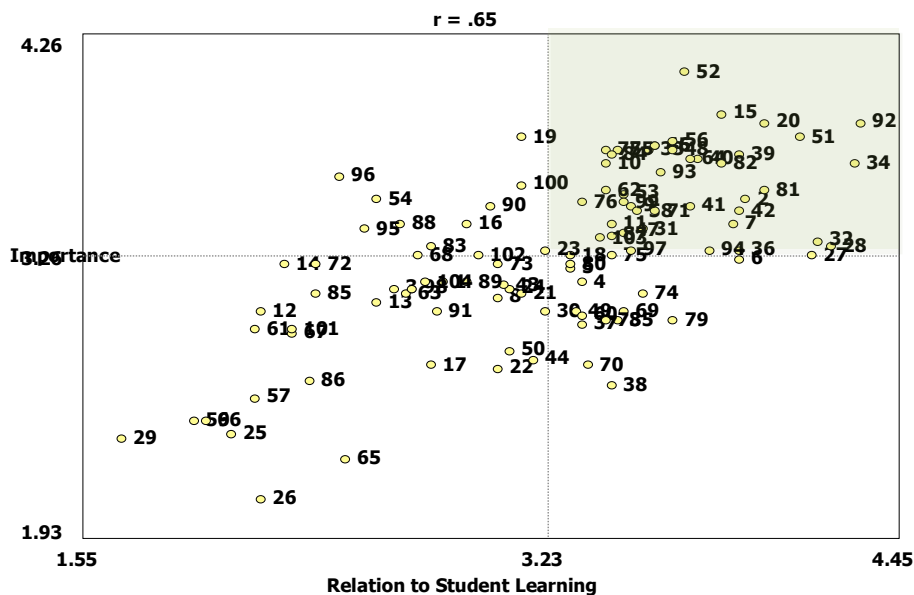


## “Roadmap” of Progress in Selecting the QEP Topic Santa Fe College

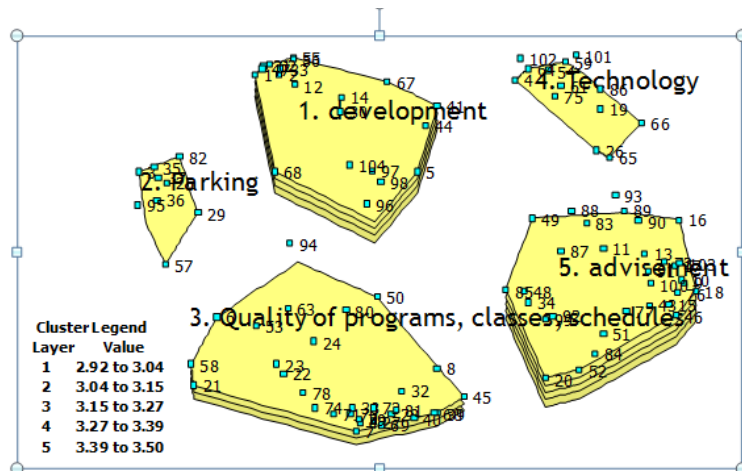
- Beginning in the Fall of 2010, Eugene Jones introduced the QEP process and purpose to the campus.
- Fall of 2010 and Spring of 2011: brainstorming sessions and solicitation of QEP topic ideas. Prompt was: “What one recommendation would you make to improve learning or the learning environment at Santa Fe?”
- 370 statements were submitted to the website as a result of brainstorming and topic submissions.
- Prior to conducting the sorting and rating exercise, the QEP Steering Committee for Phase I of the process winnowed the 370 statements down to 104 statements by eliminating comments and duplicates.
- A total of 42 faculty, administrative and professional staff, career service employees, students and community members served as raters and sorters of the 104 statements.
- The rating and sorting process was closed on Wednesday, May 12<sup>th</sup>.
- All of the rating and sorting data was checked for validity (no one rater giving all ‘5’s’ or ‘1’s’) and no “miscellaneous” or “catch-all” categories of disparate statements. Any “catch-all” category makers were contacted and asked to either place those statements in (a) existing sorting categories or (b) make new categories for them. They completed this request within a day or so.
- The Go Zone approach was used for determining the QEP topic. The Go Zone allows systematic comparisons between the various rating scales (importance, relation to student learning, number of students impacted – see **Figure 1**, below).



**Figure 1 – Go Zone (upper right quadrant)**

The upper-right quadrant shown in **Figure 1** would be the Go Zone for *Importance/Relation to Student Learning* and would contain the statements that were ranked highly in these two areas. A similar analysis was conducted for *Importance/Number of students impacted* and *Number of students impacted/Relation to student learning*.

- From **Figure 1**, it was obvious that too many statements fell into the Go Zone. Concept Systems was contacted and asked to suggest an approach that would help narrow the number of statements before conducting a Go Zone analysis. The company suggested constructing a cluster rating map that could be used to determine the most highly rated category of topics and then to conduct a Go Zone analysis on that category of statements. The company rep confirmed this approach.
- A concept map was created using 4-8 clusters. A five-cluster approach gave usable data and indicated that “Advisement” was the most highly rated cluster category (highest rankings on importance and number of students impacted and second-highest on relation to student learning) – see **Figure 2**. The Concept Systems software application created this category from the following ten top sorting categories:
  - advisement
  - Student Assessment
  - Student Advisement/ Guidance, Retention
  - Student Advisement/ Mentoring
  - Advisement
  - Faculty/Student Interactions (mentoring)
  - Student Support
  - Student success
  - Student Support
  - Student Success



**Figure 2** – Cluster Map based on *Importance* ranking scale

- After constructing three different Go Zones on just the “Advisement” category, the following seven statements appeared in the *Importance/Relation to Student Learning*, *Importance/Number of students impacted* and *Number of students impacted/relation to student learning* ranking analyses.
  - Increased participation in the use of Academic Progress Reports to improve student retention and graduation.
  - increase program advisement throughout all campuses.
  - Improve early alert systems that identify and provide timely support for all students demonstrating poor academic performance.
  - Developing an innovative student retention program. Planning would involve not only administrators, but staff, faculty, and students who should play a major role in processing and recommending the components of a successful retention program.
  - How to study skills. Where to study. Study area set up. Note taking styles. Memorizing or recall of information. How to study for math. How to study for foreign languages. How to take tests. Textbook reading, comprehension, outlining and highlighting.
  - Safety net for students (planning, mentoring, assisting).
  - Prepare students for their in-class responsibilities before the first day of their first term.
- The results of this analysis were presented to the Executive Council of the College Senate, the Career Service Council, and Student Government.
- Planning is underway for a Town Hall Meeting on September 19<sup>th</sup> in R-01. At this meeting, we will discuss the critical attributes associated with an innovative program of student support.

## **QEP Student Profiles**

### **Barbie Dickenson**

Barbie is a 23 year old, single mother. She has just enrolled at Santa Fe after a brief, three year hiatus from school. Barbie is intelligent, articulate and highly motivated. However, caring for a young child while going to school full time poses many challenges for this young woman. Barbie must complete her reading assignments or study for exams late at night after her child goes to sleep. What kind of support can the college offer to help Barbie meet her academic goals?

### **Shaquile Johnson**

Shaquile is an African American male and first person in his family to attend college. He enrolled at SFC with some hesitation, unsure whether pursuing a college career was the best choice for him. He was never a stellar student in high school and struggled to pass the FCAT. Shaquile has been placed in remedial math and reading classes his first semester here. He works full time and has many social distractions outside of school. What kind of support can SFC offer Shaquile to convince him of the importance of a college education and help him succeed in his college coursework?

### **Ricardo Prado**

Ricardo is an international student from Venezuela who has been in Gainesville for a little over a month. He attends class regularly and is attentive to lectures and discussions but rarely speaks. Ricardo earns a high score on his first exam but is concerned about his upcoming, first writing assignment. His English writing skills, he confesses, are quite rudimentary. What types of support can the college offer Ricardo to help him become more acclimated to our college life and help him succeed in his coursework?

### **Sarah Simpson**

Sarah enrolled at Santa Fe after having attended another state university for a year. She has struggled with eating disorders, low self-esteem and attention deficit disorder since her early teens. Although Sarah is incredibly bright, articulate and possesses strong writing skills, her emotional problems and learning disability periodically affect her performance in school. Her college transcripts clearly reflect this: her grades are either As, B+s, Fs or Ws. Sarah enrolls in your course, attends class regularly, is very engaged in class discussions and scores a high grade on her first exam. Suddenly, her attendance begins to fall, and Sarah fails to turn in her second written assignment. What kind of support can Sarah be given to help her succeed in college?

### **Daniel White**

Daniel is a forty something, non-traditional student. He served in the U.S. Armed Forces in the early 1990's and participated in a UN Peacekeeping Operation in Somalia. After leaving the military, he found employment in the construction industry where he earned nearly \$50,000 a year before being laid off at the end of 2008. Daniel has decided to enroll at SFC and pursue a new career in business. However, he has not taken exams, written papers or been in a classroom environment in almost twenty years. Moreover, he is divorced and has two children he must help support. What services can SFC provide to help Dan achieve his academic and career goals?