CHANGING OUR MINDSETS

Dr. Stacey Johnson, Valencia College
Campus President, East and Winter Park Campuses
October 2, 2016
Valencia College

Ethnicity:
- African American: 16.9%
- Caucasian: 29.9%
- Hispanic: 34.9%
- Other: 18.3%

Gender:
- Female: 55.2%
- Male: 44.4%

College-wide Credit Enrollment: 43,990

Which campus did students take the majority of credits?*
- Osceola: 18.4% (8,083)
- East: 39.3% (17,293)
- Lake Nona: 3.0% (1,341)
- West: 36.3% (15,947)
- Winter Park: 2.9% (1,276)
*Unduplicated across campus

Resident County:
- Orange: 63.0% (27,730)
- Osceola: 17.5% (7,683)
- Seminole: 5.5% (2,403)
- Polk: 1.7% (737)
- Other: 12.4% (5,437)

Full-time/Part-time Status:
- Full-time: 36.5% (16,066)
- Part-time: 63.5% (27,924)

Valencia is the 3rd largest of Florida’s 28 community colleges in student headcount.
CHALLENGING TRADITIONAL ASSUMPTIONS AND PRACTICES

Can you really make and sustain big institutional value changes in major pathway processes in 3-5 years without deep cultural work?

- Valencia believes in developing and sustaining a creative, collaborative culture enabling big institutional changes and design ideas which cascade over 5+, 10+, 20 years.

How does Valencia do this?

- Developing a culture which trains its leaders for the pursuit of big institutional change
- Developing a culture of inquiry not combat- “13 Principles for How We Treat Each Other”
- All major initiatives go through an inclusive design process
- Institutionalized Processes which create innovation: Example - Teaching & Learning Academy (TLA) - Comprehensive Learning Program for Valencia Learning Leaders
- Ensuring an idea is “ripe” for big change, which means saying “yes” to initiatives very strategically – Example QEP
The Focus

• Valencia’s Quality Enhancement Plan (QEP) and SACS Visit 2013
• New Student Experience (NSE) – the First-Year Experience at Valencia

The Environment

• The State of Florida changes in General Education requirements and defined meta majors
• Valencia’s need to change their own General Education and pathway work in response
• Making Room for SLS1122 New Student Experience revised course in Valencia’s General Education Requirements
• Agreeing on Start Right Courses: limited range of front door courses – to ensure students experience extraordinary success in their earliest encounters with the college (first 15 hours). Required SLS 1122, ENC1101 and college-level math appropriate to students pathway to be taken within the first 18 college-level hours.
The State of Florida HB 7135 - Creates a new common core of Gen Ed and 8 Meta Majors

- Arts, Humanities, Communication and Design
- Business
- Education
- Health Sciences
- Industry/Manufacturing and Construction
- Public Safety
- Science, Technology, Engineering and Mathematics
- Social and Behavioral Sciences and Human Services
**New Student Experience Vision:**

Valencia College provides a coordinated experience for all new students.

The NSE includes:

- a required credit-earning course
- provides an extended orientation to college
- integrated student success skills
- career and academic advising, which includes the development of an individualized education plan

We envision that the New Student Experience will result in curricular and co-curricular student engagement, leading to the successful completion of the first 15 college level credits at Valencia College.
NSE
STUDENT LEARNING OUTCOMES -
THE 6 P’S

• **Place:** Students will demonstrate awareness of college support systems

• **Purpose:** Students will create a personal purpose statement that outlines and articulates their values, goals, interests and strengths in relation to their educational and career aspirations,

• **Pathway:** Students will choose an academic program aligned with their educational/career goals, interests, strengths, and values,

• **Plan:** Students will design an education plan that includes goals for learning and a financial plan,

• **Preparation:** Students will apply college success skills,

• **Personal Connection:** Students will demonstrate effective communication skills with diverse groups, and
JUST HOW IMPORTANT IS STUDENT PURPOSE ANYWAY?

Could it be that focusing on helping students to develop purpose is one of the most pivotal momentum points for students throughout their entire pathway journey, in learning, well being and student success?

Valencia believes and the research indicates that students with a strong sense of purpose in life and in college are more likely to engage in learning and do produce better success in their lives.

- The theory of bounded rationality, (Simon 1976) suggests students need structured options and exposure to structured programs of study as soon as possible in their academic careers.
- 42 hours of faculty training before faculty teach the NSE course (12 hrs. curriculum; 30 advising)
- Echoing Green’s – Head, Heart and Hustle!
NEW STUDENT EXPERIENCE

Created a New Academic Division

- Annual Enrollment (Fall 2015) 13,284 – East: 4,671
- East Campus sections: Fall 2016–84 sections; 29 average class size; 2,453 students enrolled
- 65% of students are AA and 28% AS
- New Faculty college-wide – 24 NSE Faculty
- Total college-wide part-timers – 54
- New Advisors – 49 (30AA; 19AS)
- QEP Budget – $7 million dollars over five years; Average annual is $1.3 million
The QEP was written in September 2013
The NSE was launched in August 2014
SLS 1122 is a required Gen Ed course as of the 2015-16 catalog

2014-2015 Students who were exempt from placement testing by SB 1720* and new to Valencia were required to enroll in SLS 1122.

Starting in 2015-2016 FTIC/FTAV Students with fewer than 18 college-level credits are required to take SLS 1122.
• Students who did not enroll in SLS 1122 during Fall 2015 were emailed to register for Spring 2016.
• Students who do not enroll in SLS 1122 after two semesters have a hold preventing them from registering until they meet with an advisor.
GROWTH
STUDENT ENROLLMENT IN SLS1122 INCREASED BY 50%

SLS 1122 is the New Student Experience Course

Credit Registration data from Office of Information Technology, 2016 (SAS)
PERSISTENCE
SLS 1122 STUDENTS ENROLL IN THE NEXT TERM AT HIGHER RATES

NSE Report data from Institutional Research, 2016 (Tableau)
IMPACT – ENC 1101 COLLEGE WIDE
FTIC SUCCESS RATES WHEN TAKEN SOLO AND WHEN PAIRED WITH SLS 1122

Success=A, B, or C

NSE Report data from Institutional Research, 2016
IMPACT – ENC 1101 EAST
FTIC SUCCESS RATES WHEN TAKEN SOLO AND WHEN PAIRED WITH SLS 1122

NSE Report data from Institutional Research, 2016

Success=A, B, or C

<table>
<thead>
<tr>
<th>Semester</th>
<th>ENC 1101</th>
<th>ENC 1101 with SLS 1122</th>
<th>ENC 1101 with SLS 1122 (East)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>75.3%</td>
<td>74.5%</td>
<td>62.3%</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>69.6%</td>
<td>78.6%</td>
<td>78.8%</td>
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<td>Fall 2015</td>
<td>61.4%</td>
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Fall 2016

Success=A, B, or C

NSE Report data from Institutional Research, 2016
IMPACT – MAT 1033C
FTIC SUCCESS RATES WHEN TAKEN SOLO AND WHEN PAIRED WITH SLS 1122

NSE Report data from Institutional Research, 2016

Success=A, B, or C

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<td><strong>Fall 2014</strong></td>
<td>62.8%</td>
<td>55.5%</td>
</tr>
<tr>
<td>n=</td>
<td>546</td>
<td>1486</td>
</tr>
<tr>
<td><strong>Spring 2015</strong></td>
<td>57.9%</td>
<td>51.9%</td>
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<tr>
<td>n=</td>
<td>171</td>
<td>337</td>
</tr>
<tr>
<td><strong>Fall 2015</strong></td>
<td>54.5%</td>
<td>61.8%</td>
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<tr>
<td>n=</td>
<td>1026</td>
<td>1236</td>
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<tr>
<td><strong>Spring 2016</strong></td>
<td>50.3%</td>
<td>53.5%</td>
</tr>
<tr>
<td>n=</td>
<td>151</td>
<td>301</td>
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IMPACT – MAT 1033C EAST
FTIC SUCCESS RATES WHEN TAKEN SOLO AND WHEN PAIRED WITH SLS 1122

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n=
151
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Impact – Career Goals
NSE Students Report They Develop Clearer Career Goals

Community College Survey of Student Engagement, 2015 (www.ccsse.org)
National Cohort from CCSSE (PDF), Valencia Cohort from Valencia’s Institutional Assessment Office (Tableau)

*N Typically female responses are higher than their male counterparts by race/ethnicity.
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<td>71.8%</td>
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<td>NSE East All Students (n=252)</td>
<td>73.9%</td>
</tr>
<tr>
<td>NSE East Caucasian Males* (n=58)</td>
<td>68.9%</td>
</tr>
<tr>
<td>NSE East Hispanic Males* (n=54)</td>
<td>68.5%</td>
</tr>
<tr>
<td>NSE East African-American Males* (n=15)</td>
<td>80.0%</td>
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Community College Survey of Student Engagement, 2015 (www.ccsse.org)
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NSE STUDENTS REPORT THEY DEVELOP CLEARER CAREER GOALS

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Community College Survey of Student Engagement, 2015 (www.ccsse.org)
National Cohort from CCSSE (PDF), Valencia Cohort from Valencia’s Institutional Assessment Office (Tableau)
What does Valencia believe about how institutions should address structural inequities that exist in the intake process for students?

Valencia believes that big institutional improvement work should raise the boats for all students in college initiatives. This includes all work in Federal Title Grants (Title V, Title III) and special grants (ATD, Walmart Press, Gates).
THE NEXT STEP IN VALENCIA’S PATHWAY WORK

• HSI Title V $2.6 million Grant – Strengthening Academic Advising and Transfer
• Moving from first year to graduation/transfer (30 hrs., 45hrs., 60hrs.)
• Deeper inclusion of faculty by creating unique disciplines based (Art, Business, Education, Psych) advising models
• More faculty mentoring integration and embedded advisors teams
• Technological support with CRM; Development of CARE - Early Alert
• Reduction of Transfer Shock – SeeUCF - award winning program

“...They (system leaders) build relationships based on deep listening, and networks of trust and collaboration start to flourish. They are so convinced that something can be done that they do not wait for a fully developed plan, thereby freeing others to step ahead and learn by doing. ...short-term reactive problem solving becomes more balanced with long-term value creation.”