

Re-envisioning the First-year Seminar:
A Semester of Classroom Advising to Promote College
Completion and Career Readiness

start2finish

PRESENTED JULY 2017
AT THE FOCUS ON FRESHMAN CONFERENCE
LOS ANGELES, CA

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Introduction

Objectives for the session:

- Provide an overview of *Start2Finish*, Hillsborough Community College's Accreditor-approved Quality Enhancement Plan (QEP)
- Introduce SLS 1106, the First Year Experience Curriculum
- Discuss the QEP Assessment Plan
- Share Ideas via a planned activity
- Provide resources and answer questions

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Please take a few minutes to identify **three major obstacles that could hinder an advising (or other new student success) initiative at your institution** and then...

- Write them down

AND

- Save them, as we will return to their discussion in a little while...



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Overview: HCC's Quality Enhancement Plan

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Hillsborough Community College, Tampa, Florida

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What is a QEP?

A QEP is a mandatory requirement to keep accreditation (SACSCOC, CR 2.12)

A QEP must:

- Include an institutional process for identifying key issues emerging from institutional assessment (quantitative and/or qualitative data)
- Focus on learning outcomes and/or the environment supporting student learning
- Focus on accomplishing the mission of the institution



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QEP Key Components

- Broad-based Involvement of College Community (faculty, students, staff, administrators, and others)
- An Institutional Process Based Upon Needs and Data
- A Plan Focused on Addressing Those Needs
- Institutional Capability (human and financial resources)
- Assessment Plan to Measure Institutional and Student Learning Outcomes/Implementation Milestones

(In many respects, these are critical areas for successful institutional change anywhere, not just in SACSCOC's region)



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HCC's QEP

Identifying the Topic

- ❑ What is the Problem/Need?
- ❑ HCC Community Input

Research

- ❑ Student learning outcomes
- ❑ Strategies



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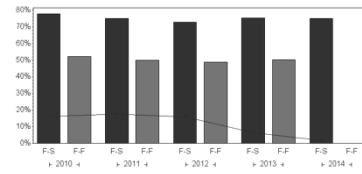
Topic Selection

- ❑ The QEP Committee looked at institutional data
- ❑ **Community stakeholders were encouraged to submit topic proposals** for a QEP focused on improving student learning via
 - ✓ An online topic form--10/14/14-12/31/14
 - ✓ A paper survey distributed and collected at our All College Day meeting--10/17/14
 - ✓ Student Government Association paper survey--11/01/14--12/31/14
- ❑ The QEP Coordinator and Steering Committee Members held **13 forums across all campus locations**, spreading further awareness of the QEP process and providing opportunity for discussion



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- ✓ The QEP Committee considered institutional data from SAS-BI indicating high rates of attrition among FTICs and determined that an advising-based first-year seminar could help to resolve this key institutional problem



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COLLEGE-WIDE CHARRETTES DETERMINED THE FINAL QEP TOPIC



Charrettes on all HCC campuses (04/09/15) included SWOT analyses of final QEP topics followed by a vote of students, staff, faculty, and administrators.
The winner: "Improve Advising."



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Identification of a Significant Issue: High Attrition among FTICs

- ❑ Having identified the need for extended advising of FTICs within a success course to promote their retention and completion, the Steering Committee undertook a wide review of the professional literature concerning the first year experience to **create essential QEP student learning outcomes**



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The Solution: Focused, Mission-driven Student Learning Outcomes


- ❑ Following the **guided pathways model of Davis Jenkins**, et al at Columbia's Community College Research Center, we created five **SLOs that we believe will promote FTIC completion and fulfill our stated mission** of "empowering students to achieve their educational goals" so they may become "contributing members of the local and global society":
Students will...
 - ✓ Create a personal purpose statement detailing their academic goals
 - ✓ Create a personal purpose statement detailing their career goals
 - ✓ Design an education plan aligned with their academic and career goals
 - ✓ Demonstrate awareness of college support systems available to enhance academic achievement and career planning
 - ✓ Engage in activities related to their personal purpose statement and/or academic plan



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Ongoing Broad-based Involvement


- ❑ As Start2Finish moved toward full implementation, the HCC Community continued to be involved:
 - ✓ Faculty from across the College presented their curriculum ideas to develop SLS 1106, First Year Experience Orientation at the QEP Spring Institute meeting on 04/14/16
 - ✓ In summer 2016, QEP Lead Faculty from all campuses developed a complete SLS 1106 syllabus and course outline, including common QEP assessments and assignments
 - ✓ The entire HCC Community participated in our All College Day QEP Olympic Games, on 09/27/16, learning much about the Start2Finish initiative
 - ✓ More than 70 full-time faculty, adjunct faculty, advisors, counsellors, and administrators from across the College have expressed interest in being trained to teach the course




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HCC's QEP Timeline

- ❑ Preliminary Actions: Accreditor Approval, Develop Course Curriculum, and Appoint Lead Faculty
- ❑ Year One: Develop and Implement Mandatory Faculty Training, Pilot the SLS 1106 course, Collect/Assess Data
- ❑ Year Two: Roll Out 50 sections of SLS 1106, Implement FIGs, Collect/Assess Data
- ❑ Years Three through Five: Expand Section Offerings to 130 Per Academic Year, Collect/Assess Data, and (in last year) prepare QEP Impact Report



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SLS 1106, First Year Experience Curriculum

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SLS 1106 Course Overview: Rationale


- ❑ Early academic planning that aligns students' aptitudes, career interests, and life goals.
- ❑ Learn about HCC's support services and how to navigate toward successful completion of courses and programs.
- ❑ Engage with the College community in meaningful ways that help prepare them to realize their academic and career goals.



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SLS 1106 Course Overview

| | |
|---------------------------------|--------------------|
| ❑ Syllabus | ❑ Advising Role |
| ❑ Textbook | ❑ Canvas |
| ❑ Assignments | ❑ My10yearplan.com |
| ❑ Assessments | ❑ Diversity |
| ❑ Lead Faculty and Faculty Role | ❑ Other Resources |



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Course Intended Outcomes Comparison

| | |
|--|---|
| <p>SLS 1106 Course Overview:</p> <ul style="list-style-type: none"> • Describe the learning process and identify their learning styles. • Understand their challenges and strengths as learners. • Design a study plan for their classes. • Make good use of time management skills by maintaining a weekly schedule. • Express their academic and career goals. • Use library skills in all areas of study. • Research and present various career opportunities. • Learn and utilize effective reading techniques. • Improve note-taking skills. • Learn and utilize memory techniques. • Become familiar with test-taking strategies. • Learn effective strategies for use in interpersonal relationships. • Make good use of creative and critical thinking techniques. • Be able to express ideas within the class setting and in front of peers. • Evaluate various guest speakers. | <p>SLS 1106 First Year Experience Orientation:</p> <ul style="list-style-type: none"> • Create a personal purpose statement detailing their academic goals. • Design an education plan aligned with their academic and career goals. • Demonstrate awareness of college support systems available to enhance academic achievement and career planning. • Engage in activities related to their personal purpose statement and/or academic plan. • Gain financial awareness and understand the implications of short and long term goals. • Gain familiarity with technology designed to support individual learning experiences. • Explore opportunities to contribute to their local and global communities. |
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Faculty Role



- ❑ Instruct SLS 1106
- ❑ Assess the five QEP Student Learning Outcomes (SLOs) using the designed QEP assignments and rubrics.
- ❑ Complete student grades using the rubrics provided in CANVAS.
- ❑ At a minimum, all SLS 1106 faculty must use the pre-configured assignments with the corresponding rubrics, and course gradebook for SLOs 1-5 in the template SLS1106 Canvas course provided.
- ❑ Submit rubrics for every SLS 1106 section during the duration of QEP implementation. All rubrics must be submitted at the end of the term.

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Assessment Plan

Measures of Institutional and QEP Outcomes, Measures of QEP Implementation

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What is the Assessment Plan?

3.3.2: The institution has developed a Quality Enhancement Plan that identifies goals and a plan to assess their achievement.

Data Elements:

- SLO's-Direct and Indirect Measures
- Institutional Level Outcomes- Retention, Persistence, Success
- Implementation Measures
- FIG's
- Student Evaluations



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SLO's and Assignments

- ❑ Worked with Lead Faculty to develop the assignments and scoring tools
- ❑ First 5 assignments are REQUIRED by all faculty teaching the SLS 1106 course ("signature assignments")
- ❑ QEP assessment done in Canvas
- ❑ Faculty can not alter the rubric or the assignments attached to the QEP (1st 5 assignments)



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Assignments Related to the QEP Outcomes

1. **Written 500 word essay describing your academic goals.** Your initial draft will be revised throughout the semester and a final draft submitted at the end of the term.

In your essay consider addressing the following:

- a) Why am I here in college?
- b) What do I aspire to achieve upon completing my time here?
- c) What am I going to do while I'm here?
- d) Which degree or certificate am I pursuing?
- e) How long do I expect to study here based on my academic goals?
- f) What professional field do I aspire to be a part of in the future?
- g) How do my personal goals align with my career choice(s)?
- h) What is my responsibility in the learning process?
- i) How will I develop my skills and abilities?

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2. **In a creative verbal presentation utilizing a media component, demonstrate why you have selected this career option.** Include the following in your presentation:

- a) Evidence of research on your chosen career
- b) A description of your field of interest
- c) An explanation of your career choice and how it connects to your personal satisfaction
- d) Your financial and lifestyle expectations and how well they align with your intended career



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3. **Develop and complete online 10-year plan and portfolio.** This will be completed throughout the semester utilizing My10YearPlan.com It also includes your educational plan.

4. **Create a reference directory demonstrating how each college support service will enhance your success.** Your directory will have 7 total entries (5 required and choice of two from additional options below).

Your directory must include the following:

- a) Learning Resource Center
- b) Academic Success Center
- c) Advising
- d) Financial Aid
- e) Dean of Student Services and Deans of Academic Affairs

Additional options: (Choose two)

- f) Information regarding Baycare or Counseling
- g) Services for Students with Disabilities
- h) Testing Center
- i) Student Government Association (SGA) or clubs
- j) Veterans Services

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5. **Create a semester timeline of engagement activities related to your personal and academic goals.** Your timeline will include the date, time, persons with whom you interacted, and a brief statement describing how this activity relates to your personal purpose and academic plan. Examples of engagement could include attending an SGA meeting, involvement in a club that connects to your career choice, a study buddy connection, meeting with a faculty or staff member, interviewing someone in a field of your interest, or attending a campus event. There are a variety of engagement activities that can be included on your timeline; the aforementioned list is only a starting point.



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Assessment & Data Submission

What Teachers Must Use:

- 1. Rubrics for QEP SLOs 1-5 for data collection within Learning Mastery in Canvas gradebook
- 2. Description of SLO 1-5 with total point values. (point values for QEP SLO 1-5 **CANNOT** be altered)
- 3. Textbook and My10yearplan
- 4. Canvas gradebook must be used for QEP SLOs 1-5 and exported at the end of each term

What teachers can choose to use:

- 1. Reading and assignment calendar
- 2. Power points
- 3. Other assignments ideas for SLOs 6-8

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FIGs

- To provide a forum for SLS 1106 instructors to share best practices and refine the course
- To generate local interest in the course and draw prospective instructors
- To conduct student focus groups or otherwise collect and discuss student feedback
- To encourage mentorship of new faculty



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Student Evaluations

- Regular Course Evaluations through CANVAS
- Added QEP Specific Questions



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Pilot

- Conducted Spring 2017
 - 5 sections across 4 campuses
- Preliminary Data Findings
 - Students performed the lowest on SLO 1
 - The highest rated item by students was that the course made them feel more confident that they could stay on track and graduate college



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Next Steps

- Scale up in Fall 2017
 - Get Faculty credentialed to teach SLS 1106
 - Increase number of sections offered to 35
- Review Assessment Results
 - Curricular changes, assessment changes?
- Address any Other Issues
 - Financial aid and excess credit issue
 - Advising



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Conclusion

Audience Response, Questions, Resources



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Problems Solved: Audience Reflection and Response

- Let's return to the three obstacles you identified earlier; after a brief review, write down a plausible solution for each. In a moment, we will share our ideas with a colleague and then the room.



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Resources

- We hope to help all of you start to finish your student success initiatives and, to that end, ask that you provide your name/title, institution, and email so that I can send you the following:
- A link to our 100-page QEP that includes a sample syllabus and course outline for SLS 1106, First Year Experience Orientation
 - Sample rubrics for measuring and reporting Student Learning Outcomes
 - Feel free to contact Drs. Gangi and Lambert at QEP@hccf.edu



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