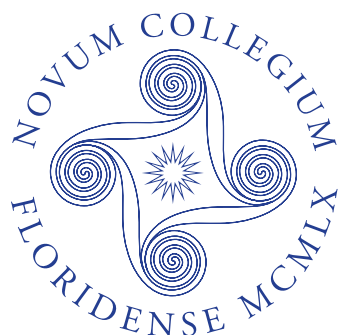


# New College

THE HONORS COLLEGE of Florida

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**WHEN NEW COLLEGE OF FLORIDA** faced the task of developing a Performance Improvement Plan for 2014-15, we decided to focus on two broad goals: (1) connecting undergraduate arts and sciences to the world of work and (2) student success, persistence to second year and graduation. We reached consensus on these goals both because they corresponded to key Performance Funding metrics and because they had emerged as priorities in our own strategic planning process the year before. Prepared with a solid plan of action, we began this academic year determined not simply to reach the specific goals of the Performance Improvement Plan but to transform the College in key areas. We are pleased to report that our efforts have met with success, and that they mark the beginning of a long-range process of development that will strengthen New College's position as the Honors College of the SUS and one of the highest-ranked liberal arts colleges in the nation.

This report will detail our achievements this year, but here are a few highlights  
(recall that New College's total enrollment is about 850 students, nearly 200 of whom graduate each year):

- >> Nearly **80%** of our first-year students participated in career workshops offered by the newly established Center for Engagement and Opportunity (CEO).
- >> The number of New College students enrolled in internships in the Spring 2015 semester **increased by 140%** compared to Spring 2014.
- >> Through Navigating New College and strengthened faculty advising, we **retained 92% of entering FTIC students** throughout their first year, compared with 84% last year.
- >> The number of first-year students that took advantage of tutoring in the Writing Resource Center **increased by 240%**.

We now have the key that turns the lock, as was further confirmed by our 10-point jump in this year's scoring for performance funding. Knowing that sustained efforts will move the needle in targeted performance areas, we have already formulated plans for next year and beyond. Our intention is to push hard and reap the rewards for our students and the College as a whole. It is with pride that we present the Final Report on our 2014-15 Performance Improvement Plan.

## I. Connecting Undergraduate Arts and Sciences to the World of Work

*Addresses the following metrics:*

Metric 1: Percent of bachelor's graduates employed in Florida and/or continuing their education further 1 year after graduation

Metric 2: Median average full-time wages of undergraduates employed in Florida 1 year after graduation

Metric 4: Six-year graduation rate full-time and part-time FTIC



### ACTION 1:

#### Transform Career Education Campus-Wide

By May 2015 launch immediate initiatives, monitor student satisfaction and use of the Career Education Center (CEO) with a student survey, and compare results with that of previous years.

#### Measurable Outcomes Achieved:

Interim Report (December 2014)	Final Report (June 2015)
Following a national search, Kim Franklin was hired as Director of Career Services, and began work in July.	Hosted 25 career-focused events with 612 students attending.
The New College Center for Engagement and Opportunity (CEO), combining career services, internships, and national fellowships, was created in July 2014.	Offered graduate school entrance exam preparation (ISP and Spring 2015) MCAT, GRE, LSAT – 56 students participated.
Using national standards from the Council for Advancement of Standards in Higher Education, the CEO conducted initial evaluations of both the career services and internships programs, and began addressing deficiencies immediately to prepare for the new academic cycle.	Conducted part-time job fair – 130 students met with 15 employers.
Written assessments and recommendations for Career Services have been prepared.	Promoted student-focused internships and job opportunities and built community partnerships – 315 opportunities were posted and more than 100 new partnerships were initiated.
	Developed mentor programs – 4 peer mentors were recruited and began work in February 2015.
	Conducted a survey of 116 New College students in April 2015. The survey questioned both student satisfaction with the CEO and solicited suggestions for future services. The intent of the survey was to establish a baseline of student satisfaction with the CEO's services. The results show marked improvement in student satisfaction (90.3%) with the CEO and student comments indicating a positive perception of the CEO both in students who have used the services and in students who have not yet used CEO services. The success of the CEO can be attributed to the new central location, new staff with the ability to concentrate on internships and career services, increased visibility through CEO events, outreach, and campus partnerships, and new programs designed to engage students from orientation through graduation.

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### ACTION 1:

#### Transform Career Education Campus-Wide (continued)

#### Supporting Results:

Interim Report (December 2014)	Final Report (June 2015)
By October, the CEO had more than 800 interactions with students in programs, presentations, and individual appointments. Additionally, the CEO built more than 70 new or expanded partnerships to support student engagement, cooperating with a diverse cross-section of industries (among them media and communications, legal, finance, government, health and STEM).	2599 total student interactions with 355 individual students.
	114 students participated in more than one CEO activity (appointments, workshops, events).
	232 first-year students attended CEO sessions at orientation and at the ISP workshop.

#### Ongoing initiatives:

>> Centralized on-campus job postings through the CEO, on a new web-based platform called OpEx (Fall 2015 launch).

>> Implementing SuccessQuest, a living and learning community designed to increase retention, improve student engagement, and increase post-graduate success by enhancing participants' resilience, self-efficacy, and emotional intelligence (Fall 2015 launch).



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### ACTION 2:

#### Formalize and Strengthen Internships

By May 2015 launch immediate initiatives, and implement a system for tracking and assessment of internships, with attention to student, provider and faculty satisfaction.

#### Measurable Outcomes Achieved:

Interim Report (December 2014)	Final Report (June 2015)
Following a national search, Andrea Knies was hired as Internship Coordinator, and began work in June.	Met with more than 100 students individually in regards to internships throughout the academic year.
Written recommendations have been developed for short-term and long-term initiatives.	Implemented professional development workshop series for students.
Developed institutional standards and regulations, adding structure to the current program. These include learning objectives for internships, contracts for providers, rights and responsibilities for both students and providers, and evaluation instruments.	Co-hosted an internship workshop (with USF Sarasota-Manatee and Ringling College of Art and Design) on campus, attended by 28 local employers.
Amended the New College faculty handbook to provide the students with a process for more direct access to faculty internship sponsors.	Full implementation of the internship program during spring semester 2015, led to a 140% increase in student internship participation over the spring semester 2014.
Tracked internship data, such as the internship provider information and learning objectives.	Implemented internship planning documents during spring semester 2015. Of the 49 registered internships, 46 completed their paperwork (94%).
Initiated/coordinated evaluations by internship providers to students.	Conducted student satisfaction survey in April 2015. 100% rated their experience as excellent or outstanding.
Created marketing materials to distribute to the community.	Conducted faculty satisfaction survey in April and May of 2015. 95% indicated a perceived increase in the commitment to providing internships.
Spoke widely on campus and in the community about internships. Presented at student orientation, parent orientation, faculty retreat, family weekend, alumni board retreat, board of trustees meeting, and internship workshops.	Conducted provider satisfaction survey in April and May 2015. 94.5% rated student internship performance as excellent or outstanding.

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### ACTION 2:

#### Formalize and Strengthen Internships (continued)

#### Supporting Results:

Interim Report (December 2014)	Final Report (June 2015)
Students participating in internships increased by 28% during fall semester.	Finalized the following key documents: <ul style="list-style-type: none"><li>&gt;&gt; Internship Learning Objectives Form</li><li>&gt;&gt; Internship Provider Contract</li><li>&gt;&gt; Student Rights and Responsibilities Contract</li><li>&gt;&gt; Intern Evaluation</li><li>&gt;&gt; Internship Provider Evaluation</li><li>&gt;&gt; Amended the Faculty Handbook to provide the students with easier access to a faculty internship sponsor.</li><li>&gt;&gt; Marketing materials</li></ul>
Extensive community outreach efforts resulted in a 94% increase in posted internship opportunities.	

#### Ongoing initiatives:

- >> Create an internship preparatory tutorial or ISP to provide students with the skills they need to find an internship.
- >> Develop an online system for the completion and signing of internships.
- >> Increase student and faculty knowledge of internship best practices and regulations.
- >> Focus on ensuring that students have an internship prior to their fourth year.
- >> Aim for 60% of students participating in an internship by graduation.
- >> Create successful semester-away internship programs in Tallahassee and Washington, D.C.
- >> Increase additional experiential learning opportunities beyond internships and create a culture of community engagement that will result in a Carnegie Community Engagement Classification.





## II. Student Success: Persistence to Second Year and Graduation

*Addresses the following metrics:*

Metric 4: Six-year graduation rate full-time and part-time FTIC

Metric 5: Academic progress rate 2nd year retention with GPA above 2.0



### ACTION 1:

#### Strengthen Academic Advising

By May 2015, conduct a workshop during the January interterm to introduce possible areas of study to first-year students. The effectiveness of the workshop and “Navigating New College” will be assessed by the percentage of faculty and students meeting deadlines for completing required academic planning and evaluation documents.

#### Measurable Outcomes Achieved:

Interim Report (December 2014)	Final Report (June 2015)
Navigating New College was launched in August 2014. Throughout the Fall 2014 semester, Navigating New College evolved into a robust program that provides crucial academic guidance and information to students, with special emphasis on first-year students. Navigating New College includes an aggressive communications and intervention effort on the part of the Dean of Studies. Working in close collaboration with the office of the Registrar, the office of Communications and Marketing, and other campus offices, the Dean has fostered an environment in which students and faculty understand that meeting key deadlines is essential to student success.	As a part of the continued roll-out of Navigating New College, the college hosted its first-ever Area of Concentration (majors) fair on Tuesday, January 27. Attended by more than 200 students and with the participation of nearly every discipline offered at the College, the fair provided first- and second-year students with an unprecedented opportunity to learn about the requirements and opportunities in potential programs of study.
99% of students submitted fall semester contracts by the September 3 deadline, the highest rate in College history.	92% of students in their fifth contract submitted provisional area of concentration forms, compared to 62% by deadline in Spring 2014
More than 200 students attended the Independent Study Project (ISP) planning workshop in October, nearly double the attendance in 2013.	89% of students in their sixth contract submitted thesis prospectus forms, compared to 53% in Spring 2014.
86% of students submitted ISP description forms by the December 5 deadline, compared to 38% by the deadline last year.	
84% of students used the course request system by the December 5 deadline, compared to 80% by the deadline last year.	

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### ACTION 1:

#### Strengthen Academic Advising (continued)

#### Supporting Results:

Interim Report (December 2014)	Final Report (June 2015)
<p>The Dean of Studies worked directly with more than 50 students regarding their academic progress during the fall semester.</p>	<p>In collaboration with the office of Institutional Research, the Dean of Studies conducted an academic advising survey among students. Conducted during the middle of the spring semester, the results of the survey will provide the administration with important insight as to the challenges, expectations, and perceptions of academic advising that shape student experience at the College. This input will help the Dean of Studies to further develop programming in support of academic advising, including the continued expansion of Navigating New College.</p>
<p>The Dean initiated and coordinated a range of outreach and follow-up efforts: mid-term progress reports for first-year students, regular office hours in a central common space, individual follow-up with students who are struggling at the College, and ongoing direct communication with both students and faculty regarding important benchmarks in the academic year. The measurable accomplishments of strengthened academic advising include the following:</p> <ul style="list-style-type: none"><li>&gt;&gt; Distributed advising checklists to faculty.</li><li>&gt;&gt; Held College-wide discussion on best practices in advising.</li><li>&gt;&gt; Participated in orientation week activities.</li></ul>	<p>In conjunction with the office of Communication and Marketing, the Dean of Studies has developed a Navigating New College website - an interactive site that targets incoming and first-year students. Navigating New College features questionnaires, informational videos, and relevant links that will help students acclimate to the environment at the College.</p>
<p>Created the Orientation Guide to New College, distributed to all incoming students.</p>	

#### Ongoing initiatives:

>> The Academic Mentor Program will link rising second-year students with next year's incoming students during the summer. Coordinated by the Dean of Studies, current students will help to provide incoming students with information and tips about adjusting to New College's academic environment. The student mentors, nominated by faculty based upon their academic success and leadership qualities, will provide an academic on-ramp for incoming students, helping to ensure their future success at the College.



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### ACTION 2:

#### Enhance New College's Writing Program

By May 2015, have assessed the effectiveness of the first-year, first-semester writing courses, offered writing-enriched courses in at least five disciplines, and implemented a required training course for students who wish to serve as peer writing tutors in subsequent semesters.

#### Measurable Outcomes Achieved:

Interim Report (December 2014)	Final Report (June 2015)
Following a national search, Dr. Jennifer Wells was hired as Director of Writing, and began work in August 2014.	Assessment of first-year, first-semester writing courses: 132 students took a writing-enhanced course in 2014-2015. The majority of those were first- or second-year students, with a small percentage (2%) of fourth-year students taking the courses to satisfy a requirement for application to medical or dental school. First-year students who participated in a fall 2014 writing-enhanced course enrolled in the spring 2015 semester at slightly higher rate (98%) than students who did not (95%). Student work in the first-year courses amply demonstrated that the course objectives were met in the short term. All students in the fall courses performed "satisfactorily" as demonstrated through coursework and major assignments.
The Writing Resource Center (WRC) offered three sections of a new course for first-year students. The course was designed to help students: a) reflect on the knowledge of writing that they bring from high school, b) apply, adapt, or re-purpose that knowledge for New College courses, and c) connect with College writing resources.	The Writing Program partnered with 10 faculty members from across all three academic divisions (Humanities, Social Sciences, and Natural Sciences) to develop writing-enhanced courses in Psychology, English Literature, Spanish Language and Literature, Marine Biology, Art History, Music, Classics, Philosophy, and History. Each faculty member participated in 15 hours of professional development to support course design and implementation.
The WRC piloted a new, half-semester length course for third-year students. The purpose of the course was to provide students with the tools to build stronger foundations for their theses. In addition to learning the conventions of writing in their field of study, each student drafted a 10-page prospectus, including a rationale, review of literature, and research questions.	The Writing Program created a new, semester-length course, Writing Studies: Pedagogy in Practice, required for any student interested in becoming a student writing assistant. This course introduced students to the pedagogy, or study of, teaching writing, and provided students with opportunities to practice teaching writing through working with their peers in the Writing Resource Center.



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### ACTION 2:

#### Enhance New College's Writing Program (continued)

#### Supporting Results:

Interim Report (December 2014)	Final Report (June 2015)
Student work in the first-year course amply demonstrated that the course objectives were met in the short term. Crucial longitudinal data analysis must wait until successive semesters. Students from these courses will be present their research at a January symposium hosted by New College.	The Writing Resource Center was more explicitly integrated into courses across the curriculum, which resulted in a 240% increase in the number of first-year students utilizing the WRC compared for 2013-2014.
Assessment of the third-year course will be conducted next academic year, while students are working on theses.	The Writing Program piloted a 3-day "thesis camp" for fourth-year students during January term. Students in the camp requested to have a tutorial for the spring.
Faculty participation in the writing-enhanced courses has been robust, with 9 disciplines and all 3 academic divisions (Humanities, Natural Sciences, and Social Sciences) represented. The effectiveness of the courses will be assessed during the spring semester and any necessary adjustments or improvements will be implemented in subsequent semesters.	

#### Ongoing initiatives:

- >> Expand the writing-enhanced courses program by providing professional development for 10 more faculty, and to offer an additional 10 new writing-enhanced courses.
- >> Work with Area of Concentration (AOC) teams to identify: a) what qualities their fourth-year students should be able to exhibit in their writing; b) where in that AOC's curriculum these qualities are being developed; c) how the Writing Program can work with faculty in those AOCs to systematically support the development of student writers throughout the entirety of their New College education.



