



**Make a Plan for Success (MAP)
Year in Review
2013-2014**



PILOT WITH A PURPOSE: MAP IN 2013-2014

Executive Summary: During 2013-14, FSCJ conducted pilot activities for our new Quality Enhancement Plan: MAP for Success. The pilot was successful because many challenges were overcome, valuable lessons were learned and meaningful changes were made to the plan. As a result, the MAP for Success team feels better prepared to enter the first year of implementation.

Purpose of the Pilot: "... review the effectiveness of ... activities and assessment, review the viability of many portions of the plan and make necessary adjustments, prior to full implementation" (MAP for Success, pg. 47).

1 PURPOSE

Promote student success by improving students' knowledge of academic planning and facilitating cohort enrollment in and successful completion of first college credit bearing math and english courses early in their academic career.

2 GOALS

Enhance students' knowledge of academic planning and resources necessary for collegiate success.

Increase percentage of FTIC, college ready students who successfully complete credit-bearing Math and English courses in the first 12 hours of enrollment.

3 INITIATIVES

Promote course sequencing emphasizing early completion of first college-credit math and english courses.

Inform students of academic planning and assist them in creating an academic degree plan.

Improve support for students' successful completion of their first college-credit math and english courses.

WHERE WE ARE NOW



2011
SELECT
TOPIC



2012
DEVELOP
PLAN



2013
PILOT
YEAR



2014



2015



2016



2017



2018

AT A GLANCE: MAJOR ACCOMPLISHMENTS

- Increased QEP/MAP awareness
- Initiated new role of FYA
- Convened 5 MAP committees
- Collected 44 Roadmaps
- Launched Enhanced EAS
- Trained faculty and staff
- Modified portions of the plan
- Determined cohort identification criteria
- Collected pilot assessment data



"We are enthusiastic about the quality of the QEP. It has exceeded expectations."
- Dr. Anna Mays, SACSCOC
QEP evaluator

HOW IT'S DONE: MAP COMMITTEES SERVE AS INITIATIVE TEAMS

MAP Implementation (Steering) Committee

Ensure initiatives are implemented, assessment is ongoing and adjustments are made to the original plan.

Collaborative Advisory Board (CAB) on Course Sequencing and Academic Degree Planning

Create, review, disseminate roadmaps, promote use of academic degree plans and e-development of interactive planning.

Course Intervention Team (CIT)

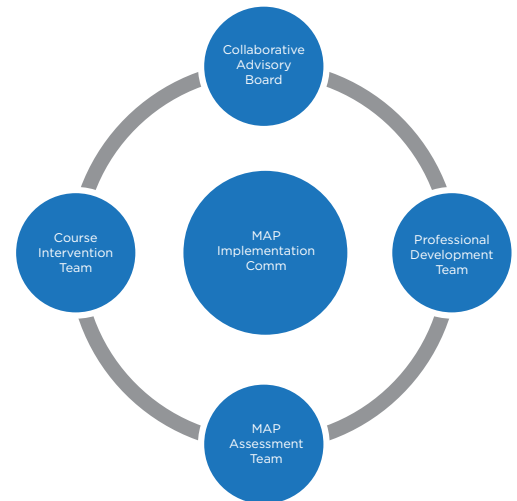
Promote faculty awareness/use of interventions; improve tutoring support and improve use of the Early Alert System (EAS).

Professional Development Team (PD)

Ensure consistent quality professional development to promote the achievement of MAP goals.

MAP Assessment Team

Ensure the assessment plan is implemented with consistent measures and that data is collected and analyzed.



PILOT YEAR: First Year Advocates By Campus

Kent Campus / Cecil Center	Ruth Dellinger, Dominique Dieffenbach, Jana Kinder, Harpreet Mal-hotra, Tracey Scott
Downtown Campus	Johnny Bowman, Timothy Brown, Jeniah Jones, Heather Grande, Amy Baskin
North Campus / Nassau Center	Nancy Bullard, Renata Henderson, Britta Hoffman, Judy Holcomb, Andrea Lorincz, Thomas McCrone, Joanne Mechmech, Karen Otto, Reta Roberts
South Campus	Melissa Boyd, Jo Carlisle, Monica Dimauro, James Gentry, Amanda Sartor, Kimberly Tenorio
Open Campus / Deerwood Center	Roman Cech, Sunny Mathews, Deborah Williams

Make a Plan (MAP) for Success promotes student success by helping students use academic support services and successfully complete math and english in the first 12 hours of enrollment.

PILOT YEAR MAP NUMBERS

6 There were no cohort students, but we were able to measure many aspects of the MAP Collaborative Professional Development including; quality, usefulness, attendance and knowledge gained.

3 of the associated measures were met and **3** were not met. Details are available in the MAP Assessment Team's pilot year report.

4,500

Five MAP committees met an average of 18 times for a total of over 90 committee meetings representing over 4,500 hours of committee work by over 50 committee members.

28 During the pilot year, 28 faculty members volunteered as the pioneer first-year advocates (FYA). They attended fall and spring sessions of Collaborative Professional Development where they trained side-by-side with 22 student success advisors. As part of the follow-up, each FYA had an opportunity to shadow an advisor.

44 44 program of study recommended roadmaps and course sequence lists were created during the pilot year.

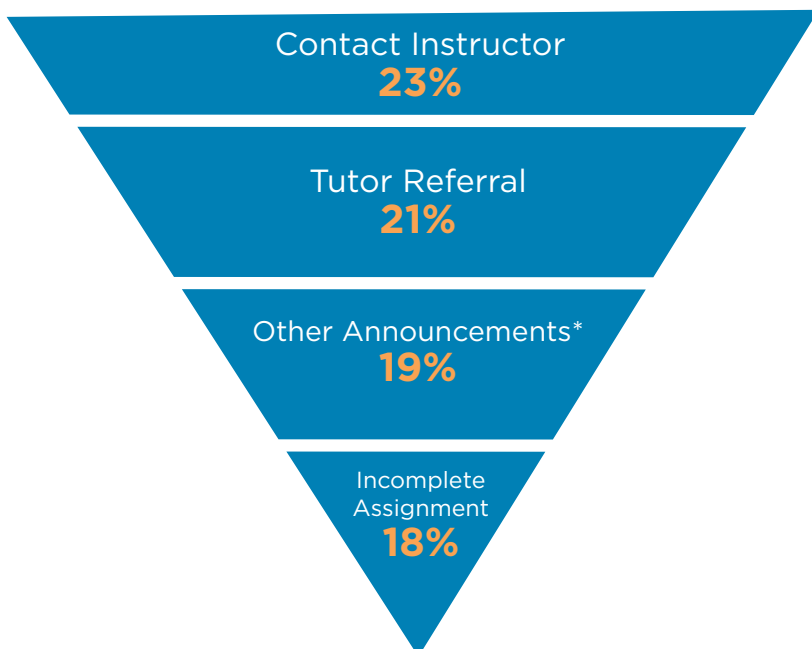
They will be posted on FSCJ.edu and online training will be available for all faculty and advisors in Fall 2014.

1,819

Early alert messages issued in less than six months by 107 faculty members.

6^{1/2} MAP for Success provided for six new full-time staff positions and one part-time position. Four of the five coordinator of academic planning (CAP) positions were filled in the spring of the pilot year while one remained unfilled. As a result, CAP work hours were 45% or full-time for the pilot year.

Most Used Early Alert Messages



*Announcements are not considered the appropriate use of EAS

Pilot Year Alert System Data

- 11%** Faculty who used the early alert system
- 93%** Faculty who used the EAS for intended purpose
- 66%** Faculty who followed up on their early alerts
- 44%** Students who took action based on an early alert

93% of faculty advocates agree that discussing career goals is the first step in developing an academic degree plan for an undecided student.

87% of faculty members who attended MAP collaborative training were able to identify all six stages of appreciative advising in the proper order.

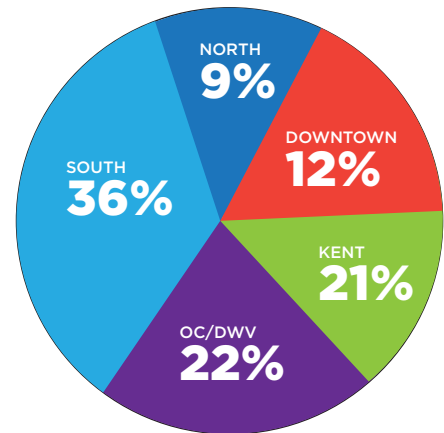
MODIFICATIONS TO THE PLAN

Based on our experience during the pilot year, we made several changes to the original plan.

Modifications include:

First-Year Advocates (FYA)	<ul style="list-style-type: none"> • Clarified the voluntary role of the FYA as a professional development opportunity • Offered cash stipends in place of release time • Added an option whereby FYAs could continue to serve over the summer • Apportioned the FYA slots to reflect where FTIC students attend
Early Alert System (EAS)	<ul style="list-style-type: none"> • Broadened the focus of the early alert system training to that of interventions in general. The course intervention team is working on a new professional development course inclusive of multiple ways faculty may intervene with a student facing academic
Associate in Science (A.S.) Students	<ul style="list-style-type: none"> • Expanded academic planning requirements to A. S. students in the QEP cohort. The requirement for students to complete an academic degree plan by the time they complete 25% of their program of study will apply to all A.S. students in the 2014 MAP cohort and expand to all associate degree-seeking students in 2015-2016.
Clarity	<ul style="list-style-type: none"> • While the intent was to have the plan professionally edited and “speak with one voice”, that task was not accomplished prior to publication. As a result, most modifications were to resolve inconsistencies, clarify means and avoid confusion.

Where First-time, Associate Degree-Seeking Students Attended for Past Four Fall Terms



“Looking back five years from now, this (QEP) will be viewed as the thing that helped us in moving our students forward.”
 – Dr. Willis Holcomb, College Interim President at SACSCOC out-brief

LESSONS LEARNED

MAP's pilot year proved to be very fruitful. Here are some lessons learned along the way:

Off to a Good Start

The SACSCOC visiting team found our QEP to be "wholly acceptable without any recommendations."

Opportunity Knocks

Being a First Year Advocate isn't a new job, it's a great professional development opportunity. Many faculty members are truly motivated to be apart of our QEP and more involved in the lives of more students.

Keep It Simple

In order to be effective, assessment plans must be kept as simple as possible. Our plan has many moving parts and MAP faculty and staff have worked to simplify it and ensure we are focusing on the things that will have the most impact.

No Easy Answers

Creating recommended roadmaps and course sequence list of every program of study will be useful for full-time, part-time, traditional, non-traditional, online, face-to-face, no one in particular, all students in general is about as easy as it seems. Collaboration between faculty, advisors and instructional program managers has proven invaluable.

Change is Good

The MAP plan continues to evolve as we learn by doing, clarifying intent and discover better ways to implement the plan designed with student learning in mind.

Committee Life

Managing a plan run by five committees requires a lot of coordination and collaboration. Our QEP has many moving parts and changes, whether they be cohort identification, role of the FYA, intervention initiatives, or even reporting criteria have a ripple effect throughout the plan.

1720 Waves

MAP's focus on college-ready students was thrown a real curve when portions of Senate Bill 1720 necessitated changes in student placement.

Never Underestimate the Paperwork

With the plan's high level of accountability, and the SACSCOC guidance to document, it quickly became apparent that having one part-time administrative assistant for six full-time staffers at six locations presented a real challenge.



"There has to be this pioneer, the individual who has the courage, the ambition to overcome the obstacles that always develop when one tries to do something worthwhile, especially when it is new and different." - Alfred. P. Sloan

NEXT STEPS

Fall 2014 marks the beginning of year one of MAP's five-year implementation period. Here are some of the things we are looking forward to in 2014-2015:

- Publishing the program of study (POS) roadmaps, including course sequence lists for part-time students and see them incorporated into students' planning, academic plans, and college deans' plans of future course offerings
- Identifying and notifying the first cohort of students
- Hiring the fifth CAP and completing the QEP staff
- Continuing to improve upon the FYA opportunities to impact our students
- Conducting academic planning workshops and encourage student contact with FYAs
- Encouraging greater use of the early alert system
- Adapting our academic degree plans to the new AgileGrad software
- Gathering year one data for assessment and improvement of the plan

