



New College
THE HONORS COLLEGE of Florida

Performance Improvement Plan 2014-15
June 2015 Final Report

I. Connecting undergraduate arts and sciences to the world of work.

Action 1: Transform career education college-wide

Action 2: Formalize and strengthen internships

II. Student success: Persistence to second year and graduation

Action 1: Strengthen academic advising

Action 2: Enhance New College's writing program



I. **Connecting undergraduate arts and sciences to the world of work.**

Action 1. Transform career education college-wide

- By December 2014 (or earlier) hire a new Career Services Director, assess current operations and prepare written recommendations for deployment of specific immediate and longer term initiatives.
- By May 2015 launch immediate initiatives, monitor student satisfaction and use of the Career Education Center with a student survey, and compare results with that of previous years.

I. Connecting undergraduate arts and sciences to the world of work.

Action 1. Transform career education college-wide

- Nearly 80% of first-year students participated in a career workshop.
- 114 students participated in more than one CEO activity (appointments, workshops, events).
- 90% of surveyed students in April 2015 saw improvement in career services.
- **Coming:** SuccessQuest First Year Living and Learning Community

I. Connecting undergraduate arts and sciences to the world of work.

Action 2: Formalize and strengthen internships

- By December 2014 (or earlier) hire an Internship Coordinator, assess current operations, and prepare written recommendations for deployment of specific immediate and longer-term initiatives.
- By May 2015 launch immediate initiatives, and implement a system for tracking and assessment of internships, with attention to student, provider and faculty satisfaction.

I. Connecting undergraduate arts and sciences to the world of work.

Action 2: Formalize and strengthen internships

- During AY 2014-15, 100+ individual student meetings regarding internships
- Full implementation of the internship program during Spring Semester 2015 led to a 140% increase in student internship participation over Spring Semester 2014.
- Over 94% of students, faculty and providers rated the internship program as excellent or outstanding.
- **Coming:** Create an internship prep tutorial or ISP to provide students with the skills they need to find an internship

II. Student success: Persistence to second year and graduation

Action 1: Strengthen academic advising

- By December 2014 (or earlier), launch “Navigating New College,” a program that will improve faculty and staff communication with students across the campus about essential academic planning and evaluation practices and deadlines.
- 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.

II. Student success: Persistence to second year and graduation

Action 1: Strengthen academic advising

- Retained 92% of entering FTIC students from fall to spring semester, compared with 82% last year.
- Hosted Area of Concentration (AOC) Fair
- Timely submissions of fifth contracts: up to 92% from 62% last year.
- Timely submissions of sixth contracts: up to 89% from 53% last year.
- **Coming:** Academic Mentor Program will link rising second-year students with next year's incoming students during the summer.

II. Student success: Persistence to second year and graduation

Action 2: Enhance New College's writing program

- By December 2014 (or earlier), hire a Writing Director, implement first-year writing courses, and expand faculty involvement with Writing Enriched Courses.
- 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.

II. Student success: Persistence to second year and graduation

Action 2: Enhance New College's writing program

- First-year, first-semester writing courses show gains.
- 10 faculty members offer Writing Enriched Courses.
- 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.
- **Coming:** Expand the WEC program by providing professional development for 10 more faculty, and offer an additional 10 new WEC courses.

