:

 Develop job description and application process for choosing N4S team members (faculty mentor/success coach)

- Develop and implement a training program for N4S team leaders
- Develop/review/revise RSS! curriculum in the Learning Management System (LMS)/MyCourses shell
- Recruit faculty mentors and success coaches
- Work with N4S teams to conduct the N4S pilot (Fall-Spring) and formative assessment
- Implement RSS! across 6 educational locations with a flexible opt-out student population in subsequent years
- Gather and analyze student success data and report the findings to the SPC community

# Strategy 1 – Task 3 – Recruiting and Selecting Neighborhood for Success (N4S) Leaders

For each N4S, the Lead Faculty with guidance from the RSS! Leadership Committee will recruit and select Faculty Mentors and Success Coaches. The Faculty Mentors and Success Coaches will be will be selected through an application process, and each applicant will need his or her supervisor's approval.

#### FACULTY MENTOR AND SUCCESS COACH

Job description: The faculty mentor, in collaboration with the success coach, will help facilitate the N4S in fall and spring semesters. Together, they will facilitate the online class, NFS1000, and meet face to face with the N4S students at least four times each semester. In addition, the faculty mentor and success coach will organize and host two events in the fall: **Off on the Right Foot**, and **Keep It Going**, as well as one event in the spring: **Let's Do This**. The faculty mentor must be a full-time faculty member. The success coach must be a learning support specialist. The time commitment is 5-10 hours per week combined for the faculty mentor and success coach.

#### **Questions for applicants**

- Describe your experience (teaching, tutoring, etc.) with developmental students.
- Have you taught developmental courses? If yes, what courses and what type of success did you have?
- Describe your involvement with the QEP.
- What skills do you have that would make you the best person for this position?

#### **Application Process**

- Applicants will complete an online survey
- The RSS! Leadership Committee will review applications, and select faculty mentors and success coaches for these positions



# STRATEGY 2 (PHASE ONE) RESOURCE AND CONTENT DEVELOPMENT FOR THE NEIGHBORHOODS FOR SUCCESS

# Strategy 2 – Task 1 – Developing Online Course for Neighborhood for Success (N4S)

Once the QEC agreed on the learning objectives for the **Ready, Set, Succeed! (RSS!)** program, the Course Development Team began developing an online course based on the five student learning objectives below:

- Students will identify why they came to college, their purpose for pursuing a degree, and the behaviors needed to achieve their goals.
- Students will identify barriers to efficient time management and apply the planning tools to increase productivity.
- Students will identify their knowledge gaps.
- Students will effectively apply thinking strategies to comprehend course material.
- Students will apply will apply the skills learned during the Ready and Set fall semester portion of the N4S to their following semester courses and create a portfolio that best represents their learning.

The course will be broken up into two semesters.

# SEMESTER 1: DEVELOPING THE RESOURCES FOR READY AND SET

In the first semester of **N4S**, students will develop and enhance their skills and strategies in the areas of learner mindset, time management, knowledge monitoring, and comprehension. While attending the Off on the Right Foot event at the start of the N4S course, students will complete the Learning and Study Strategies Inventory (LASSI) pre-test to identify appropriate learning strategies and study skills. Using this information, students will then complete a **12-week blended course (NFS1000)**. Students will be introduced to key success skills and work with their peers as well as the N4S faculty mentor and success coach to discuss and explore ways to integrate these skills into their everyday lives.

The course will be broken out into 5 modules, each introducing a new skill as well as building on the skills explored in the previous modules. During each

module, students will complete approximately 1.5 hours of work online and 1.5 hours of work in the classroom with the faculty mentor and success coach. Throughout the module, students will complete activities that can be used as artifacts for semester 2. These artifacts inclusde discussion boards, reflection assignments, worksheets, presentations, in-class activities, self assessments, and other work created in the course. At the end of each module, students will complete an assessment, as well as a short reflection, on what they have learned from that module. At the end of the course, students will develop a final reflection project using the module reflections completed throughout the course (see Appendix G).

#### MyCourses Online Activities

MODULE 1: WHY AM I HERE? (Learner Mindset: Motivation and Ownership) Ready, SLO 1

MODULE 2: How DO I KEEP IT TOGETHER? (Time Management), Set, SLO 2

Module 3: How do I know that I know? (Knowledge Monitoring) Set, SLO 3

MODULE 4: How DO I HOLD ON TO ALL OF THIS LEARNING? (Comprehension), Set SLO 4

Module 5: How Do I Stay Plugged In? (Reflection), SLOs 1-4



## MyCourses Online Activities



MODULE 1: WHY AM I HERE? (MOTIVATION/OWNERSHIP) WEEK 5		
	Review Focus 2 results	
In-class Activities	Complete the PERTS assessment/module	
III-Class Activities	Discuss findings from PERTS	
	Complete SMART Goals worksheet	
	Review motivational barriers and techniques	
	Review self-efficacy resources in the PERTS module	
Out-of-class Activities	Review ownership resources	
	Watch https://youtu.be/gpGjexZcJdg	
	Watch "Setting SMART Goals" Powtoons	
Assessment	• PERTS	
	Reflection Assignment	

Module 2: How do I keep it together? Week 7			
In-class Activities	Discuss time management resources for planning		
	Review time management resources		
Out-of-class Activities	<ul> <li>Watch "Finding the Time for Time Management" presentation</li> </ul>		
Out-oi-class Activities	Watch "Time Management Tips for College Students"		
	Watch "The Psychology of Time"		
Assessment	• TMBS		
	Covey Worksheet		
	Reflection Assignment		

Module 3: How do I know what I know? Week 9		
	KMA warm-up activity	
In-class Activities	Discuss KMA findings	
	Complete KMA activity	
	Review KM resources	
Out-of-class Activities	Watch University of Arizona: "Metacognition"	
Out-oi-class Activities	Complete the Guided Notes Sheet Word document	
	Complete KMA Quiz	
Assessment	• KMA	
	Reflection Assignment	



#### Module 4: How do I hold on to all this learning? Week 11 Evaluate notes done for homework and show student example(s) on screen • Discuss effectiveness of both note-taking methods to improve comprehension, active learning, and the study cycle Review recall strategies from "Make It Stick" video In-class Activities Apply the following: recite (silently recite to yourself as you read/study) elaborate (express it in your own words and connect it to something you already know), self-quiz (make up questions on flashcards), visualize (draw or find an image to represent a concept), create mnemonic devices Present reactions to the class Take LSI **Out-of-class Activities** Watch videos about two note-taking methods (SQ4R and Cornell Notes). • Watch "Make It Stick" video and take a quiz LSI pre and post test Assessment Reflection Assignment

Module 5: How do I stay plugged in? Week 13	
In-class Activities	Discuss: Final Reflection
	Discuss: Next Steps
Out-of-class Activities	Complete Final Reflection Project
Assessment	RSS! Final Reflection Project

#### SEMESTER 2: DEVELOPING THE RESOURCES FOR SUCCEED

In the second semester of N4S, students will show how the skills and strategies they have acquired during the first semester are paying dividends in their courses. The students will begin the semester by reviewing their academic and career goals and creating goals for the current semester. In subsequent meetings, the N4S faculty mentor and success coach will hold discussions with students about their goals and reflect on their successes in the classroom.

Students will complete one module in the second semester that will further enhance what they learned from the first semester. During this semester, students will be spending 3 hours a month on work related to learner mindset, time management, knowledge monitoring, and comprehension. At the end of the module, N4S students will be sharing an artifact that may include a short paper, video, presentation, or planning document from their coursework that demonstrates how they are achieving their goals. The students will also discuss how they used their newly acquired skills to complete their artifact, discuss challenges and obstacles they encountered, and show how the N4S helped them overcome these challenges and meet their goals for the semester.





## MYCOURSES ONLINE ACTIVITIES

• Module 6: How do I keep it going? (Learner Mindset and Learning Strategies) Succeed, SLO 5



Module 6: How	DO I KEEP IT GOING?
	Meeting 1 Week 2
	Create a short biography that they will upload to their portfolio
	Work with the faculty mentor and success coach to develop goals for the semester
	Create a semester schedule using their Covey Planner
	Meeting 2 Week 5
	Bring one artifact from semester 1 that they will add to their N4S portfolio
	Reflect on their artifact
	Discuss how they are accomplishing their goals they set at the beginning of the semester
In-class Activities	Meeting 3 Week 9
III-class Activities	Bring one artifact from semester 1 that they will add to their N4S portfolio
	Reflect on their artifact
	Reflect on how they are accomplishing their goals they set at the beginning of the semester
	Meeting 4 Week 13
	Reflect on how which of their goals they set at the beginning of the semester they have met and how they were able to accomplish those goals
	Present items from their portfolio and discuss how the items demonstrate their mastery of the skills they acquired through the N4S
	Introduce students to the N4S peer-mentoring model and share with them how they can apply to become a peer mentor
	Develop Ready, Set, Succeed! portfolio
Out-of-class Activities	Include a short biography including academic and career goals, goals for the current semester, and artifacts from their SPC coursework
Activities	Demonstrate how students have applied what they learned regarding motivation, time-management, knowledge monitoring, and comprehension to their SPC courses
Assessment	RSS! Final Portfolio



# Strategy 2 - Task 2 - Developing events and activities for the face-to-face Neighborhood for Success (N4S) Meetings

Students in the N4S will take part in events that are designed to help all students at the College succeed in their coursework at SPC. The specific events that N4S students will be required to attend are described below.

#### **OFF ON THE RIGHT FOOT**

Off on the Right Foot will be a one-day student event at participating educational locations on Friday at the end of Week 2. The goal of the event is to help students:

- Make connections with other students, staff, and faculty
- Feel empowered to make decisions related to their academic goal
- Provide them a jump start with their courses

The day will be broken down into four key session areas, each one focused on a different resource for students:

- Learning Resources
- Advising
- Student Life and Leadership
- Academics

#### KEEP IT GOING

Keep it Going will be a one-day student event on Friday at the end of Week 12. The goal of the event is to help students:

- Share insights about their academic goals and experiences
- Make additional connections to other students, faculty, and staff
- Register for the upcoming semester

The day will be broken down into four key session areas, each one focused on a key component of student success:

- Motivation
- Time management
- Study skills and final exam preparation
- · Registration for Spring Semester

#### LET'S Do THIS

Let's Do This will be a one-day student event on Friday at the end of Week 12 during the spring

semester. The event will be a celebration of their efforts in completing the N4S requirements, as well as making sure that the students are on the right path to completing their certificate or degree. The goal of the event is to help students:

- Celebrate their accomplishments
- Make connections beyond the N4S community
- Share what they have learned within the program

The day will be broken down into three key session areas:

- Goals for the rest of their academic careers
- Future needs in their programs
- Tools that they need as they move forward

# Strategy 2 – Task 3 – Developing online resources for Neighborhood for Success (N4S) leaders (RSS! Lead and CETL)

The RSS! Leadership Committee will design online resources, where the N4S leaders will be provided with information about the program as well as resources on the areas included in RSS! The resources will be focused on a few distinct areas:

- Overview of RSS!
- Examination of how RSS! will help the students succeed at SPC
- Examination of the Student Learning Outcomes (SLOs) and Program Outcomes (POs) for RSS!
- Description of the N4S events and the responsibilities of the faculty mentor and success coach in scheduling and leading the events
- Explanation of the role of the faculty mentors and success coaches in conducting formative assessment of RSS!
- Review of the role of the faculty mentors and success coaches in assessing the success of RSS!

# STRATEGY 2 – TASK 4 – DEVELOPING ONLINE RESOURCES FOR ADVISORS

The N4S leaders will create online resources for SPC Career and Academic Advisors. The online resources will include:

- Overview of RSS!
- Examination of how RSS! will help the students succeed at SPC
- Examination of the SLOs for RSS!
- Review of how students can be enrolled in the N4S course

## STRATEGY 3 (PHASE ONE)

Training and Support for Neighborhood for Success (N4S) Faculty and Staff

# STRATEGY 3 – TASK 1 – DEVELOPING TRAINING FOR NEIGHBORHOOD FOR SUCCESS (N4S) FACULTY MENTORS AND SUCCESS COACHES

The RSS! Lead in conjunction with the RSS! Leadership Committee will provide training and professional development to the faculty mentors and success coaches to prepare them for their N4S classes. The training sessions provided by the QEP director to all faculty mentors and success coaches will include the following topics:

- Overview of RSS!
- Explanation of how and why the QEC chose the topic
- Analysis of the student population for the N4S
- Examination of how RSS! will help the students succeed at SPC
- Review of the N4S Pilot
- Examination of the student learning outcomes for RSS!
- Explanation of the online modules N4S students will need to complete during the fall and spring semesters including the role faculty mentors and success coaches will have in the MyCourses online modules
- Description of the N4S events and the responsibilities of the faculty mentors and success coaches in scheduling and leading the N4S events
- Explanation of the role of the faculty mentors and success coaches in conducting formative assessment of RSS!
- Review of the role of the faculty mentors and success coaches in assessing the success of RSS!

Once the training has been completed, the RSS! Lead Faculty will work with SPC's Center of Excellence for Teaching and Learning (CETL) to create interactive, hybrid, professional development opportunities for faculty members to learn about what the benefits of this program are and how they can use these strategies and skills in their own courses.

# STRATEGY 3 – TASK 2 – DEVELOPING TRAINING FOR CAREER AND ACADEMIC (CAC) ADVISORS

SPC has eight advising managers, four retention managers, and 73 full-time Career and Academic

Advisors. The personnel will be required to attend training that will review the mission, value proposition, and student registration process for N4S. At the end of the training, the attendees should have a firm understanding on how to describe the program to students, encourage students to register, and register students for the course.

SPC has a robust training plan for Student Services staff. The Student Services Training committee meets every week to evaluate and approve proposed training. Training occurs on the first and third Fridays of every month. SPC has a large Student Services staff. Therefore, for scheduling purposes, training is administered using Skype for Business to all educational locations (although these locations will schedule a room for all of their staff to view the training together as a team). By using Skype for Business, all personnel have the opportunity to engage in the content and answer questions. The Professional Development department records the trainings and uploads the video to the Learning Management System (LMS). This allows personnel to refer to the training or makeup any training they have missed.

The N4S training will be administered in the process outlined above. The QEC will develop professional development training for the Student Services staff and Career and Academic Advisors. After the training is complete, the Career and Academic Advisors will be able to:

- Identify potential students for participation in the N4S
- Explain how RSS! will benefit the student and help them succeed in their courses
- Describe the structure of the N4S, including the curriculum and the required face-to-face meetings during the fall and spring semesters
- Describe requirements of the N4S that students will need to complete for the N4S
- Explain how the incentives students will receive when they agree to join the N4S and the incentives they will receive when they complete the requirements of the N4S

In addition, the Student Services staff will receive a job aid that will be distributed after the training. The job aid will outline the key points discussed during the training and provide a step-by-step guide on how to register students in the N4S.

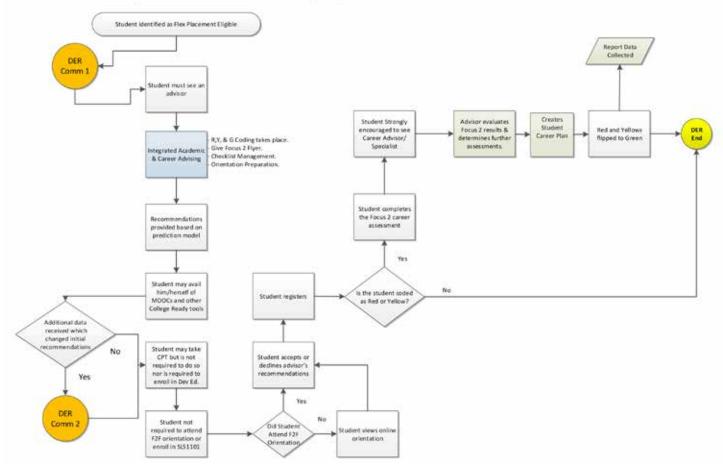


#### STRATEGY 3 - TASK 3 - ENROLLING STUDENTS INTO N4S

Students who are eligible for flexible placement are required to see a Career and Academic Advisor to discuss course options prior to registering for classes. Below is a flowchart that details the advising session for flexible placement students (see Figure 13).

PIGURE 13

DEVELOPMENTAL EDUCATION REFORM (DER)



Source: SPC Onboarding Processes

According to the flowchart, the Career and Academic Advisor will be responsible for identifying and recruiting students into the Neighborhoods for Success. During the advising session, Career and Academic Advisors review the student's placement recommendations. Placement recommendations are based on the student's high school transcripts. Students have the option of either accepting or declining the recommendations. The target population for the **N4S** (NFS1000) class is students who **decline their flexible placement recommendation in at least one area**.

The Career and Academic Advisor will recommend to flexible opt-out students who are taking at least six hours that they participate in the N4S. The Career and Academic Advisors will discuss the incentives for participating in the RSS!, the requirements for being a part of N4S, and the benefits of the N4S.

#### VALUE TO STUDENTS:

- Connect with faculty and success coaches during their first year in a structured format
- Learn how to balance work and family responsibilities to be a successful college student so they can reach their academic and ultimately their career goals
- Use of a laptop (with software technical support) during the student's first year



Through these strategies and tasks, the program will eventually be implemented with the flexible opt-out population at six SPC educational locations. However, the ultimate goal of this plan is to apply the lessons learned about helping students succeed in the N4S to students throughout SPC. In order to spread these lessons, the RSS! Lead Faculty and the RSS! Leadership Committee will work with the College's CETL to create and develop professional development opportunities for SPC faculty that will train them on the resources developed for the N4S and the benefits of these resources. These professional development activities will be delivered through faculty retreats, seminars, and the College's All College Day that occurs every year in October.

### IMPLEMENTATION PHASE TWO

These are the strategies and tasks that will be completed as part of the launch of the N4S course. Once the pilot is complete, the College will reflect on the success of the N4S resources, student success, and leadership roles to support continuous refinement of RSS! as part of the expansion plan through year five.

STRATEGY 4 (PHASE TWO) LAUNCH OF NFS1000 PILOT, REFLECTION AND REFINEMENT OF NEIGHBORHOODS FOR SUCCESS (N4S) FOR EXPANSION OF READY, SET, SUCCEED!

STRATEGY 4 – TASK 1 – PILOTING THE NEIGHBORHOODS FOR SUCCESS (N4S)

Starting in the fall of 2017, St. Petersburg College (SPC) will conduct a pilot of the N4S with approximately 60 flexible opt-out students who have been recommended to take developmental courses in all three areas and who are taking at least one face-toface course on campus. Using data from SPC's Business Intelligence (BI) database, the Quality Enhancement Committee (QEC) determined that the best campuses to conduct the pilot are the St. Pete/Gibbs Campus and the Clearwater Campus because these two campuses had the highest number of flexible opt-out students. Each campus will have one N4S with one faculty mentor and one success coach assigned to the N4S. Each N4S will include 25-30 students starting in the fall semester and will continue through the spring semester in 2018.

In the spring of 2017, the QEP Lead Faculty and the QEC developed a job description for the positions for the faculty mentor and the success coach. The

faculty mentors and success coaches for the pilot are faculty members and learning support staff that have participated in the QEC and had roles in developing the RSS! programs, including the N4S.

Students will be recruited for participation in the RSS! pilot and individual N4S by the Career and Academic Advisors on the St. Pete/Gibbs and Clearwater campuses. The QEC will work with advisors to develop professional development training for the Career and Academic Advisors. Once all the Career and Academic Advisors on the St. Pete/Gibbs and Clearwater campuses have been trained, they will be tasked with recruiting and enrolling eligible students into the N4S on their campus.

The faculty mentors and success coaches will have a preliminary meeting at the beginning of the semester and then will meet with their students again at the **Off on the Right Foot** event. After these initial meetings, the faculty mentors and success coaches will monitor the activity of students during the online modules and will meet with their N4S students biweekly throughout the fall semester and monthly during the spring semester. During the fall semester, the RSS! Lead Faculty will meet with the faculty mentors and success coaches to exchange information and document any recommendations for the RSS! Leadership Committee to consider when conducting the formative assessment of the N4S.

STRATEGY 4 – TASK 2 – REFLECTING ON THE NEIGHBORHOOD FOR SUCCESS (N4S) RESOURCES, STUDENT SUCCESS, AND LEADERSHIP ROLES TO SUPPORT CONTINUOUS REFINEMENT OF READY, SET, SUCCEED! (RSS!)

At the conclusion of the fall semester, the RSS! Leadership Committee's formative assessment will include the following aspects of the N4S:

- Process for recruiting and enrolling students into the N4S
- Online modules students will complete during the fall semester
- Face-to-face events with the faculty mentors and the success coaches
- Incentives offered to students to participate and complete the N4S

In addition to the formative assessment of the N4S activities and assessment, the RSS! Lead Faculty will meet with Career and Academic Advisors to assess the quality of the training provided to the



advisors and gather information on how the training can be improved for the next year when the N4S are expanded to the other educational locations.

Once the RSS! Lead Faculty has completed the formative assessment, the findings and conclusions will be presented to the RSS! Leadership Committee. The RSS! Leadership Committee will discuss those improvements and make recommendations before changes are submitted to the leadership of the College and are incorporated into the RSS! program.

# Strategy 4 - Task 3 – Incorporating Peer Mentoring in (Neighborhoods for Success (N4S) course

In the second year of Ready, Set, Succeed (RSS!), St. Petersburg College (SPC) will develop and implement a peer-mentoring program into the N4S. The goal of the peer-mentoring program is for students who have successfully participated in RSS! to provide information, support, and guidance for the purpose of enhancing the success of students in the N4S. As part of the N4S team, peer mentors will offer first-hand experience for students, encourage students to embrace the SPC experience, and take advantage of the many resources the College offers inside and outside of the classroom to help students succeed.

Each N4S will have one **peer mentor.** The peer mentor will be expected to devote approximately 3-5 hours per week to his or her mentoring responsibilities and receive a stipend of \$250 per semester. As a peer mentor, each student will have the following responsibilities:

- Attend all N4S face-to-face events
- Contribute to the academic success of their N4S students
- Connect N4S students to faculty, Career and Academic Advisors, Student Life and Leadership, and other SPC resources when necessary
- Assist faculty mentors and success coaches with curriculum implementation
- Encourage involvement in SPC student events, activities, and organizations
- Model successful student practices such as balancing academic and social demands, engaging with faculty, and utilizing SPC learning support resources

SPC will utilize faculty mentors and success coaches with guidance from the RSS! Lead Faculty to

/ identify potential peer mentors from successful

N4S students. Students identified as potential peer mentors will be invited to attend an information session about SPC's N4S Peer-Mentoring Program, which will highlight the role and benefits of serving as a peer mentor. At the orientation, interested students will be given an application to serve as a mentor for the next group of N4S students. Applications will be reviewed by the RSS! Lead Faculty, faculty mentors, and success coaches to make the final decisions on peer mentors for the next school year.

Once peer mentors are selected, each peer mentor will be required to attend a one-day training seminar. The training seminar will include the following topics:

- What is A Peer Mentor
- SPC's Career and Academic Resources
- Student Life and Leadership activities offered by SPC
- Strategies for Active Listening and Communication with Students
- Roles and Requirements of the N4S Peer-Mentoring Program

The seminar will contain a number of active role playing scenarios that will help the peer mentors with their listening skills, their communication skills, and their ability to help students overcome challenges they may face as a student at SPC. By providing peer mentors, SPC will offer additional services to RSS! students and also offer an opportunity for RSS! alumni to stay connected with the faculty, staff, and the entire college community.

# STRATEGY 4 - TASK 4 - EXPANDING NEIGHBORHOODS FOR SUCCESS (N4S) ON ADDITIONAL CAMPUSES

Once the N4S pilot is complete, the Ready, Set, Succeed (RSS!) Lead Faculty and the RSS! Leadership Committee will create additional N4S. Implementation of each campus N4S will follow the model of the pilot with the training being provided to the Career and Academic Advisors in order to recruit and enroll students into the program. The RSS! Lead Faculty will recruit and select additional SPC faculty and staff to serve as faculty mentors and success coaches for each N4S. Each N4S will utilize the same online course developed by the Course Development Team with updates based on the formative assessment conducted after the pilot. In addition, each N4S will follow the same schedule for conducting face-toface events and bi-weekly meetings throughout the semester.

### IMPLEMENTATION TABLE

With a goal of each N4S community to reach 30 students, the implementation plan following the pilot year will begin with the existing two campuses but immediately reach out to online students as the third location. The pilot year will allow the RSS! Leadership Committee to enhance the existing program based upon what was learned and focus its attention upon ensuring that online students are able to engage in a similar program during its initial year. After year 1, the plan is to expand college-wide, adding the final three educational locations. By the end of the fifth year, the plan will have supported 870 students (see Figure 14).

FIGURE 14

	Campuses	Students	Faculty Mentors	Success Coaches	Peer Mentors	Campus Events
Pilot (2017-18)	2	60	2	2	0	6
Year 1 (2018-19)	3	90	3	3	3	9
Year 2 (2019-20)	6	180	6	6	6	18
Year 3 (2020-21)	6	180	6	6	6	18
Year 4 (2021-22)	6	180	6	6	6	18
Year 5 (2022-23)	6	180	6	6	6	18

#### INSTITUTIONAL CAPABILITY

St. Petersburg College (SPC) has developed a Quality Enhancement Plan (QEP) that demonstrates institutional capability for the initiation, implementation, and completion of the QEP. The College has sufficient resources to initiate, implement, sustain, and complete the QEP, as evidenced by a strong institutional commitment to funds, key personnel, a robust oversight structure, and a detailed and realistic timetable that outlines specific activities and assessments during the five-year plan that ensures sustainability.

### INSTITUTIONAL COMMITMENT

The QEP topic is in direct alignment with SPC's mission to "Promote student success and enrich our communities through education, career development and self-discovery," and the plan espouses many of the College's thirteen value statements including student focus, academic excellence, diversity, culture of inquiry, partnerships, transparency, innovation, and professional development as shown in the **Executive Summary**.

The identification of the QEP as a strategic priority by the SPC Board of Trustees (BOT) promotes support for integrating each phase of the plan into the College's operations to ensure successful initiation, implementation, completion, and sustainability. Elevating the plan in such a way within the College's operational framework reinforces the College's commitment to all aspects of the QEP and emphasizes the significance of the topic and the potential it has to positively impact student success. Several principal college-wide initiatives have already aligned themselves to the goals of the QEP and will be supported and complemented by the QEP topic and the plan for implementation.



#### **OVERSIGHT STRUCTURES**

An integral component of SPC's plan is the systematic and on-going collection and analysis of feedback from stakeholders to ensure that the plan is being effectively implemented and supported. Each of these roles plays a key part of the success of the RSS! program.

#### KEY PERSONNEL

#### **BOARD OF TRUSTEES (BOT)**

The BOT provides oversight to the entire plan and ensures institutional support and applicability to institutional strategic priorities in regards to student success. The BOT receives ongoing updates on the progress and direction of the QEP on a continuous basis. The trustees support the entire plan, considering institutional support, priorities, and student success.

#### **PRESIDENT**

The President provides direct oversight on the connection of the QEP to institutional priorities concerning student success. Continuous updates are provided through the Executive Committee meetings to ensure the plan and its connections to all departments across the College are working in a coordinated effort to support the success of the outcomes.

## SENIOR VICE PRESIDENT (SVP),

#### INSTRUCTION AND ACADEMIC PROGRAMS

The SVP of Instruction and Academic Programs provides the necessary oversight on faculty involvement and ensures academic support programs involvement in engaging in the overall QEP. The RSS! Lead Faculty reports directly to the SVP and provides on going updates on the process and

progress of the plan.

#### **RSS! LEAD FACULTY**

The RSS! Lead Faculty will support the initiation and implementation of the faculty-led QEP. This faculty member engages with the faculty, as well as with the staff, and communicates to the College community about the RSS!

N4S
FACULTY MENTORS

INSTITUTIONAL

**E**FFECTIVENESS

INSTITUTIONAL EFFECTIVENESS (IE)

SPC's IE staff served as members of the QEP team throughout the topic selection and plan development processes and will continue to support all components of the implementation. IE staff will manage all data collection, analyses, and reports for QEP-related assessments, as well as for current institutional assessments and surveys.

IE staff will collaborate with N4S leaders to administer, validate, and improve the program and will support the RSS! Lead Faculty by regularly reviewing progress of process outcomes, identifying areas for improvement regarding compliance, and maintaining OEP documentation.

# CENTER FOR EXCELLENCE IN TEACHING AND LEARNING (CETL)

As a faculty-led and faculty-driven program, SPC's CETL has supported and participated as part of the QEP leadership team from the beginning with topic selection and program planning. CETL will continue to be a part of all components of implementation and evaluation of the RSS! program to support scaling and continuous improvement.

rt CETL will provide professional development support for the RSS! faculty mentors and success coaches as well as share resources and lessons learned from the RSS! program college wide. CETL will work closely with the RSS! Lead Faculty, serving as part of the RSS! Leadership Committee as an integral part of this faculty-driven and faculty-led program.

President

**SVP**, Instruction

AND ACADEMIC PROGRAMS

**RSS! LEAD AND** 

**RSS!** COMMITTEE

#### FACULTY MENTORS AND SUCCESS COACHES

The faculty mentor in collaboration with the success coach will help facilitate the N4S in fall and spring semesters.

Together, they will facilitate the online class, **NFS1000**, meet face

online class, **NFS1000**, meet face to face with the N4S students throughout each semester. In addition, the faculty mentor and success coach will

organize and host events.

CENTER OF EXCELLENCE FOR TEACHING AND LEARNING

N4S Success Coaches



program.

## INSTITUTIONAL COMMITMENT TO FUNDS

Besides having a clear reporting structure, there is also a detailed budget for the RSS! program. The budget was determined based on a number of factors, first being the N4S course personnel and events (see Figure 15).

FIGURE 15
N4S COURSE FUNDING AND BUDGET

	2017-18 (Pilot)	2018-19	2019-20	2020-21	2021-22	2022-23
Personnel	\$38,850	\$28,600	\$39,072	\$39,072	\$39,072	\$39,072
Promotional Materials	\$8,000	\$5000	\$5,000	\$5,000	\$5,000	\$5,000
Educational Materials	\$15,000	\$30,000	\$45,000	\$45,000	\$45,000	\$45,000
Implementation Materials	\$9,500	\$9,500	\$9,500	\$9,500	\$9,500	\$9,500
Professional Development/ Travel	\$18,000	\$18,000	\$16,000	\$16,000	\$16,000	\$16,000
Event(s) Support	\$4,800	\$7,000	\$9,000	\$9,000	\$9,000	\$9,000
Allocated Institutional Support	\$94,150	\$98,100	\$123,572	\$123,572	\$123,572	\$123,572

Additionally, promotional materials, education materials, professional development, and other areas were added for comprehensive support for the RSS! program to complete the budget.

The implementation plan was constructed through a collaborative process and provides broad-based support to all phases of implementation and sustainability of the RSS! program for years to come.









**ST. PETERSBURG COLLEGE** (SPC) has developed a Quality Enhancement Plan (QEP) that addresses the greatest needs of one of SPC's most at-risk student populations, **flexible opt-out students**, by evaluating institutional data and building upon the success of existing initiatives focused on student success. Assessment of the five Student Learning Outcomes (SLOs), aligned to the Ready and Set components of the plan, will take place annually within the **Neighborhood for Success (N4S)** course and at specified events each fall and spring semester. SPC has also identified specific Program Outcomes (POs), aligned to the Succeed component of the QEP, that will be assessed through the end of semester college data analytics, including those that solicit student feedback.

SPC focuses on assessment-driven improvement. From the Institutional Effectiveness (IE) processes to assessment of the QEP, assessment is used to identify, support, and establish positive change within the College.

### PERFORMANCE IMPROVEMENT CYCLE



Utilizing a combination of internally and externally developed direct and indirect measures, that clearly align to each student outcome, the success of the QEP will be measured for the purpose of continuous improvement. The QEP outcome measures will be assessed using SPC's IE process. This process includes annual assessment reports with action plans for improvement, a follow-up report on these action plans, and a review and discussion of the results by the RSS! Leadership Committee annually. The RSS! Leadership Committee will serve as the oversight body to ensure continued broadbased involvement and feedback.

IE will facilitate the development of all QEP reports with the RSS! Leadership Committee. Specific action items and identified improvements from the plan will be implemented the following year. At the end of the second year, the follow-up report will be prepared, including the action plan results. Following the third year, a comprehensive review will be conducted to evaluate the overall impact of the QEP at

the mid-point of implementation to identify trends, areas of opportunity, strengths, and action items for year four.

The **RSS! Lead Faculty** will collaborate with IE to manage progress on the plan and will report regularly to the SVP for Instruction and Academic Services and the **RSS! Leadership Committee**. As the QEP will be implemented on six educational locations in the second year of the plan, provosts will also serve an important role in the utilization and distribution of the results for college-wide student success initiatives.

#### College Readiness for Long-Term Success

The RSS! program assessment plan is divided between assessments directly attributed the student participation in the program (student learning outcomes) and overall program assessments (program outcomes with additional metrics). Together, they will provide the institution with ample data on the success of the program and enable the College to create action plans to improve.



Student participation within the RSS! program focuses on learner mindset, learning strategies, and activities that take place within the **Neighborhood for Success (N4S) course (NFS1000)**. It is further supported by collegewide activities and events. Participating students will be exposed to practical applications and will be provided opportunities to identify, practice, and reflect on their own abilities to improve their motivation, time management, knowledge monitoring, comprehension, and application strategies within the N4S course. The strategies they learn will be applicable to all courses they take during their academic career.

**Goal 1: Ready** - Students will identify their learner mindset, including their motivation, and take ownership of their academic goals.

SLO 1	Assessment	Administration	Timeline
	Indirect:		
	Learning and Study Strategies Inventory	Pre-assessment: Off on the Right Foot	Week 2 (Fall Semester)
Learner Mindset: Motivation and Ownership-	(LASSI)	Post-assessment: Let's Do This	Week 12 (Spring Semester)
Students will identify why they came to college, what their motivations are for pursuing a degree or	Project for Education Research that Scales (PERTS)	Pre- and post-assessment: N4S course	Week 5, Module 1 (Fall Semester)
certificate, and how they can	Direct:		
apply their behaviors to take ownership of their academic goals.	SPC Career Readiness Scale	Prior to the start of N4S	Week 2, Smart Start Orientation (SSO)
	RSS! Rubric	RSS! Final Reflection	Week 14, Module 5 (Fall Semester)
		RSS! Final Portfolio	Week 12, Module 6 (Spring Semester)

**Goal 2: Set** - Students will learn strategies, such as time management, knowledge monitoring, and comprehension, to help them along their academic path.

SLO 2	Assessment	Administration	Timeline			
	Indirect:	Indirect:				
	Learning and Study	Pre-assessment: Off on the Right Foot	Week 2, Event (Fall Semester)			
	Strategies Inventory (LASSI)	Post-assessment: Let's Do This.	Week 12, Event (Spring Semester)			
Learning Strategy: Time Management - Students will identify barriers to efficient time management and apply the planning tools to increase productivity.	Time Management Behavior Scale (TMBS)	N4S course	Week 7, Module 2 (Fall Semester)			
	Covey Planner	N4S course	Weeks 7-8, Module 2 (Fall Semester)			
	Direct:					
	RSS! Rubric	RSS! Final Reflection	Week 14, Module 5 (Fall Semester)			
		RSS! Final Portfolio	Week 12, Module 6 (Spring Semester)			



SLO 3	Assessment	Administration	Timeline
	Indirect:		
	Learning and Study Strategies Inventory (LASSI)	Pre-assessment: Off on the Right Foot	Week 2 (Fall Semester)
		Post-assessment: Let's Do This.	Week 12 (Spring Semester)
Learning Strategy: Knowledge Monitoring - Students will identify their knowledge gaps.	Knowledge Monitoring Assessment (KMA)	N4S course	Week 9, Module 3 (Fall Semester)
Knowledge gaps.	Direct:		
	DCCI Dub.:i-	RSS! Final Reflection	Week 14, Module 5 (Fall Semester)
	RSS! Rubric	RSS! Portfolio	Week 12, Module 6 (Spring Semester)
SLO 4	Assessment	Administration	Timeline
	Indirect:		
	Learning and Study Strategies Inventory (LASSI)	Pre-assessment: Off on the Right Foot	Week 2 (Fall Semester)
		Post-assessment: Let's Do This.	Week 12 (Fall Semester)
Learning Strategy: Comprehension - Students	Learning Strategies Inventory (LSI)	N4S Course	Week 11, Module 4 (Fall Semester)
will effectively apply thinking	Direct:		
strategies to comprehend course material.	Visits to Learning Support Centers	Pulse BI Use of Out of Classroom Support comparison to non-NS4 flexible opt-out students	Tracked each semester using Pulse BI
	RSS! Rubric	RSS! Final Reflection	Week 14, Module 5 (Fall Semester)
	NJJ: NUDIIC	RSS! Portfolio	Week 12, Module 6 (Spring Semester)

**Goal 3: Succeed -** Students will show how the learner mindset and learning strategies have helped them in persistence, retention, and completion of their degree or certificate.

SLO 5	Assessment	Administration	Timeline
Application: Students will	Direct:		
Application: Students will apply the skills learned during the Ready and Set fall semester portion of the N4S to their following semester courses and create a portfolio that best represents their learning.	Course Success Rates	Pulse BI Course Success Rates comparison to non-NS4 flexible opt-out students	Tracked each semester using Pulse BI
	RSS! Rubric	RSS! Portfolio	Week 12, Module 6 (Spring Semester)



# RSS! Program Assessment Plan for Neighborhoods for Success (N4S) Course and Activities

#### **DIRECT ASSESSMENTS**

The direct assessments within the QEP plan are designed to provide quantitative measures that can assess each student learning outcome over the course of the QEP. They are aligned to the three major goals of **Ready, Set, Succeed!** 

#### SPC's CAREER DECISION TOOLS: CAREER READINESS SCALE (READY):

Beginning during Smart Start Orientation (SSO), students begin to explore their career interests, skills, and abilities by completing a five-part assessment called Focus 2. Focus 2 aligns the results of the assessments to majors and career fields that match the students' interests. During an advising session that takes place during Week 5 of the N4S course, the Career and Academic Advisor determines the students' career readiness levels using a series of informal questions and discussion of the Focus 2 results.

The goal of the discussion is to gauge the students' interests and understanding of their chosen major and career field. Based on the discussion, students are career-coded red, yellow, or green using the **Career Readiness Scale**. Students coded green have a desired career and know the education requirements to reach their goal. Students coded yellow are knowledgeable about their career field and are certain about their Career and Academic Community (CAC) but are unsure of the specific major or career. Lastly, students coded red are unsure of their CAC, their major, and their career field. Students who are coded yellow and red are case managed by their advisor during their first semester and are given additional support to help them clarify their career goals.

Aligned to SLO #1 - Learner Mindset

	Red
Student Confidence Level: •	Student has not declared a major or career field
SPC Tools/ Resources: •	Student has not taken any SPC assessments
SPC Staff: •	Staff have not personally contacted the student
Action Needed: •	SPC staff to contact student personally and invite student in for advising session and to take Focus 2
	Yellow
Student Confidence Level: •	Student has an idea of what major/degree he or she is interested in, student has an idea about career fields
SPC Tools/ Resources: •	Student has attended a career information session, has completed all or part of Focus 2, or may have created a resume
SPC Staff: •	Career Team and Advisors have contacted the student personally at least once
Action Needed: •	SPC staff to case manage the student, see if Focus 2 needs to be completed, invite student in for a session, on-going case management to work towards moving the student to green
	Green
Student Confidence Level: •	Student has declared a major/degree and or student has chosen a career field
SPC Tools/ Resources: •	Student has completed all of Focus 2, has attended one or more career information sessions, or has created a resume, or student is using the Career Center and resources
SPC Staff: •	Career Team and Advisors have contacted the student personally at least once
Action Needed: •	Inform student about internship and job placement assistance
	Encourage them to connect their area of study to career options
•	Assist student as needed



#### **OUT-OF-CLASSROOM SUPPORT (SET):**

Tracking use of out-of-classroom support, through the College Experience initiative, has shown that students who recognize what they do not know and seek help to improve their learning strategies at the Learning Resource Centers (LRCs) have higher success rates (see Appendix B). By including this as a direct assessment within the QEP, SPC will be able to see if this correlation holds true for N4S students. The use of Out-of-Classroom Support for N4S students will be compared to non-N4S each semester. Pulse BI Path: "Out of Class by Term" Dashboard, "by Department and by Service" Report.

Aligned to SLO #2 – (Time Management), #3 (Knowledge Monitoring), and #4 (Comprehension)

#### **Course Success Rates (SUCCEED):**

The course success rates for N4S students will be compared to non-NS4 flexible opt-out students each semester. Pulse BI Path: "Success Rates by Academic Org" Dashboard, "Course" Report.

Aligned to SLO #5 – Application

#### RSS! Rubric (Final Reflection Assignment and Final Portfolio) (READY, SET, SUCCEED):

The portfolio rubric is designed to assess the level of skills students developed across each of the student learning objectives of the Ready, Set, Succeed! N4S experience as seen first in the N4S Fall Final RSS! Reflection and then assessed for growth in the N4S Spring Portfolio and final presentation (see Appendix I).

Aligned to all five SLOs: #1 (Motivation), #2 (Time Management), #3 (Knowledge Monitoring), #4 (Comprehension), and #5 (Application)

#### INDIRECT ASSESSMENTS

The indirect assessments within the QEP plan are designed to provide baseline information to students that they will be able to use to identify areas they can focus on to show improvement.

#### **LEARNING AND STUDY STRATEGIES INVENTORY (LASSI):**

The purpose of this assessment is to identify strengths and weaknesses in student behaviors, motivation, and attitudes towards college. After completing the 60-item questionnaire, students receive specific feedback in the ten areas covered in the survey (anxiety, attitude, concentration, information processing, motivation, selecting main ideas, self-testing, test strategies, time management, using academic resources), as well as nationally normed comparisons to other college students.

In order to align the QEP assessment outcomes to the ten areas assessed in LASSI, the 60-item questionnaire was subcategorized to each SLO (learner mindset/readiness to learn, learner mindset/motivation, time management, knowledge monitoring/study skills, knowledge monitoring/support and space, comprehension/study skills, and unknown category). The numbers on the far left column of the label on the next page represent the LASSI question. At the end of the course, students will be assessed again to evaluate progress and/or change.

Aligned to SLO #1 (Motivation), #2 (Time Management), #3 (Knowledge Monitoring), and #4 (Comprehension)





## **LASSI**

#### QEP STUDENT LEARNING OUTCOME

QE	QEP Student Learning Outcome		
	Learner Mindset/ Readiness to Learn		
	Anxiety Scale (ANX)		
28	I feel very panicky when I take an important test.		
34	When I am taking a test, worrying about doing poorly interferes with my concentration.		
37	I worry that I will flunk out of school.		
50	Even when I am well prepared for a test, I feel very anxious.		
53	Courses in certain subjects, such as math, science, or a foreign language, make me anxious.		
56	When I am studying, worrying about doing poorly in a course interferes with my concentration.		
	Attitude Scale (ATT)		
14	I only study the subjects I like.		
29	I have a positive attitude about attending my classes.		
32	I would rather not be in school.		
39	I do not care about getting a general education, I just want a good job.		
42	I dislike most of the work in my classes.		
59	In my opinion, what is taught in my courses is not worth learning.		
	Learner Mindset/ Motivation		
	Motivation Scale (MOT)		
1	Even when I study materials that are dull and uninteresting, I manage to keep working until I finish.		
17	When work is difficult, I either give up or study only the easy parts.		
24	Even if I am having difficulty in a course, I can motivate myself to complete the work.		
31	Even if I do not like an assignment, I am able to get myself to work on it.		
33	I set goals for the grades I want to get in my classes.		
45	I do not put a lot of effort into doing well in my courses.		
	Time Management/Time Management		
	Time Management (TMT)		
4	I find it hard to stick to a study schedule.		
8	When I decide to study, I set aside a specific length of time and stick to it.		
11	When it comes to studying, procrastination is a problem for me.		
23	I put off studying more than I should.		
51	I set aside more time to study the subjects that are difficult for me.		
54	I end up "cramming" for every test.		
	Knowledge Monitoring/Study Skills		
	Self Testing Scale (SFT)		
15	When preparing for an exam, I create questions that I think might be included.		
20	I review my notes before the next class.		
26	I stop periodically while reading and mentally go over or review what was said.		
38	To help make sure I understand the material, I review my notes before the next class.		
49	To check my understanding of the material in a course, I make up possible test questions and try to answer them.		



52 I test myself to see if I understand what I am studying.

#### **Test Strategies Scale (TST)**

- 5 In taking tests, writing papers, etc., I find I have misunderstood what is wanted and lose points because of it.
- 21 I have difficulty adapting my studying to different types of courses.
- 30 When I study for a test, I have trouble figuring out just what to do to learn the material.
- 36 I have trouble understanding exactly what a test question is asking.
- 43 I review my answers during essay tests to make sure I have made and supported my main points.
- 57 I do poorly on tests because I find it hard to plan my work within a short period of time.

#### Knowledge Monitoring/Support and Space

#### **Using Academic Resources Scale (UAR)**

- 2 When it is difficult for me to complete a course assignment, I do not ask for help.
- 7 When I am struggling in one or more courses, I am too embarrassed to admit it to anyone.
- 12 If I am having trouble with a writing assignment, I seek help from resources available at my college such as the writing center, learning center, or tutoring center.
- 27 I am not comfortable asking for help from instructors in my courses.
- 46 If I find that a course is too difficult for me, I will get help from a tutor.
- When I do not understand how to use a method or procedure presented in one of my courses, I ask another student to teach me so that I can do it on my own.

#### Comprehension/Study Skills

#### **Information Processing Scale (INP)**

- 3 | I try to find relationships between what I am learning and what I already know.
- 10 To help me remember new principles we are learning in class, I practice applying them.
- 18 To help me learn the material presented in my classes, I relate it to my own general knowledge.
- 22 I translate what I am studying into my own words.
- 35 I try to see how what I am studying would apply to my everyday life.
- 41 | I try to relate what I am studying to my own experience.

#### Selecting Main Ideas Scale (SMI)

- 9 During class discussion, I have trouble figuring out what is important enough to put in my notes.
- 16 I have difficulty identifying the important points in my reading.
- 19 There are so many details in my textbooks that it is difficult for me to find the main ideas.
- 44 When studying, I seem to get lost in the details and miss the important information.
- 48 It is hard for me to decide what is important to underline in a text.
- 55 When I listen to class lectures, I am able to pick out the important information.

#### Non-designated QEP Category

#### **Concentration Scale (CON)**

- 6 I concentrate fully when studying.
- 13 I find it difficult to maintain my concentration while doing my coursework.
- 25 My mind wanders a lot when I study.
- 40 I find it hard to pay attention during lectures.
- 47 I am very easily distracted from my studies.
- 58 If I get distracted during class, I am able to refocus my attention.



#### PROJECT FOR EDUCATION RESEARCH THAT SCALES (PERTS):

The purpose of this assessment is to evaluate student mindset and provide resources for understanding fixed and growth mindset to improve academic performance and persistence. The 30-minute module consists of four main sections including survey questions about mindset, reading passages about mindset, writing explanations of mindset concept, and a final set of survey questions to assess change in mindset and related attitudes and behaviors.

Aligned to SLO #1 - Learner Mindset

**Growth Mindset for College Students** 



#### 60-Second Overview

Here's the short and sweet description of Growth Mindset for College Students. The rest of the packet goes into considerable detail about each of the sections below.

#### The 30-Minute Module: Research, Content, and Impact

Growth Mindset for College Students is an evidence-based program designed to increase college students' academic motivation, resilience, and achievement. As we describe in The Research: An Introduction to Growth Mindset, it takes aim at the common misconception that intelligence is fixed — a pernicious misconception that erodes students' motivation and makes them less likely to persist and succeed when they encounter academic difficulties. The online module takes only 30 minutes for students to complete and consists of survey questions, brief passages of reading, and writing exercises. In previous randomized controlled studies, Growth Mindset for College Students has led to improved academic performance and persistence — including higher student retention and graduation rates.

#### Program Implementation Guide

Students can complete the 30-minute online module any time between August 1st and October 15th, 2017. It typically takes about 2-4 weeks to finalize the program logistics for your school and less than one hour to register and get set up on our online platform. In a nutshell, program implementation looks like this:

- Learn and Discuss. Download this Program Information Packet to learn how participation works and discuss your options with your colleagues. Wow — you're already on top of it! Amazing!
- 2. Sign up. Enter your email at perts.net/orientation/cg17, create a user account, decide how your students will participate, and provide us with a letter of agreement signed by your school's President, Dean, Chancellor, or Provost. The Registration and Setup section goes into considerable detail about how to get your college set up to participate using our online platform. \*Submitting the letter of agreement secures your spot as one of the 50 colleges to participate in Fall 2017.
- 3. *Participate*. Students complete the 30-minute module in a first year experience class, as homework, or as part of an orientation program.
- Track Impact. Track participation in real time to see how many students completed the program, and come back on October 16th, 2017 to download a report about the program's impact on student survey outcomes.

#### **FAQ**

Should you have any remaining questions, we've included an FAQ section with the most commonly asked questions. You can also always contact us at <a href="mailto:support@perts.net">support@perts.net</a>.

Source: https://neptune.perts.net/static/programs/cg17/information\_packet.pdf



#### TIME MANAGEMENT BEHAVIOR SCALE (TMBS):

The purpose of this assessment is to measure the students' ability to manage their time in terms of the four different facets of time management: goal setting, scheduling and planning, perception of control of time, and preference for organization/ disorganization. The 39-item survey asks students to rate items on a 5-point scale, ranging from "seldom true" to "very often" true. The results provide students with insights on areas in which they could improve.

#### *Aligned to SLO #2 – Time Management*

#### 39- ITEM TIME MANAGEMENT BEHAVIOR SCALE

Seldom Occasionally	True About As Often As Not	Frequently	Very Often
---------------------	-------------------------------	------------	------------

- 1 I find myself taking on too many tasks/responsibilities at one time.
- 2 I find myself overwhelmed by trivial and unimportant tasks.
- 3 I underestimate the time that it will take to accomplish tasks.
- 4 I feel in control of my time.
- 5 I take responsibility for tasks that I could give to others.
- 6 I am unable to say no when others ask me to take on additional responsibilities.
- 7 I must spend a lot of time on unimportant tasks.
- 8 At the end of the day, I leave a clear, well-organized desk.
- 9 I find myself socializing too much at school.
- 10 I find myself so involved in small details that I lose sight of the overall objective.
- 11 I find it difficult to keep a schedule because others take me away from my work.
- 12 I can find the things I need for my work more easily when my desk is messy and disorganized than when it is neat and organized.
- 13 When I decide on what I will try to accomplish in the short term, I keep in mind my long-term objectives.
- 14 I review my goals to determine if they need revising.
- 15 I break complex, difficult projects down into smaller, manageable tasks.
- 16 I set short-term goals for what I want to accomplish in a few days or weeks.
- 17 I set deadlines for myself when I set out to accomplish a task.
- 18 I look for ways to increase the efficiency with which I perform my work.
- 19 I finish top priority tasks before going on to less important ones.
- 20 I review my daily activities to see where I am wasting time.
- 21 During a day, I evaluate how well I am following the schedule I have set down for myself.
- 22 I set priorities to determine the order in which I will perform tasks each day.
- 23 I carry a notebook to jot down notes and ideas.
- 24 I schedule activities at least a week in advance.
- 25 I block out time in my daily schedule for regularly scheduled events.
- 26 I write notes to remind myself of what I need to do.
- 27 When I make a things-to-do list, it is forgotten or set aside by the end of the day.
- 28 I make a list of things to do each day and check off each task as it is accomplished.
- 29 I carry a calendar or planner with me.
- 30 I keep a daily log of my activities.



- 31 The time I spend scheduling and organizing my day is time wasted.
- 32 Before going to bed, I decide on the clothes I will wear the next day.
- 33 My days are too unpredictable for me to plan and manage my time to any great extent.
- 34 I find myself losing sight of the ultimate objective when working on the various parts of a long-term project.
- 35 I find myself acting before thinking through the consequences of my actions.
- I find places to work that will allow me to avoid interruptions and distractions.
- 37 If I know I will have to spend time waiting, I bring along something I can work on.
- 38 I find that the best way to solve problems is simply to start working on them without thinking too much about them in the beginning.
- 39 I find that I can do a better job if I put off tasks that I don't feel like doing than if I try to get them done in order of their importance.

Source: Oshar, P. (1997). The Relationship Between Instruction of Metacognitive Strategies and Student Achievement. Thesis. University of Windsor. Ontario, Canada

#### **COVEY PLANNER:**

The purpose of this assessment is to measure progress of students' abilities to prioritize their time in terms of urgency and importance by analyzing how student priorities shift over time. After planning and identifying goals, the students estimate how much time they spend in each of the four quadrants of the "Time Matrix", according to what is important and what is urgent (shown below).

#### Aligned to SLO #2 - Time Management

	URGENT	NOT URGENT
IMPORTANT		
NOT IMPORTANT		

#### **KNOWLEDGE MONITORING ASSESSMENT (KMA):**

The purpose of this assessment is to measure students' ability to monitor their learning by differentiating between the known and unknown. Students will be given a 20-item "yes/no" questionnaire asking them if they can solve a series of math problems, followed by a multiple-choice test where students actively work to solve on the same problems. By tracking the results in a matrix that compares the anticipated known and unknown to what students were able to solve or not solve, they will be able to see the correlation between knowledge and performance (shown below).

Aligned to SLO #3 - Knowledge Monitoring

PER	Prediction —		
Performance		Known	Unknown
NCE -	ABLE TO SOLVE		
	UNABLE TO SOLVE		



#### **LEARNING STRATEGIES INVENTORY (LSI):**

The purpose of this assessment is to help the students reflect on the what is required to learn material (Q1-Q2), how they engage in the learning process (Q3-Q7) and how they can use these strategies to learn (Q8-Q12). There are 12 questions on the survey, which are rated on a scale from 1 to 4 ("almost never", "sometimes", "usually", "always"), 10 which cover metacognitive thinking strategies, and two based on Bloom's Taxonomy. By retaking the survey after future course exams and comparing it to their baseline answers, students can determine strategies that helped them succeed and those they may want to try to improve.

#### Aligned to SLO #4 - Comprehension

	Effective Learning Strategies Survey	
<b>S</b> 1	What is the level of learning you need to make A's or B's in high school? (a) Remembering, (b) Understanding, (c) Applying, (d) Analyzing, (e) Evaluating, (f) Creating	
S2	What is the level of learning you need to make A's or B's in college? (a) Remembering, (b) Understanding, (c) Applying, (d) Analyzing, (e) Evaluating, (f) Creating	
<b>S3</b>	I preview the lecture material before I go to class.	
<b>S4</b>	I attend class on time.	
<b>S5</b>	I take notes in class by hand.	
<b>S6</b>	I review my notes and textbook after each class.	
<b>S7</b>	I study with concentrated time and specific goals.	
<b>S8</b>	I join study groups.	
S9	I understand the lecture and classroom discussions while I am taking notes.	
<b>S10</b>	I try to determine what confuses me.	
<b>S11</b>	I try to work out the homework problems without looking at the example problems or my notes from class.	
S12	I review the textbook, lecture notes, and homework problems and do practice tests before the exam.	





#### **RSS!** Program Assessment Plan for RSS! Program Outcomes

**Goal 3: Succeed -** Students will show how the learner mindset and learning strategies have helped them in persistence, retention, and completion of their degree or certificate.

Program Outcomes	Assessment	Administration and Reporting
<b>PO 1 - Persistence</b> - The percentage of participating flexible opt-out students to continue enrollment (fall to spring) will exceed that of non-participating flexible opt-out students, year to year.	Pulse BI Course Success Rates for both custom cohorts (participating and non- participating flexible opt-out students)	Data gathered annually  Results reported in the QEP Annual Report; annual trend analysis reported each summer Y2 – Y5
PO 2 - Retention - The percentage of participating flexible opt-out students to continue enrollment (fall to fall) will exceed that of non-participating flexible opt-out students, year to year.	Pulse BI Enrollment for both custom cohorts (participating and non-participating flexible opt-out students)	Data gathered annually  Results reported in the QEP Annual Report; annual trend analysis reported each summer Y2 – Y5
PO 3 - Completion - The percentage of participating flexible opt-out students' to complete a degree or certificate will exceed that of non-participating flexible opt-out students by the end of Year 4 (2022).	Pulse BI Graduates for both custom cohorts (participating and non-participating flexible opt-out students)	Data gathered annually  Results reported in the QEP Annual Report; annual trend analysis reported each summer Y2 – Y5
Additional Metrics	Assessment	Administration and Reporting
<b>N4S Participation</b> – 65% of all participating students will have successfully completed the N4S course by the end of Year 5 (2023).	Pulse BI Course Success Rates for N4S cohort	Data gathered annually  Results reported in the QEP Annual Report; annual trend analysis reported each summer Y2 – Y5
<b>Feedback</b> – The participating students' indication that the college readiness strategies have positively impacted their academic success.	N4S Alumni Survey	Administered annually for all previous participants the fall semester following their completion of the Spring Semester of N4S  Results reported in the QEP Annual Report; annual trend analysis reported each summer Y2 – Y5

### PROGRAM ASSESSMENTS

#### Pulse BI Enrollment:

Enrollment will be evaluated following the spring and subsequent fall semesters of each N4S cohort to determine persistence (after spring semester) and retention (after the subsequent fall semester). Persistence and retention of participating and non-participating flexible opt-out students will be compared. Pulse BI Path: "Headcount Enrollment by Term" Dashboard, "Overall Enrollment" Report.

Aligned to PO #1 (Persistence) and PO #2 (Retention)

#### Pulse BI GRADUATION:

Graduates will be evaluated each semester as of Spring 2019 and the number of participating and non-participating flexible opt-out students graduating will be compared. Pulse BI Path: "Graduates" Dashboard, "Overall Graduates Trend" Report.

Aligned to PO #3 (Completion)



#### **Pulse BI N4S Course Success:**

In order to capture the 65% from N4S course completion goal, student withdrawals will be evaluated each semester to determine the eligible population. Pulse BI Path: "Success Rates by Academic Org" Dashboard, "Course" Report.

Aligned to the N4S Participation metric

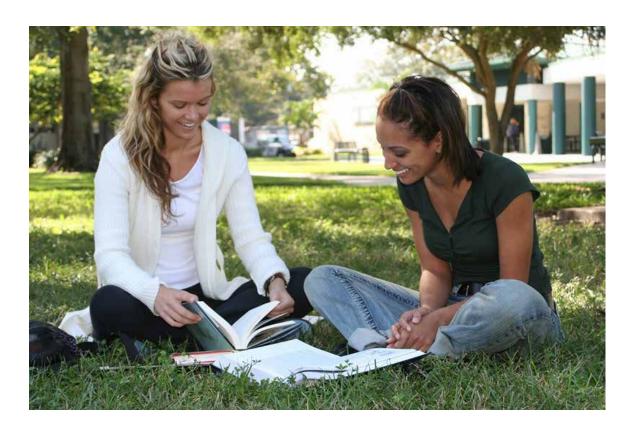
#### **N4S ALUMNI SURVEY:**

All N4S Alumni (students participating in the N4S course) will be surveyed in the fall semester following the completion of the course to gauge if the college readiness strategies they learned in the prior fall semester and applied in the prior spring semester have positively impacted their academic success.

Aligned to the N4S Feedback metric

# SUMMARY

The QEP assessment plan proposed by SPC directly aligns to institutional planning efforts. The plan for implementation of the assessments and the continuous improvement process will facilitate SPC's ability to sustain the QEP and close the loop each year. The plan draws on SPC's broad-based involvement of stakeholders and focuses on improving student success and the College's ability as an institution to successfully implement and sustain the QEP. Based on the direct and strong relationship between the QEP topic of RSS! and the institutional needs of the flexible opt-out population, clearly defined student learning outcomes were identified. Each goal of the QEP is clearly stated and leads to specific and measurable outcomes. Each assessment method is directly aligned to the outcomes and includes both direct and indirect measures.







## APPENDIX A: THE FACTS

are part time

Founded in 1927

Florida's 1st TWO-YEAR AND FIRST TO OFFER BACHELOR'S DEGREES

#1 in State of Florida for possessing the most valuable job skills among two-year colleges by the Metropolitan Policy Program at the Brookings Institution

#1 Top College in Florida by onlinecolleges.com 2016

Named a Leader College by Achieving the Dream

Best for Veterans: Top 20 schools 2016 by Military Times Magazine

**Governor's Higher Education Leadership Award** for having graduates with the highest entry-level wages of Florida's state colleges

Top 3rd college in the number of industry certifications awarded

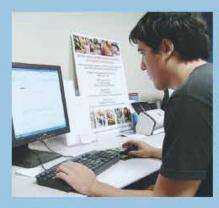


66 I really love school, and I would never have said that before I was at SPC. My professors were welcoming, my classes were sized right and support was very accessible.

- Maia Farley, Psychology



# APPENDIX B: THE COLLEGE EXPERIENCE







SPC is focused on preparing you to succeed in your classes and finish what you start through The College Experience, which is made up of five key areas:



### **NEW STUDENT SMART START ORIENTATION**

We offer orientation sessions both online or in person so that students understand what is expected of them, where to seek help and how to navigate the college's systems.



# OUT OF CLASS SUPPORT

St. Petersburg College offers FREE tutoring to all degree-seeking students

- Online
- · In person
- · One-on-one
- · In a group

Students who visit our Learning Centers have better than an 80% chance at success



# (1) INTEGRATED CAREER AND ACADEMIC ADVISING

Our certified advisors can help put you on the path to success by aligning your academic and career needs from day one. They'll also help you prepare for job interviews, get internships and work on your resume.



This online tool helps outline which courses you need to take and in which order to complete your program in the shortest amount of time.



Struggling students are identified early so that help can be offered to keep them on track.



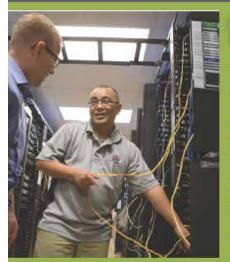


# APPENDIX C: YOUR SUCCESS MATTERS



From day one, you will get the individual attention you need from caring, professional faculty and staff who believe in you.





# FACULTY

Our faculty not only hold impressive academic credentials, but they are also published authors, respected experts in their fields, and talented award winners. But most of all, they provide a climate for student success through the use of innovative teaching, hands-on educational opportunities and advanced technologies.

### **FACULTY FACTS:**

24:1 Student: faculty ratio

379 Full-time Faculty

1,468 Part-time Faculty

97% of full-time faculty hold advanced degrees



# CAREER AND ACADEMIC PATHWAYS

We offer more than 100 programs, some fully online, that are aligned to industry needs to ensure you are job-ready at graduation. Our programs fall into 10 Career and Academic Communities. Within each community we offer Guided Pathways – a logical sequencing of courses prepared just for you, so you can finish your program and get into the workforce sooner. You also have the opportunity to earn stackable credentials along the way that can increase your earning power.





# APPENDIX D: MILESTONES AND COMMITTEE MEETINGS

Focus of Meeting	Date
Center of Excellence for Teaching and Learning (CETL) QEP topic brainstorm	7/7/2015
Collaborative Lab on ideas for QEP topics	9/11/2015
Board of Trustees presentation of SACSCOC reaffirmation process and QEP requirement	9/16/2015
Topic Selection Committee: Kick-off and brainstorming	9/25/2015
Clearwater QEP topic forum	9/28/2015
Vet Tech QEP topic forum	9/30/2015
Seminole QEP topic forum	10/6/2015
Midtown QEP topic forum	10/6/2015
Health Education Center QEP topic forum	10/7/2015
St. Petersburg/Gibbs QEP topic forum	10/8/2015
Topic Selection Committee: Institutional data	10/9/2015
Midtown QEP topic forum	10/13/2015
Tarpon Springs QEP topic forum	10/14/2015
Online QEP topic forum	10/15/2015
All College Day QEP session	10/20/2015
Collegiate High School QEP topic forum	10/22/2015
Topic Selection Committee: Updates and white paper discussions	10/23/2015
Topic Selection Committee: QEP topic surveys, white papers, institutional reviews	11/6/2015
Topic Selection Committee: Updates, QEP videos, and narrowing possible QEP topics	11/19/2015
Topic Selection Committee: Stakeholder survey results, QEP website, transition to two broadbased topic areas	12/1/2015
Board of Trustees strategic planning workshop	12/18/2015
QEP budget planning meeting	1/21/2016
Topic Selection Committee: Alumni survey, budget, Pulse BI data by topic area, student population	1/22/2016
QEP website development planning meeting	1/29/2016
Topic Selection Committee: Topic areas data brainstorm, learning communities, maintaining momentum	1/29/2016
Topic Selection Committee: Topic areas data discussion, professional development component, college readiness considerations	2/12/2016
QEP budget planning meeting	2/18/2016
Topic Selection Committee: Topic areas data discussion, focusing topic	2/26/2016
QEP website shell content review meeting	2/26/2016
QEP fiscal year 16/17 budget proposal and presentation	3/3/2016
QEP website launch planning meeting	3/25/2016



Focus of Meeting	Date
Board of Trustees QEP presentation review meeting	4/12/2016
Board of Trustees QEP topic focus presentation	5/17/2016
QEC Kick-Off Meeting: Sub-committees, topic selection, student population, QEP guidelines	5/27/2016
QEC Meeting: Visits to other institutions, sub-committee reports, break-out groups data discussions	6/24/2016
QEC Meeting: Findings from SACSCOC summer institute, recap of GSU visit, sub-committee reports, information literacy presentation	7/29/2016
QEP website launch	8/1/2016
Board of Trustees QEP topic focus presentation	8/20/2016
QEC Fall Kick-Off Meeting: Communication plan, sub-committee updates, timeline, non-cognitive skills, student populations	8/26/2016
QEC Meeting: Presentation on advising case management, SACSCOC VP visit, All College Day, sub-committee updates, marketing efforts	9/9/2016
QEC Meeting: Presentation of OLS College Readiness Survey, BOT feedback, stakeholder outreach, data discussions, sub-committee reports	9/23/2016
QEC Meeting: Budget discussions, communication about QEP and reach-out, marketing, All College Day effort	10/14/2016
QEC Meeting: All College Day QEP contest, SACSCOC observer findings, QEP ambassadors, videos and website, non-cognitive discussions	10/28/2016
QEC Meeting: QEP logo and slogan, SGA presence, writing groups status and dates, ambassadors program, learning styles, SLOs, assessment	11/18/2016
QEC Meeting: Writing groups, QEP Examples, lead evaluators, feedback from SACSCOC VP, QEP writing, break-out groups, N4S	12/2/2016
Board of Trustees Strategic Planning Workshop	12/13/2016
QEC Meeting: Off On The Right Foot event, ambassador updates, marketing, fall 2017 pilot, timeline, evaluator candidates, N4S, implementation	1/27/2017
QEC Meeting: Off On The Right Foot event, ambassador updates, marketing, fall 2017 pilot, timeline, evaluator candidates, N4S, implementation	2/17/2017
QEC Meeting: Writing updates, QEC schedule, ambassador updates, executive team feedback, student incentives, QEP positions, alignment of QEP to SPC initiatives, current QEP draft, N4S pilot	3/3/2017
QEP Budget presentation and request for fiscal year 17/18 with 5 year project support	3/31/2017
QEC Meeting: QEP document review, fall planning, course development team and N4S course assignments, advisor trainings, implementation plan, campus roll-out	4/28/2017
Board of Trustees QEP update and formal presentation of first draft of the plan document	5/16/2017
QEC Meeting: Presentation to BOT, QEP document updates and review, N4S registration, course shell team, RSS! reflection rubric, budget, RSS! Lead Faculty position, fall planning	5/19/2017
QEC Meeting: Plan for RSS! committee, student laptops, fall planning, QEP document updates, course shell and assessment, review and editing of chapters, citations, appendices	6/16/2017
QEP final draft of document	8/1/2017



# APPENDIX E: KEY PERSONNEL (COMMITTEE MEMBERS AND AMBASSADORS)

# **QEP TOPIC SELECTION COMMITTEE**

Topic Selection	on Committee	Position	Department	Campus
Rosanne	Beck	Faculty	College of Public Safety Administration	Allstate
Rachel	Bennett	Faculty	Ethics	Clearwater
Matthew	Bodie	Executive Director	Learning Resources	EPI
Joseph	Bowman	Student	Business	Tarpon Springs
Christopher	Cain	Senior Instructional Support Specialist	Learning Resources	Clearwater
lan	Call	Program Director	Collegiate High School	St. Pete/Gibbs
Ashley	Caron	Associate Director	Academic Effectiveness	EPI
Iris	Concepcion	Faculty	College of Nursing	Health Education Center
Sabrina	Crawford	Executive Director	Institutional Research and Effectiveness	EPI
Paul	Cutlip	Faculty	Natural Sciences	St. Pete/Gibbs
Lynn	Grinnell	Faculty	College of Business	EPI
Jennifer	Haber	QEP Lead Faculty	Communications	Tarpon Springs
Amy	Karol	Faculty	Communications	Tarpon Springs
Gail	Lancaster	Librarian	Learning Resources	St. Pete/Gibbs
Christian	Moriarty	Faculty	Ethics	St. Pete/Gibbs
Nydia	Nelson	Faculty Chair	Math	Downtown/Midtown
Michelle	Piper	Instructional Technology Manager	Online Learning and Services	EPI
Heather	Roberson	CETL Director and Faculty	CETL, Social and Behavioral Sciences	Clearwater
Laura	Smith	Faculty	Communications	Tarpon Springs
Matthew	Stewart	Adjunct Faculty	Ethics	St. Pete/Gibbs
Mark	Strickland	Provost	Student Services	Seminole
Teri	Trede	Faculty	Health Sciences	Health Education Center
Carol	Weideman	Faculty	Math	St. Pete/Gibbs
Darlene	Westberg	Faculty	Computer and Information Technology	St. Pete/Gibbs
Robin	Wilber	Faculty	College of Business	EPI
David	Wilburn	Career and Academic Advisor	Student Services	Tarpon Springs
Kellie	Ziemack	Project Coordinator	Student Services	EPI



# QUALITY ENHANCEMENT COMMITTEE

QEP Com	mittee Members	Position	Department	Location
Pat	Barbier	Librarian	Learning Resources	Clearwater
Susan	Benson	Faculty	Communications	Clearwater
Matthew	Bodie	Executive Director	Learning Resources	EPI
Joseph	Bowman	Student	Business	Tarpon Springs
Sara	Brzezinski	Faculty	Social and Behavioral Sciences	Tarpon Springs
lan	Call	Program Director	Collegiate High School	St. Pete/Gibbs
Ashley	Caron	Associate Director	Academic Effectiveness	EPI
Cynthia	Carter	Adjunct Faculty	Business	EPI
Karen	Cassidy	Adjunct Faculty	Communications	Downtown/Midtown
Jimmy	Chang	Dean	Mathematics	St. Pete/Gibbs
Nora	Coles	Advisor	Student Services	Health Education Center
Sabrina	Crawford	Executive Director	Institutional Research and Effectiveness	EPI
Michael	Crews	Senior Instructional Support Specialist	Learning Resources	Tarpon Springs
Earl	Fratus	Director	Honors Program	Seminole
Lynn	Grinnell	Faculty	College of Business	EPI
Jennifer	Haber	QEP Lead Faculty	Communications	Tarpon Springs
Nicole	Hall	Student Support Manager	Student Services	Downtown
Christopher	Harvey	Executive Director	Online Learning and Services	EPI
Linda	Huetson	Career and Academic Advisor	Enrollment Services	EPI
Kimberly	Jackson	Faculty Chair	Social and Behavioral Sciences	Downtown/Midtown
Dawn	Janusz	Student Support Coordinator	Student Services	Health Education Center
Nikole	Jorgensen-Zidar	Instructional Support Specialist	Learning Resources	Clearwater
Amy	Karol	Faculty	Communications	Tarpon Springs
Misty	Kemp	Director	Retention Services	EPI
LaVonda	Leonard	Staff and Alumni	Leepa-Rattner Museum of Art	Tarpon Springs
Joseph	Leopold	Dean	Communications	Clearwater
Judy	Macdonald	Senior Instructional Support Specialist	Learning Resources	Clearwater
Lynn	McCormick-McDonald	Library Director	Learning Resources	St. Pete/Gibbs
Natavia	Middleton	Dean	Natural Sciences	Downtown/Midtown
Janice	Monroe	Adjunct Faculty	Ethics	Clearwater
Christian	Moriarty	Faculty	Ethics	St. Pete/Gibbs
Kari	Morrell	Librarian	Learning Resources	Midtown
Nydia	Nelson	Faculty Chair	Mathematics	Downtown/Midtown
Melanie	Paden	Faculty	Communications	Clearwater
Michelle	Piper	Instructional Technology Manager	Online Learning and Services	EPI
Douglas	Rivero	Faculty Chair	Social and Behavioral Sciences	Seminole
Heather	Roberson	CETL Director and Faculty	CETL, Social and Behavioral Sciences	Clearwater, Tarpon Springs
Rebecca	Sarver	Student Life and Leadership Coordinator	Student Services	Allstate
Kathy	Siegler	Faculty	Natural Sciences	Clearwater



QEP Com	mittee Members	Position	Department	Location
Mark	Strickland	Provost	Student Services	Seminole
Saunya	Talley	Advisor	Student Services	St. Pete/Gibbs
Kirsten	Tersteegen	Faculty	Communications	Seminole
Teri	Trede	Faculty	Health Sciences	Health Education Center
LiLee	Tunceren	Faculty	Communications	Seminole
Stan	Vittetoe	Provost	Student Services	Clearwater
Carol	Weideman	Faculty	Mathematics	St. Pete/Gibbs
Brad	Yourth	Faculty	Computer and Information Technology	Clearwater
Kellie	Ziemack	Project Coordinator	Student Services	EPI

# **S**UBCOMMITTEES

Assessment		
Ashley	Caron (Lead)	
lan	Call	
Lynn	Grinnell	
Misty	Kemp	
Melanie	Paden	
Teri	Trede	
Carol	Weideman	

Budget		
Sabrina	Crawford (Lead)	
Jesse	Coraggio	
Jennifer	Haber	
Heatherr	Roberson	

Course	e Design
Michelle	Piper (Lead)
Susan	Benson
Sunita	Kumari
Judy	Macdonald
Melanie	Paden

Implementation		
lan	Call (Lead)	
Misty	Kemp	
Melanie	Paden	

Informat	tion Literacy
Michelle	Piper (Lead)
Matthew	Bodie
Michael	Crews
Nikole	Jorgensen-Zidar
Misty	Kemp
Teri	Trede
LiLee	Tunceren

Learning Communities		
Carol We	ideman (Lead)	
Nikole Jor	gensen-Zidar	
Kari Mo	orrel	
Mark Str	ickland	
Kellie Zie	mak	

Learner Mindset		
Misty	Kemp (Lead)	
Joe	Bowman	
Michael	Crews	
Lynn	Grinnell	
Darryl	Henderson	
Dawn	Janusz	

Learr	ning Strategies
Lynn	Grinnell (Lead)
Melanie	Paden
Michelle	Piper
Saunya	Talley
Darlene	Westberg

Marketing	
LaVonda	Leonard (Lead)
Joe	Bowman
Sara	Brzezinski
Michael	Crews
Dawn	Janusz

	Video
Christian	Moriarity (Lead)
Timm	Andrews
Marco	Capobianco
Basil	Mousatsous
Michelle	Piper
Kathy	Siegler
Saunya	Talley

Web Site	
lan	Call (Lead)
Matthew	Bodie
Marco	Capobianco
Melanie	Paden



#### CAMPUS AMBASSADORS

Allstate Center
Rosanne Beck (Faculty)*
Tashika Griffith (Staff)
Kyle Garner (Student)

Clearwater Campus
Ryan Marsh (Faculty)*
Terri Dobson (Staff)
Kadry Samuels (Student)

Downtown Center
Mark Nusspickel (Faculty)*
Susana Castellanos (Staff)
Malique Ferrette (Student)

Epi Center/Online
Dederick Woodard (Faculty)
Teresa Phoenix (Staff)
Darryl Henderson (Student)*

Health Education Center
Teri Trede (Faculty)*
Dawn Janusz (Staff)
Madeline Smith (Student)

<sup>\*</sup> Spring 2017 and Fall 2017

Midtown Campus
Laura Malave (Faculty)*
Candice Williams (Staff)
Artez Chapman (Student)

Seminole Campus
Sunita Kumari (Faculty)*
Patrick Filson (Staff)
Frederick Arnold (Student)

Vet Tech Center
Tricia Gorham (Faculty)
Ginny White (Staff)*
Richard Quartararo (Student)

St. Pete/Gibbs Campus
Christian Moriarty (Faculty)*
Saunya Talley (Staff)
Susan Kozgus (Student)

Tarpon Springs Campus		
Sara Brzezinski (Faculty)*		
Amy Clark (Staff)		
Darlene Naundros (Student)		

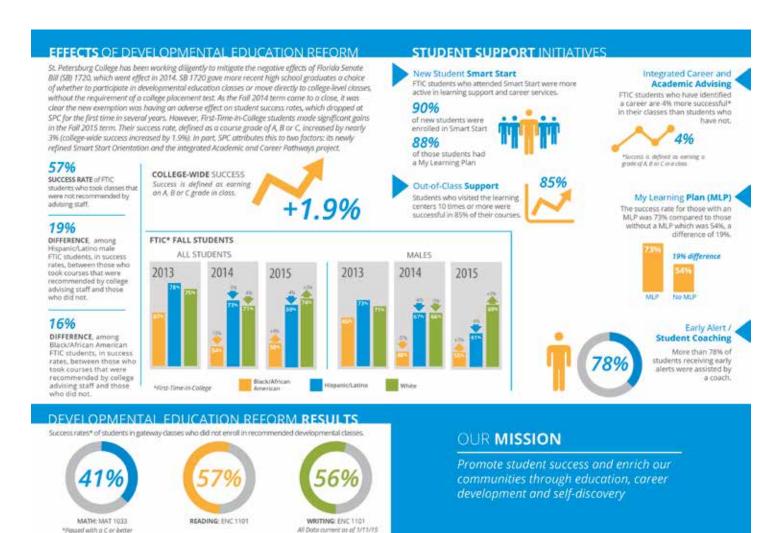
#### **Strategic Project Execution Manager**

Amy Gregorich, Manager, Strategic Project Execution, Business Services, District Office

https://onecollegesupport.spcollege.edu/PWA/QEP/ layouts/15/start.aspx#/SitePages/Home.aspx



# APPENDIX F: EFFECTS OF DEVELOPMENTAL EDUCATION REFORM





# APPENDIX G: OUTLINE SYLLABI FOR NFS1000

# NFS1000 SYLLABUS - SEMESTER 1

Instructor: Phone: Office Location: Office Hours:

Email:

Prerequisites: None

#### Course Description

NFS1000 (N4S) focuses on learner mindset and learning strategies as a way to help students think about their learning and find strategies that are useful to them. Students will focus on learner mindset, time management, knowledge monitoring, and comprehension to identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners.

#### REQUIRED INSTRUCTIONAL MATERIALS: None

#### **C**OURSE **R**EQUIREMENTS

Semester 1 of NFS1000 is a non-credit, 12-week course designed to provide students with the tools needed to succeed at SPC. This course requires students to utilize MyCourses, course email, and MySPC and requires students to create a final reflection project demonstrating the skills developed throughout the course.

#### **STUDENT LEARNING OUTCOMES**

- Students will identify why they came to college, what their motivations are for pursuing a degree or certificate, and how they can apply their behaviors to take ownership of their academic goals (motivation and ownership).
- Students will exhibit conscious control over the amount of time spent on specific activities (time management).
- Students will identify what they do and do not know about their learning and will develop a strategic plan to fill knowledge gaps (knowledge monitoring).
- Students will effectively apply thinking strategies to comprehend course material (comprehension).

#### **ATTENDANCE POLICY**

Students are expected to attend all face-to-face meetings held during the semester as well as all of the campus events (Off on the Right Foot and Keep it Going events).

#### CLASS ASSESSMENTS

Before Module 1: LASSI and Focus 2 Module 1: Motivation — PERTS

Module 2: Time Management — TMBS and Covey Planner

Module 3: Knowledge Monitoring — KMA

Module 4: Comprehension — LSI Module 5: Reflection — RSS! Rubric



#### LEARNER SUPPORT

View the Accessibility Services site.

View the Academic Support and Student Success site.

View the On Campus Academic Support site.

View the Online Academic Support site.

View the Student Services site.

#### STUDENTS' EXPECTATIONS AND INSTRUCTORS' EXPECTATIONS

#### REQUIRED INTERACTION

Required Interaction (e.g., expectations on communication between and among students and the instructor).

#### Participation, Conduct, and Netiquette

SPC has outlined expectations for student behavior and interaction for online discussions, email, and other forms of communication. View the Student Expectations in How to Be a Successful Student.

#### **ACADEMIC HONESTY**

View the Academic Honesty Policy.

#### **C**OPYRIGHT

Copyrighted material within this course, or posted on this course website, is used in compliance with United States Copyright Law. Under that law you may use the material for educational purposes related to the learning outcomes of this course. You may not further download, copy, alter, or distribute the material unless in accordance with copyright law or with permission of the copyright holder. For more information on copyright visit: Copyright.gov.

#### **TECHNOLOGY**

#### MINIMUM TECHNOLOGY REQUIREMENTS

View the Technical Requirements for MyCourses.

SPC offers Microsoft Office software to current students at no additional cost. The software is available for both Windows and Mac computers. View the How to Download Microsoft Office 2016 tutorial.

#### MINIMUM TECHNICAL SKILLS

Specify the minimum technical skills expected of the learner: general and course-specific learners must have to succeed in the course.

Students should know how to navigate the course and use the course tools. Dropbox-style assignments may require attachments in either Microsoft Word (.doc or .docx) or Rich Text Format (.rtf), so that they can be properly evaluated. If an attachment cannot be opened by the instructor, students will be required to re-format and re-submit an assignment so that it can be evaluated and returned with feedback.

MyCourses tutorials are available to students new to this LMS and are located at the beginning of the course. Most features on MyCourses are accessible on mobile devices, although it is recommended that you use a computer for quizzes, tests, and essay assignments.

#### Accessibility of Technology

MyCourses (Brightspace by Desire2Learn) Accessibility

#### **PRIVACY**

MyCourses (Brightspace by Desire2Learn) Privacy



### TECHNICAL SUPPORT

Technical support is available via the Technical Support Desk Call Center.

# COURSE CALENDAR

Week	Activity/Event	Module
Week 1	***The Welcome Event will take place prior to Week 1***	Smart Start Orientation (SSO) First 4 weeks
Week 2	Off on the Right Foot	
Week 3		
Week 4		
Week 5	Face-to-face Meeting	Module 1
Week 6		
Week 7	Face-to-face Meeting	Module 2
Week 8		
Week 9	Face-to-face Meeting	Module 3
Week 10		
Week 11	Face-to-face Meeting	Module 4
Week 12	Keep it Going Event	
Week 13		
Week 14	Final Assignment Face-to-face Meeting	Module 5
Week 15	End of Semester 1	



#### NFS1000 SYLLABUS - SEMESTER 2

Instructor: Phone: Office Location: Office Hours:

Email:

Prerequisites: NFS1000, Semester 1

#### Course Description

NFS1000 focuses on the application of the strategies students learned in NFS1000 to the courses at St. Petersburg College. In this course, students will create goals for the current semester and reflect on how they are utilizing their skills in motivation, comprehension, time-management, and knowledge monitoring to meet those goals. Students will collect artifacts from their coursework throughout the semester. The students will use those artifacts to construct an online portfolio within MyCourses.

#### REQUIRED INSTRUCTIONAL MATERIALS: None

#### Course Requirements

NFS1000 is a non-credit course designed to provide students with the opportunity to reflect on the skills they learned in the first semester course, NFS1000. This course requires students to utilize MyCourses, course email, and MySPC and requires students to create an online portfolio through MyCourses that demonstrates how they have applied what they learned in the Neighborhood to their SPC coursework.

#### PROGRAM OUTCOMES: None

#### STUDENT LEARNING OUTCOMES

Motivation - Students will identify why they came to college, what their motivations are for pursuing a degree or certificate, and how they can apply their behaviors to take ownership of their academic goals.

- Students will create a personalized plan for achieving their academic goals for the spring semester.
- Students will identify specific strategies they learned from N4S that will help them achieve their academic goals for the spring semester.
- Students will identify one artifact from their SPC coursework that demonstrates how a change in behavior has helped them achieve one of their goals.

Time Management - Students will identify barriers to efficient time management and apply the planning tools to increase productivity.

- Students will implement time management strategies throughout the semester to help them achieve their academic goals.
- Students will analyze how the time management strategies helped them achieve one of their academic goals.
- Students will identify one artifact from their SPC coursework that demonstrates their ability to implement time management strategies.

Knowledge Monitoring - Students will identify their knowledge gaps.

- Students will implement knowledge monitoring strategies throughout the semester to help them achieve their academic goals.
- Students will analyze how the knowledge monitoring strategies helped them achieve one of their academic goals.
- Students will identify one artifact from their SPC coursework that demonstrates their ability to implement knowledge monitoring strategies.



Comprehension - Students will effectively apply thinking strategies to comprehend course material.

- Students will implement thinking strategies throughout the semester to help them achieve their academic goals.
- Students will analyze how the thinking strategies helped them achieve one of their academic goals.
- Students will identify one artifact from their SPC coursework that demonstrates their ability to implement thinking strategies.

Application - Students will apply the skills learned during the Ready and Set fall semester portion of the N4S to their following semester courses and create a portfolio that best represents their learning.

• Students will combine their identified artifacts into a portfolio that best represents their learning.

#### **ATTENDANCE POLICY**

Students are expected to attend all face-to-face meetings during the semester, as well as the Let's Do This campus event

#### **CLASS ASSESSMENT**

Students will complete a portfolio in MyCourses that demonstrates how they have applied their skills in motivation, time-management, knowledge monitoring, and comprehension.

#### LEARNER SUPPORT

View the <u>Accessibility Services site</u>.

View the <u>Academic Support and Student Success site.</u>

View the On Campus Academic Support site.

View the Online Academic Support site.

View the Student Services site.

#### STUDENTS' EXPECTATIONS AND INSTRUCTORS' EXPECTATIONS

#### Required Interaction

Required Interaction (e.g., expectations on communication between and among students and the instructor).

#### Participation, Conduct, and Netiquette

SPC has outlined expectations for student behavior and interaction for online discussions, email, and other forms of communication. View the Student Expectations in How to Be a Successful Student.

#### **A**CADEMIC HONESTY

View the Academic Honesty Policy.

#### **C**OPYRIGHT

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#### **TECHNOLOGY**

#### MINIMUM TECHNOLOGY REQUIREMENTS

View the Technical Requirements for MyCourses.

SPC offers Microsoft Office software to current students at no additional cost. The software is available for both Windows and Mac computers. View the How to Download Microsoft Office 2016 tutorial.



#### MINIMUM TECHNICAL SKILLS

Specify the minimum technical skills expected of the learner: general and course-specific learners must have to succeed in the course.

Students should know how to navigate the course and use the course tools. Dropbox-style assignments may require attachments in either Microsoft Word (.doc or .docx) or Rich Text Format (.rtf), so that they can be properly evaluated. If an attachment cannot be opened by the instructor, students will be required to re-format and re-submit an assignment so that it can be evaluated and returned with feedback.

MyCourses tutorials are available to students new to this LMS and are located at the beginning of the course. Most features on MyCourses are accessible on mobile devices, although it is recommended that you use a computer for quizzes, tests, and essay assignments.

#### ACCESSIBILITY OF TECHNOLOGY

MyCourses (Brightspace by Desire2Learn) Accessibility

#### **PRIVACY**

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#### **TECHNICAL SUPPORT**

Technical support is available via the Technical Support Desk Call Center.

#### COURSE CALENDAR

Week	Activity/Event	Module
Week 1		
Week 2	Face-to-face Meeting	Module 6
Week 3		
Week 4		
Week 5	Face-to-face Meeting	Module 6
Week 6		
Week 7		
Week 8	Face-to-face Meeting	Module 6
Week 9		
Week 10		
Week 11	Face-to-face Meeting	Module 6
Week 12	Let's Do This Event	
Week 13		
Week 14		
Week 15		



# APPENDIX H: AGENDA FOR STUDENT EVENTS

## OFF ON THE RIGHT FOOT EVENT PROGRAM SCHEDULE 9-2PM

Semester 1, 2<sup>nd</sup> Friday of the semester \*\*\* Open to all students.

8:30-9:00 9:00-9:15 9:15-9:20 9:20-9:30 9:30-9:50 9:5010:00	Registration, light breakfast, and coffee Opening remarks (Provost of campus) Session 1: Learning Resources Speaker Small Group Discussions Expert Panel Q & A General Discussion and Door Prizes
10:00-10:05	Session 2: Life Skills Speaker
10:05-10:15 10:15-10:30	Small Group Discussions Expert Panel Q & A
10:30-11:00	General Discussion and Door Prizes
10.30-11.00	deficial discussion and bool Prizes
11-11:10	Session 3: Knowing Who You Are speaker
11:10-12:00	Assessment of Who you are
12:00-12:45	Lunch
12:45-12:50	Session 4: Academic Speaker
12:50-1:00	Small Group Discussions
1:00-1:15	Expert Panel Q & A
1:15-1:30	General Discussion and Door Prizes
1:30-1:50 1:50-2:00	Q & A with Advisors (Speed Questions) Closing Remarks

## KEEP IT GOING EVENT PROGRAM SCHEDULE 9-2PM

Semester 1, 12<sup>th</sup> Friday of the semester \*\*\* Open to all students.

8:30-9:00 9:00-9:15 9:15-9:30	Registration, light breakfast, and coffee Opening remarks Session 1: Motivational Speaker
9:30-10:00	Motivation Activity
10:00-10:10	General Discussion and Door Prizes
10:10-10:25 10:25-10:55	Session 2: Time Management Speaker Time Management Activity
10:55-11:05	General Discussion and Door Prizes
11:05-11:15	Session 3: Study Skills Speaker
11:15-11:45	Study Skills Activity General Discussion and Door Prizes
11:45-11:55	General Discussion and Door Prizes
11:5512:30	Lunch
12:30-12:50	Session 4: Registration Speaker
12:50-1:40	Registration Activity
1:40-1:50	General Discussion and Door Prizes
1:50-2:00	Closing Remarks
* Advisors will l	be available for registration

## LET'S DO THIS EVENT PROGRAM **SCHEDULE 9-12:30 PM**

Semester 2, 12<sup>th</sup> Friday of the semester \*\*\* Limited to N4S students only.

8:30-9:00	Registration, light breakfast, and coffee
9:00-9:15	Opening remarks (N4S Leaders)
9:15-10:15	Sharing of Accomplishments
10:15-11:30	Focus Group Workshop
11:30-12:30	Lunch and Celebration



# APPENDIX I: READY, SET, SUCCEED! (RSS!) REFLECTION RUBRIC

	Almost There!	Way to Go!	Nailed it!
Motivation and Ownership: Students will identify why they came to college, what their motivations are for pursuing a degree or certificate, and how they can apply their behaviors to take ownership of their academic goals.	Identified examples of motivational/ ownership behaviors but were unclear as to how/when they should be applied.  Defined fixed and growth mindset but were unable to identify own mindset.  Identified SMART goals but did not identify what behavioral changes are needed to achieve them.	Described an opportunity/event where specific motivational/ownership behaviors would have helped but did not apply.  Able to differentiate between fixed and growth mindset and identify own mindset.  Identified SMART goals and the behaviors needed to achieve them.	Explained how motivational/ownership behaviors were applied in another class.  Described how understanding of mindset affected beliefs about ability to learn new things.  Provided two examples of how behaviors were modified to achieve SMART goals and applied in one or more settings.
Time Management: Students will identify barriers to efficient time management and apply the planning tools to increase productivity.	Defined components of time management patterns but did not address understanding of own patterns from Time Management Behavioral Scale results.  Identified personal time management habits needing improvement but did not address how habits will be improved upon.	Described understanding of personal patterns of time management from Time Management Behavioral Scale results.  Identified personal time management habits needing improvement and provided examples of how habits are being improved.	Explained how understanding personal time management patterns has helped to overcome barriers to managing time in other classes.  Provided two examples of how personal time management habits were improved and applied in one or more settings.



	Almost There!	Way to Go!	Nailed it!
Knowledge Monitoring: Students will identify their knowledge gaps.	Provided an example of a gap in knowledge that was recognized in another class but no outcome was specified to address the gap.  Addressed own awareness of techniques that can be used to monitor progress on filling knowledge gaps but were unable to provide examples (e.g. self-testing, teaching to others, flashcards, and peer review).  Identified resources and strategies, but in a vague manner and not specific to the knowledge gap.	Provided an example of a gap in knowledge that was recognized in another class and the outcome that was specified to address the gap.  Described examples of techniques that can be used to monitor progress on filling knowledge gaps (e.g. self-testing, teaching to others, flashcards, and peer review).  Identified appropriate resources and strategies to fill the knowledge gap and achieve the outcome.	Provided two or more examples of how gaps in knowledge were recognized in other classes or settings and the outcomes that were specified to address the gaps.  Described two techniques that were applied to monitor progress on filling the knowledge gap (e.g. self-testing, teaching to others, flashcards, and peer review).  Explained how the appropriate resources and strategies identified were applied to fill the knowledge gap and achieve the outcome.
Comprehension: Students will effectively apply thinking strategies to comprehend course material.	Described understanding of note-taking methods, but was unable to identify an appropriate method for a specific course.  Identified comprehension strategies but did not apply them.	Described understanding of note-taking methods and provided an example of a specific method and how it was appropriate for a specific course.	Provided examples of how specific note-taking methods were applied, why the methods were appropriate for specific courses, and how the methods helped to improve comprehensions of the material.  Provided two examples of how comprehension was applied in other courses or settings and how application of the strategies helped to improve comprehension of the material.





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