VALENCIA COLLEGE

QUALITY ENHANCEMENT PLAN

Starting Right in Gateway Courses

November 13-16, 2023

Revised March 2024

EXECUTIVE SUMMARY

Identified through Valencia College's ongoing, comprehensive planning and evaluation processes, the Starting Right in Gateway Courses Quality Enhancement Plan represents a commitment to improving student learning and success in a set of courses that have the strongest connection to students' persistence. In addition to their high enrollment and relatively low course success rates, gateway courses are also often the first classes students take, and students' initial college experiences are crucial to their subsequent success. Project outcomes include improved gateway course success, which will result in increased Fall-to-Spring persistence; improved student achievement of gateway learning outcomes; and increased student engagement with faculty, peers, and support services.

Gateway QEP strategies introduce additional support for students *prior to*, *during,* and *after* gateway course enrollment. They include improvements to our learning support, gateway teaching, student communication, and post-course reflection and action planning. Learning support will be marketed more effectively, complemented by a learning-focused communication strategy. Faculty will work in learning communities to engage in inquiry about their students' experiences and success, supported by accessible data, an evidence-based teaching toolkit, and faculty development programming. Students who do not pass a gateway class, a course "wrapper" will guide them in reflecting on their experience and developing an action plan for success before re-taking it.

Valencia's established record of success in bringing student success solutions to scale across a large, multi-campus institution; longstanding commitment to learning, supported by a comprehensive infrastructure; expert analytics team and access to robust datasets; and expertise in project assessment give us great confidence that the Gateway QEP will not only realize its quantitative outcomes; it will also demonstrate to all students that they absolutely belong and can thrive at Valencia and beyond.

INTRODUCTION

Just as physical gates open and can welcome individuals to a destination, gateway courses introduce students to college and can invite them to enriching experiences and pathways leading to postsecondary and lifelong success. Conversely, gateway courses can function as barriers that obstruct access to college and leave students' educational and career aspirations out of reach. The Starting Right in Gateway Courses Quality Enhancement Plan (hereafter, "Gateway QEP") represents a Valencia College commitment to improving student learning and success in a set of courses that, based on institutional analyses, have the strongest connection to students' persistence. We have identified gateway courses using three characteristics: 1) high enrollment (500+ students per term), 2) relatively low course success rates (<70% success), and/or 3) strong connection between student performance and re-enrollment. Gateway courses are also often the first classes students take and represent a sizable proportion of the first 15 credits students earn. Early course success and credit completion help students generate early momentum which, in turn, leads to improved outcomes for degree completion and the successful transfer to a baccalaureate-level program.

Although few students are taught explicitly about the impact of gateway course learning and success, the stakes are quite high. Unsuccessful grades and course withdraw decisions can compromise students' eligibility for federal financial aid, upon which students depend heavily. The loss of financial aid eligibility is itself a strong predictor of student persistence at Valencia. Research also points to the psychological impact of gateway course performance on students, particularly those who are the first in their families to attend college and/or from groups historically underrepresented in higher education. Students can internalize initial challenges such as poor grades as proof of their academic inadequacy or as evidence that they do not belong in college. Students' sense of belonging, in turn, is one of the strongest predictors of college persistence and success (Logel et al., 2021). Given that Valencia serves about 70,000 students annually—47% of whom identify as Hispanic, 16% as Black or African American, and 50% first generation—our Gateway QEP must be attuned to their strengths, aspirations, and needs. By centering

student voices and teaching practices that are most promising for the students we serve, our initiative will demonstrate to all students that they absolutely belong and can thrive at Valencia and beyond.

The Valencia College Context for the Gateway QEP

Importantly, the Gateway QEP both honors and strengthens several hallmarks of Valencia culture, and it builds on prior initiatives. First, it extends the institution's longstanding commitment to learning centeredness and to excellence in teaching and learning. Since gateway courses are sites of foundational knowledge, which is key to subsequent learning (Ambrose et al., 2023), improving student learning in gateway courses will benefit their learning throughout their Valencia journeys and in their future studies and/or careers. Established almost *thirty* years ago and operationalized in a comprehensive strategic plan, Valencia's learning-centered initiative featured an emphasis on faculty and on supporting their pedagogical practice. In 2000, a team of faculty developed the Essential Competencies of a Valencia Educator (ECs), a set of teaching and learning competencies that both guide faculty member critical reflection, ongoing development, and improvement; and provide the basis for faculty hiring, onboarding, evaluation, tenure, and faculty development. The faculty-led Teaching & Learning Academy supports faculty in developing these Essential Competencies as they complete an action research project during their 5-year pathway to tenure. The Teaching and Learning leadership structure, campus-based Centers for Teaching/Learning Innovation (CTLIs), and faculty development team and programming substantiate the institutional commitment to faculty development as essential to our learning-centered culture.

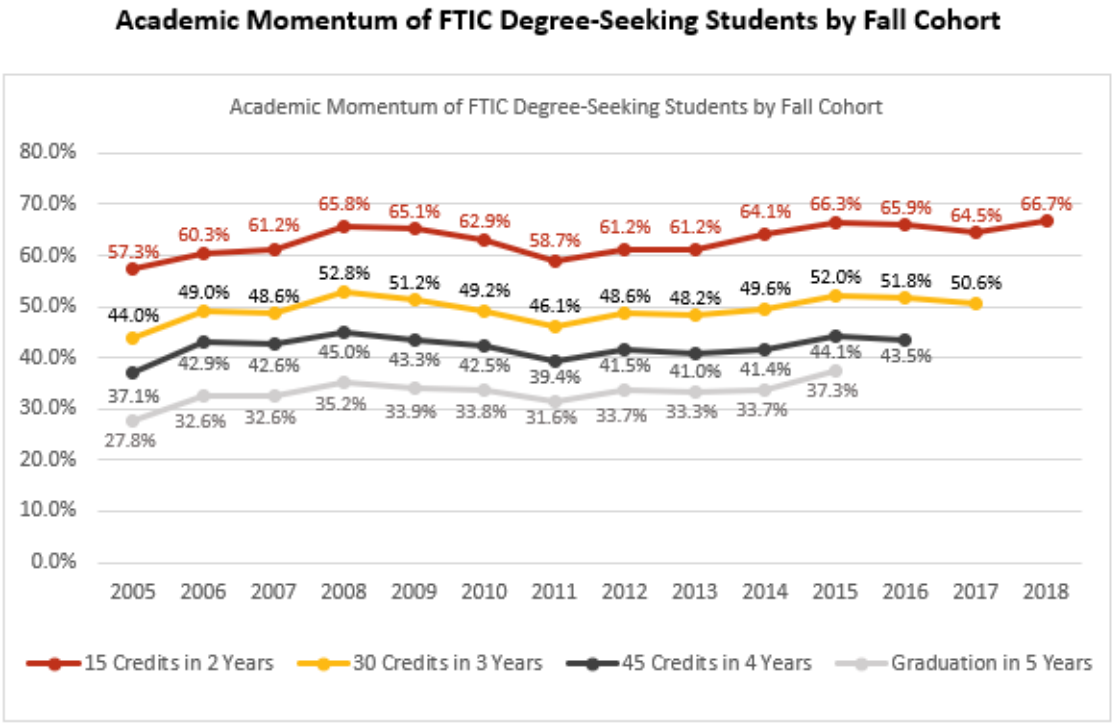
The Gateway QEP also embodies two Valencia guiding principles and builds on prior initiatives. Our principles are known as Big Ideas, and the Gateway QEP most directly reflects two of our Big Ideas: 1) *Anyone can learn anything under the right conditions*, and 2) *Start Right*. The former encapsulates our conviction (confirmed by neuroscientists) that students have boundless potential, such that it is *our* responsibility to create the conditions in which each of them can excel. Via the Gateway QEP, we will strive to create the right conditions for anyone to learn anything in our gateway courses. *Start Right*

(featured in the QEP title) reflects our recognition that students' initial experiences at the college and in their individual courses are crucial to their subsequent success.

In terms of prior initiatives, Valencia has a long history of examining and supporting student success in highly enrolled courses frequently taken early in students' academic careers. From 2004-2009, we participated in an Achieving the Dream project focused on student success in six courses with high enrollment and low success. Faculty and staff members designed, implemented, and expanded a series of strategies for these courses based on the learning community model. Participation in Achieving the Dream contributed a great deal to Valencia College's culture of inquiry and gave the college experience in bringing student success solutions to scale across a large, multi-campus institution. In addition, the *Start Right* Big Idea was operationalized in our last QEP, focused on the holistic New Student Experience and, in particular, the college success course SLS 1122, itself a gateway course. The Gateway QEP builds on that effort. The insights of our NSE faculty are present throughout the project design, and NSE faculty and leaders will serve as Gateway QEP project leaders.

The Gateway QEP will also sustain and complement an initiative that was conceptualized about four years ago focused on celebrating the attainment of an important student milestone. Valencia College President, Dr. Kathleen Plinske, in her prior role as College Provost and Executive Vice President, facilitated collegewide conversations about student success and key trends in our data. Recognizing that the completion of the first 15 credit hours correlates to students' subsequent success (See Figure 1 below), Dr. Plinske asked a team of student leaders how we might best recognize this accomplishment. Their insights culminated in a "First 15" campaign, launched just prior to the COVID-19 pandemic to celebrate students' completion of their first 15 college credits. Upon earning their first 15 credits, students receive a communication celebrating their success and an invitation to pick up a "care package" that includes a "First 15" t-shirt and student-generated tips for success in subsequent courses, including information about resources available on campus. The campaign continues, and the attainment of 15 credits is a data point that will be closely monitored in the evaluation of our Gateway QEP efforts.

Figure #1
Academic Momentum of FTIC Degree-Seeking Students by Fall Cohort



IDENTIFICATION OF TOPIC

The Gateway QEP topic was identified over the course of 4 academic terms, through the college's ongoing, comprehensive planning and evaluation processes. This timeline provides a high-level overview of the phases of our topic identification process:

Topic Identification Timeline & Milestones

Summer 2022	Fall 2022	Spring 2023	March 2023
• Council Coordination Team (CCT) narrows submissions to three topics • Topic briefs shared collegewide	• Survey distributed for feedback (200 responses) • Survey results presented to Leadership Forum • 3 topics shared with the Student Advisory Board	• Top 2 topics shared with District Board of Trustees (DBOT) • Presentation and feedback sessions at Learning Day	• Dr. Plinske announces Starting Right in Gateway Courses selected to DBOT and collegewide

Strategic Impact Plan and Institutional Planning

The topic identification process was anchored by the college Strategic Impact Plan. Valencia's current Strategic Impact plan was approved by the college's District Board of Trustees in December 2020. As illustrated below, it includes four goal areas—College Access, Graduation, Transfer Success, and Career Credentials, each undergirded by our learning-centered foundation. Each area includes ambitious target metrics for improvement by 2030:

> *ACCESS - Valencia College will work with community partners to ensure that, by 2030, 80% of Orange and Osceola County high school graduates of each race and ethnicity will attend a post-secondary institution – including vocational or technical school, college or university – in the year following high school graduation.*

GRADUATION - By 2030, the five-year graduation rates for degree-seeking students of each race and ethnicity will exceed 50%, so that more than half of all degree-seeking students of each race and ethnicity who enroll at Valencia College in the 2025-26 academic year will complete an associate degree from Valencia by summer of 2030.

TRANSFER SUCCESS - By 2030, 65% of students of each race and ethnicity who earn an A.A. or A.S. degree from Valencia College and enroll in a baccalaureate degree program at the University of Central Florida or Valencia College will earn their bachelor's degree within four years of starting a baccalaureate degree program.

CAREER CREDENTIALS - By 2030, Valencia College students will earn 12,000 high-quality workforce credentials each year. These credentials will include A.S., B.A.S., and B.S. degree completions, accelerated skills training and postsecondary adult vocational certificate completions, and qualifying technical certificate completions.

For each goal area, the college identified early indicators. Most relevant to the Gateway QEP are the indicators for the graduation goal: the successful completion of students' first 5 courses and the completion of 15 credits (as noted above).

Following the approval of the Strategic Impact Plan, the college began an institutional planning process. In the Spring term of 2021, more than 20 ideation sessions were held via Zoom, inviting college faculty and staff to share ideas on how the institution might best attain our ambitious goals. This collaborative process reflects another key feature of the Valencia culture, one that manifests itself in *how*

we do our work. In the place of stakeholder "buy-in," the college has emphasized collaboration and co-creation. As expressed in a college artifact, the goal has been to "shift to design collaboration as a discipline of innovation, … providing solutions that can be implemented at scale while increasing trust and ownership of the work" (Shugart, n.d.). In this way, initiatives have the broad-based support of institutional constituencies upon implementation. After analyzing the feedback from these sessions, ideas shared were sorted into categories and documented in a strategic priorities table, which mapped a number of potential strategies aligned to the Strategic Impact Plan goal areas. Institutional planning work teams were then convened to begin developing plans related to some of the more prominent topics.

Updated Strategic Governance Model

Recognizing that additional leadership and capacity would be necessary to support efforts to attain the Strategic Impact Plan goals, the college began a redesign of its governance model and processes in tandem with the process of gathering strategy ideas. The result was the addition of two governance councils to the model: the Student Experience Council and the Academic Programs Council, which joined the longstanding Learning Council. A Council Coordination Team (CCT) which comprises leadership from these councils was also created to coordinate and prioritize the work of these teams. The CCT has relied heavily on the compilation of strategies shared by the college community and, together with the college's senior leaders, identifies strategic priorities.

Table #1
Updated Governance Councils

Group	Council Leadership Team	Members
Academic Programs	• VP, Global & Professional CE • Provost, Downtown/Winter Park/ Transfer • Strategic Council Fellow	**Administrators:** • Dean, School of • Dir., Curriculum & Articulation • Dir., Institutional Effectiveness • AVP, Professional and Continuing Education **Faculty:** • AA

		• AS • BAS **Staff:** • AST • Dir., Learning Assessment
Faculty Council	• President, Faculty Council • VP, Faculty Council	**Faculty:** • As determined by the faculty constitution
Learning Council	• AVP, Academic Affairs • Provost • Past President, Faculty Council (as the Strategic Council Fellow)	**Administrators:** • Executive Dean • Dean, Academic **Faculty:** • Librarian • Assessment Leader • STEM **Staff:** • Student Affairs • Learning Support
Student Experience Council	• VP, Student Affairs • Provost • Strategic Council Fellow	**Administrators:** • Dean of Students • Dean, Learning Support (FYE/ NSE) **Faculty:** • Counselor • AA • AS/ BAS (both) **Staff:** • Student Development • CE/ CIE • Learning Support

Council Coordination Team	• VP, Human Resources & Organizational Development
	• College Provost and VP Academic Affairs
	• Past President, Faculty Council
		• Leadership team from each Strategic Council
		• President & Vice President of the Faculty Council
		• Strategic Governance Support:
		  ○ Director, Organizational Communication
		  ○ Director, Institutional Effectiveness
		  ○ Director, ODD

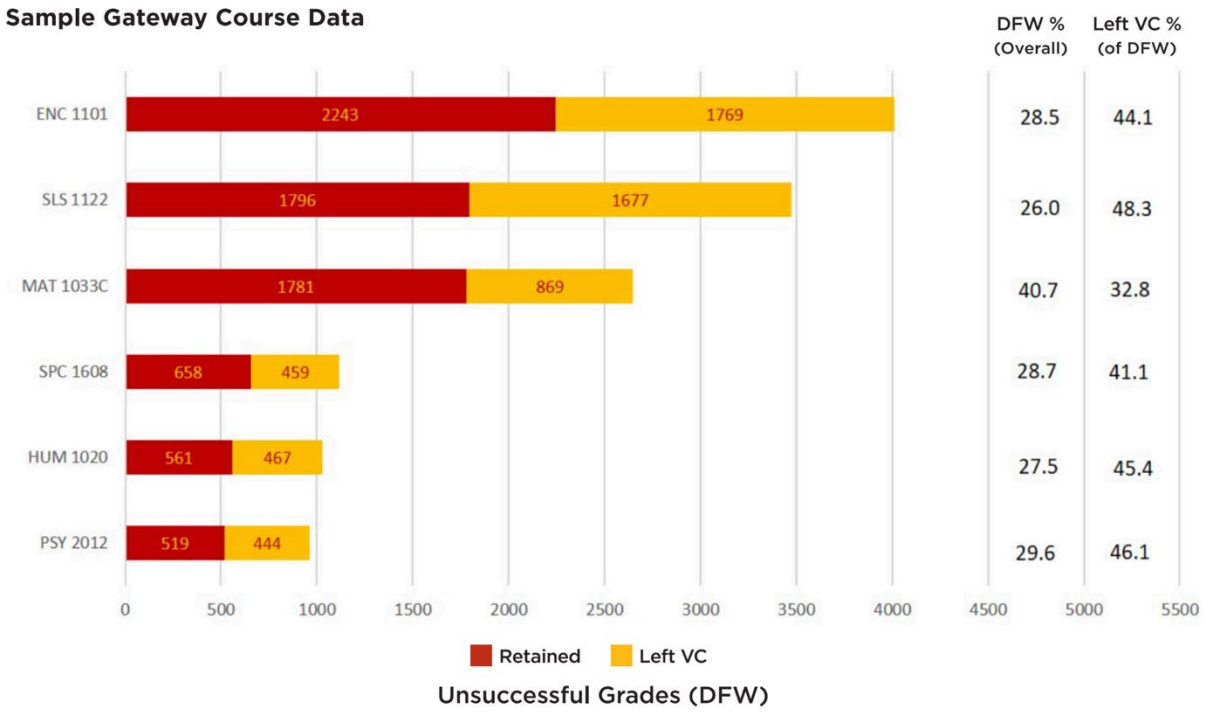
Topic Selection

In June of 2022, the CCT met to consider the strategic priorities table and examine which strategies align well with the intentions, structure, and requirements of the SACSCOC Quality Enhancement Plan. This resulted in the selection of eight priorities for additional discussion:

- Gateway Courses
- More Intentional Hiring Practices
- Student Advising Model
- Retention in AS & BAS programs
- Career Development/Exploration
- Adult Learners
- Modalities & Success in Online Courses
- Holistic Student Support

Additional discussions of these focus areas among President Plinske and CCT narrowed this list to three topics: Starting Right in Gateway Courses, Advancing Online Learning, and Career Exploration. In August 2022, as context for discussions to be held during the Fall 2022 term, CCT members created topic briefs for each of the three remaining topics, providing the college community with a succinct description of each topic, select data points associated with each topic, and analysis of its alignment with the strategic goals. The topic brief for Starting Right in Gateway Courses is included in Appendix C and represented an opportunity to both collect input on our topic selection and to begin to build awareness about the association between students' gateway course experiences and their persistence at Valencia. For instance, Table 2 below (included in the brief) illustrated that of the roughly 4,000 students who did not receive a passing grade in ENC1101: Freshman Composition I (28.5% of 14,076), the withdrawal rate of 44.1% means that about 1,800 students who took the class in a fall term and were not successful did not re-enroll at Valencia the following spring term.

Table #2
Sample Gateway Course Data Shared in the QEP Topic Brief



As described in the Gateway QEP topic brief, Valencia analysts had begun identifying and examining gateway courses, laying the groundwork for this project. Valencia statistical consultant and research analyst Christos Giannoulis, Ph.D., examined gateway courses with implications for student retention, generating the research summary provided in Appendix D. Among his key findings: Introduction to Biology (BSC 1010C) and Intermediate Algebra (MAT 1033C) were the most discriminating college-level courses from the top-10 enrolled courses by First Time in College (FTIC) students who took the course for the first time. That is, the difference between a passing and non-passing grade highly discriminates between persisters and non-persisters, indicating that the course acts as a barrier to progress toward graduation. Over three-fifths (63.5%) of students who received a grade of D, F, or W grade in BSC1010 did not reenroll at Valencia College in the following term. When the college offered mostly online courses due to the COVID-19 pandemic, students' performance in online Freshman Composition I (ENC 1101) and online New Student Experience (SLS 1122) became more discriminating

(correlated more strongly with their persistence at the college). In addition, Dr. Giannoulis found it is not only which classes students take, but also the order in which courses are sequenced and the combination of grades attained in these courses that, together, predict success.

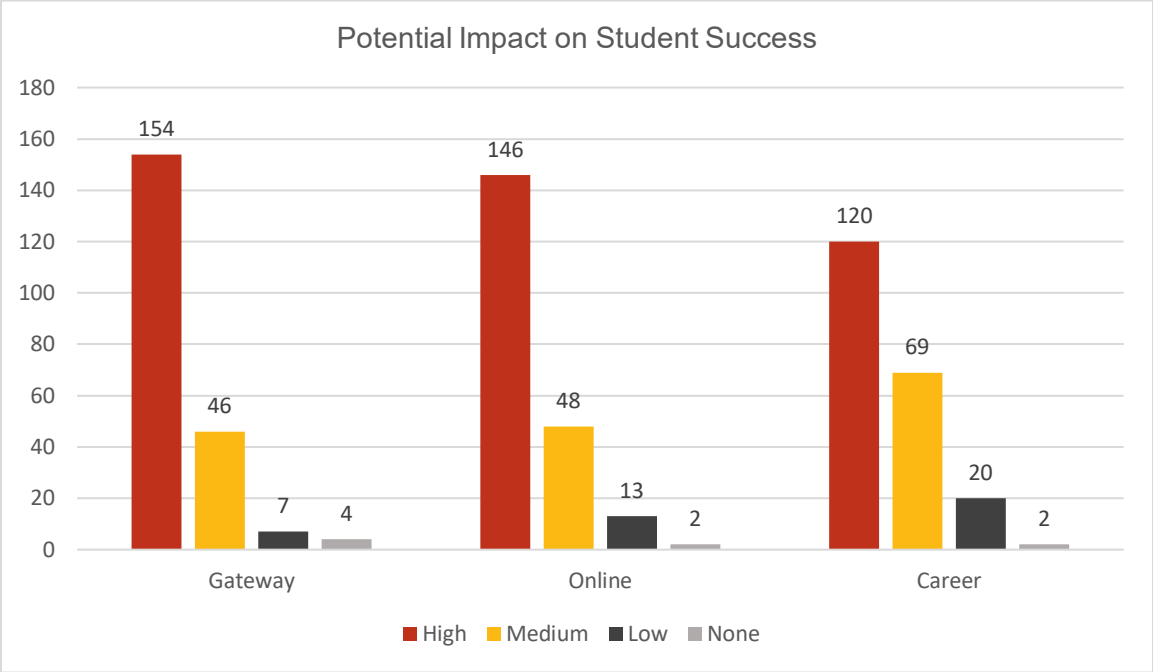
In the Fall semester of 2022, the QEP topic briefs were circulated among faculty and staff. A survey was administered, and virtual open forums were held to collect feedback on preferences among these three topics. More than 200 respondents completed survey submissions. In November 2022, the survey results were presented to Leadership Forum, another component of the college's Strategic Governance model that includes all executive and administrative leaders as well as faculty leadership. All three topics received positive feedback on the potential for impacting student success, importance to the college's mission and goals, and feasibility/viability. As illustrated in Table 3, the Gateway QEP topic received the highest quantitative ratings for its projected impact on student success, with Advancing Online Learning only slightly lower.

Members of the Valencia College community participating in one of the QEP open forums in October 2022.

In early December 2022, Vice President of Student Affairs, Dr. Lesley Frederick facilitated a discussion with student leaders during a regular meeting called the President's Student Advisory Board. Students provided their input on all three topics and shared their personal experiences with each. For

instance, students described challenges in their math and composition courses, requested additional faculty engagement in online courses, and noted that students are not well aware of career services.

Table #3
Potential Impact on Student Success



At this stage of the selection process, based on the feedback provided, Career Exploration was eliminated as a potential QEP topic (yet remains a strategic priority for the college). In mid-January, President Plinske provided an update on accreditation to the District Board of Trustees (DBOT), and Dr. Isis Artze-Vega, College Provost & Vice President for Academic Affairs, presented the two leading QEP topics, asking the trustees to help inform the decision by indicating what connections they saw between the proposed QEP topics and our Strategic Impact Plan goals. The Board indicated their support for both topics and saw them both as aligned with the Strategic Impact Plan.

To ensure that the final topic decision was informed by the perspectives of a wide range of constituents, Valencia chose to set aside time during an important collegewide event known as Learning Day, in February 2023, to discuss it together. Learning Day is an annual event at Valencia for which

classes are not held, during which faculty and staff participate in a variety of learning and professional development activities. Campus provosts and other college leaders facilitated five Campus Conversation sessions (four face-to-face at campuses and one virtual), with more than 1,100 participants attending in total to discuss the remaining two topics: Starting Right in Gateway Courses and Advancing Online Learning. After reviewing the feedback from these conversations, in conjunction with all of the feedback gathered the prior fall, Starting Right in Gateway Courses was selected as the topic for Valencia College's next QEP.

During the March 2023 DBOT meeting, Dr. Plinske announced the QEP topic selection and on March 3, 2023, communicated the selected topic collegewide via a College Update email. As with Career Exploration, Advancing Online Learning remains a strategic priority for the college despite not being chosen as the topic for this QEP. Given that so many of our gateway courses are now facilitated online, Gateway QEP strategies will also serve to improve online course design and facilitation.

PROJECT DEVELOPMENT, OUTCOMES, AND LITERATURE REVIEW

QEP Proposal Committee & Collaborative Proposal Development Process

After topic selection, the college formed a QEP Proposal Committee comprising a combination of volunteers who expressed interest via a broadly distributed survey and individuals whose responsibilities at the college were expected to intersect with the Gateway QEP design. (The list of committee members and their roles is provided in Appendix B.) This committee first convened in April 2023 and, in addition to meeting regularly, identified important constituent groups and engaged them regularly in developing and initiating the plan. To allow for additional faculty leadership in the summer, two faculty committee members received a course reassignment. As is customary in Valencia's collaborative processes, the committee first created a set of design principles (provided in the sidebar) to guide the development of the proposal.

QEP Proposal Design Principles

Our proposal will:

- fulfill SACSCOC's requirements
- emphasize student success outcomes/indicators, students' qualitative experiences, and student learning
- clarify that we see student success in gateway courses as a shared responsibility among faculty, staff, & students
- be informed by both quantitative and qualitative evidence
- curate student support, scheduling, and instructional strategies, but not aim to be exhaustive or prescriptive, respecting faculty autonomy
- describe a process we will be able to feasibly and consistently implement
- illustrate how key stakeholders will be engaged and invited to co-design
- celebrate distinctive features of Valencia's culture/ strengths on which this initiative builds: genuine collaboration, long-standing commitment to learning-centeredness, robust faculty co-led faculty development, Start Right, etc.
- reflect our aspiration to identify the "right conditions" so that anyone can learn anything in our gateway courses, honoring the visions of an ideal gateway experience shared by our colleagues

After finalizing the design principles, the committee considered how to best specify the project outcomes and drafted initial outcome statements aligned with Valencia's Strategic Impact Plan goal areas, particularly graduation. There was strong consensus on the team that the project should include an outcome focused on course success

but also that this would be insufficient without a learning-focused outcome. Similarly, the team recognized the role of student engagement and students' course-taking decisions, drafting goals for each of these areas. An early version of project outcomes was thus as follows, with "X percentage points" intentionally included to allow for exploration of the data to identify an appropriate improvement metric:

1. Improve persistence among students taking gateway courses by X percentage points by spring '28.
2. Improve course success - the proportion of students attaining an A, B, or C in gateway courses by X percentage points by '28.
    - Reduce the number of students who withdraw from gateway courses by X percentage points by 2028.
    - Reduce the rate at which students repeat gateway courses by X percentage points by 2028.
3. Improve student achievement of learning outcomes in gateway courses.
4. Increase student engagement with faculty, peers, and support services in gateway courses.
5. Improve students' gateway course-taking decisions, so that their choices promote success.

Selection of Gateway Courses

The QEP Proposal Committee next began the difficult work of choosing which courses to include in the first phase of the project, seeking to arrive at a small set of courses on which to focus the most intensive gateway efforts. The team felt strongly that the course list would need to be limited given our sizable enrollments, capacity to support students and faculty, and need to test and refine the new strategies before adding more courses. First, the group examined data associated with the criteria initially outlined in the Gateway QEP topic brief (high enrolled, relatively low success rates, and/or high impact on retention; see Table 4) and engaged in dialogue with college analysts about their additional studies.

The committee also considered curricular changes associated with active Florida legislation. Most notably, Senate Bill (SB) 366 from the 2021 legislative session requires that three mathematics pathways for students be established "by aligning mathematics courses to programs, meta-majors, and careers" and be implemented in the 2024-25 academic year. While gateway math courses would have been a natural

selection for inclusion in the Gateway QEP, they are not included in Phase I of the Gateway QEP because the math pathways work is underway. They will be included in Phase II. The group also saw value in including several major general education disciplines in Phase I, creating opportunities for interdisciplinary collaboration.

Based on all of these factors, the following four courses were selected for the first phase of the work: ENC 1101 (Freshman Composition I), BSC 1010C (General Biology I), PSY 2012 (General Psychology), and HUM 1020 (Introduction to Humanities).

Table #4:
High Risk and Grade Distribution

Courses (excluding Honors sections)	Unduplicated Enrollment 2022-23	Course Success 2022-23 (including summer)	Course success 5 years (since Fall 2018, including terms with S during Covid)
BSC 1010C – Biology I	5,594	70.8%	70.0%
ENC 1101 – Freshman Composition I	14,814	67.0%	70.0%
HUM 1020 – Introduction to Humanities	9,822	76.0%	77.6%
POS 2041 - U.S. Government	8,761	81.7%	82.9%
PSY 2012 – General Psychology	6,525	80.1%	78.0%

Literature and Data Review Processes

Through the late spring and early summer, the QEP Proposal Committee formed subgroups to conduct topical literature reviews and examine internal data to inform the design of our key strategies and activities. The literature review groups focused on three major areas: curriculum and pedagogy, student support, and theories and frameworks. Sub-teams identified promising results from published research as well as other college and university initiatives with evidence of effectiveness. From these initial reviews, three categories of potential interventions emerged: advising, teaching and learning, and learning support. Meanwhile, the data review subgroup reviewed existing institutional reports and dashboards to establish baseline metrics and draft potential outcome targets and related measures to assess the project's progress.

Additional Academic Leadership, Faculty, & Board-level Engagement

In June 2023, a Gateway QEP progress update and request for input was facilitated at a regular gathering of about 200 individuals called Academic Collaboration, attended by all Valencia deans, leaders of faculty governance, discipline coordinators, program chairs, and key academic affairs leaders and staff. Feedback provided subsequent to this meeting inquired about the selection of PSY 2012: General Psychology instead of POS 2041: U.S. Government. Upon further review, we noticed that due to changes in state graduation requirements, POS 2041 had indeed surpassed PSY 2012 in current and projected enrollment. The General Psychology course was therefore replaced with U.S. Government for Phase I of the project but will be in consideration for Phase II. At this point, the selection of Phase I courses was finalized:

- ENC 1101 (Freshman Composition I)
- BSC 1010C (Biology I)
- POS 2041 (U.S. Government)
- HUM 1020 (Introduction to Humanities).

Phase II courses will be determined based on additional analyses and the timeline of the math pathways implementation. Courses likely to be included: MAC 1105 (College Algebra), STA 2023 (Statistical Methods), and MGF 1130 (a course in development).

In July 2023, full-time faculty teaching the courses slated for Phase I were invited to a series of interactive faculty convenings, one per each of the Phase I courses. Here, faculty were given an update on the work and asked to provide feedback on the emerging strategies for the project. They were also asked for input on the following questions: What resources and support are needed to help students start right in gateway courses? What are the most effective strategies for achieving the project goals, maximizing your success, and enhancing your learning?

Faculty who participated in these convenings emphasized the need for greater community, collaboration, and consistency across campuses and disciplines to improve the student experience while

allowing for faculty individuality. Specific ideas included building learning communities, sharing best practices, offering embedded tutoring, providing early access to course materials, ensuring tutoring availability, and collaborating on advising. In addition, faculty indicated a desire for discipline-specific professional development to address topics like creating an environment that fosters risk-taking, learning from mistakes through constructive feedback, and developing tools for student reflection.

On August 10, 2023, a detailed update on accreditation activities, including the QEP, was presented to the Valencia College District Board of Trustees. This presentation included an overview of the QEP and its requirements (e.g., topic selection, course selection, development summary, outcomes, initial resources). A similar presentation was given to the collegewide community at Academic Assembly (like a convocation) on August 15, 2023. Table 5 below outlines several of the other collaborative mechanisms via which QEP Proposal Committee leaders provided updates and gathered insights to inform the Gateway QEP project development.

Table #5:
Committee and Constituent Discussions

Committee and Constituents	Participants included	Purpose & Tasks
Committee Meetings	QEP Proposal Team	Collaboratively designed • design principles for proposal • draft outcome statements • subteams for literature review (3 teams) and an internal data review team • selection of courses to include in Phase I • Review and finalize interventions/activities with logic model

Academic Collaboration	Provost team, Deans, faculty leaders, and Academic Affairs staff	Academic Affairs updates, specific QEP information
		• Pre-Gateway hiring (English/Math faculty)
		• Updates on QEP
		• Feedback regarding
		  ○ Project design principles and outcomes
		  ○ Courses selected in Phase I
		  ○ Faculty leads for faculty convenings

Instructional Affairs Committee (IAC) Meetings	Academic Deans	Provided IAC with updates regarding • Gateway hiring • Draft design principles and outcomes • Tentative list of gateway courses in Phase I • Proposal timeline

		• Updates from faculty convenings

Dean Pre-Faculty Convening	Academic Deans and Provosts	Dean feedback session to inform faculty convenings
		• Feedback on
		  o Requested outcomes
		  o Institutional resources to support faculty

Faculty Convenings	Faculty facilitating Phase I gateway course and the discipline dean	Faculty discussions regarding
		• Status of QEP and timeline
		• Data-informed selection of courses
		• Feedback regarding
		  o draft outcome statements
		  o resources for faculty and students
		  o engagement with advising and learning support

Dean Pop-Up Workshop	Academic Deans and Provosts	Dean discussion regarding
		• Status of QEP
		• Feedback regarding
		  o Role of deans and discipline coordinators in faculty learning communities
		  o Opportunities to engage faculty and encourage participation

Discipline Coordinator Session	Discipline Coordinators for Phase I gateway courses and academic deans	Discipline Coordinator discussion regarding
		• Status of QEP
		• Feedback regarding
		  o Role of discipline coordinators in faculty learning communities
		  o Opportunities to engage faculty and encourage participation

QEP Student Survey	Distributed by faculty, student development, Bridges to Success and Honors College offices	Student feedback survey regarding • Frequency of using advising and learning support services • Feedback on encouraging students to use advising in during their first semesters • Feedback on encouraging students to use learning support services • Their likelihood of utilizing the course wrapper experience

Finalizing & Quantifying the Gateway QEP Outcomes

In early September, the Student Learning, Experience, and Excellence Team (a subset of Valencia College's Senior Team) met to discuss final target-setting for QEP outcomes as well as resource commitments to the project. During this discussion, course-specific targets were set for first- and second-attempt student success, and the outcomes were slightly revised to reflect the relationship between the outcomes focused on course success and student persistence (namely, that student persistence will result

from improvements in student success). The outcome focused on advising was removed given the recognition that it is more a strategy than an outcome and one that will be assessed as part of the broader advising redesign effort. The official Valencia College Gateway QEP outcomes are thus:

Specific Course Success Outcomes for Phase I Courses

English Comp. 1 (ENC1101)
- 1st attempt: 75%
- 2nd attempt: 60%

Intro to Humanities (HUM1020)
- 1st attempt: 81%
- 2nd attempt: 62%

American Government (POS2014)
- 1st attempt: 85%
- 2nd attempt: 70%

Gen. Bio (with Lab- BSC1010C)
- 1st attempt: 75%
- 2nd attempt: 70%

1) Improve **course success** (the proportion of students attaining an A, B, or C) in gateway courses by 2028. Specific targets for Phase I courses are listed in the sidebar. *[Increasing the success rate of students' first attempt will, by definition, reduce the number of students who are required to attempt the course a second time. Valencia's historical data show that the proportion of students who successfully complete a course during their second attempt is significantly lower than the proportion of students who complete the course on their first attempt.]*

2) Improve Fall-to-Spring **persistence** among students taking gateway courses by 3 percentage points by 2028.

3) Improve student achievement of at least one **learning** outcome in each gateway course in each LOA model cycle.

4) Increase student **engagement** with faculty, peers, and support services in gateway courses.

The methodology for setting the course-level outcomes detailed in the sidebar reflects an overall aspiration to reach our highest historical success rates (over the last decade) without increasing more than 5% over the previous year.

Literature Review

As described above, one of the first steps taken by the QEP Proposal Committee was to form subgroups to examine the literature and identify core elements of gateway course success to inspire and inform our project design. This summary review consists of two parts: research on the importance and impact of gateway courses, and research on what has been shown to influence student learning and success in gateway courses in the areas of advising, learning support, and teaching and learning.

Importance & Impact of Gateway Courses

Gateway courses—broadly defined as college credit-bearing and/or developmental education courses with high student enrollments and relatively high rates of Ds, Fs, and withdrawals (Koch & Rodier, 2014)—have always been part of the U.S. undergraduate experience. As gateway scholar Koch (2017) has written, "As long as there have been U.S. colleges and universities, there have been entry courses that pose difficulties for students—courses that have served more as weeding out rather than gearing-up experiences for undergraduates" (p. 5).

In community colleges, both researchers and institutional leaders have long focused on a subset of gateway courses: remedial or developmental courses. Yet in this sector, too, researchers have broadened their scope and called attention to the pivotal role of additional gateway courses. For instance, the Community College Research Center (CCRC) developed a method for institutions to identify "gatekeeper" courses by comparing the performance of students who completed associate degree programs with that of students who did not complete a degree program (Zeidenberg et al., 2012). CCRC later developed an early momentum metric focused on gateway courses.[1] Nonetheless, as Koch (2017) and others have noted, student success efforts have not generally centered gateway courses. Instead, leaders have prioritized efforts outside of the classroom like orientation programs, such that gateway failure rates have remained largely unchanged, often at the expense of our most vulnerable students.

[1] The CCRC "gateway momentum" metric is defined as taking and passing pathway-appropriate college-level math and college-level English in the first academic year.

Impact on Student Retention, Learning, & Belonging

Gateway courses and student retention are inextricable. To identify gateway courses, most analyses use criteria similar to that used at Valencia: 1) high enrollment (500+ students per term), 2) relatively low course success rates (<70% success), and/or *3) strong connection between student performance and their retention or re-enrollment*. The third criterion makes explicit that gateway courses are those for which student performance is known to correlate to student progression. The impact of gateway courses is also visible in analyses of students' first-year GPA, a data point that, in many ways, is a composite of students' gateway course grades. First-year GPA is one of the strongest known predictors of student persistence or re-enrollment in the subsequent term. In Flanders' 2017 study, students with a first-semester GPA of 3.0 were 127 times more likely to reenroll for the spring term than their counterparts with a 2.0 GPA.

What accounts for the impact of gateway course experiences on student retention? Koch and Pisitilli (2015) provide one perspective: "Courses with high rates of unsuccessful outcomes [as identified by DFW rates] 'kill' a student's grade point average (GPA), motivation, and academic progress" (p. 3). Indeed, to remain eligible for federal financial aid, students much maintain Satisfactory Academic Progress, which is calculated based on students' overall grade point average (GPA). At Valencia, students must maintain an overall GPA of 2.0 or higher, a Valencia GPA of 2.0 or higher, and a completion rate of 67% or more. Because SAP standards are calculated using the cumulative GPA and cumulative completion rate, completing a gateway course with a D, F, or W grade weighs down a student's GPA in these crucial calculations. The consequences are even more pronounced when students leave our institutions without having attained a credential and having accumulated debt.

Although research has emphasized the relationship between gateway courses and student retention, gateway courses are also sites of critical, foundational learning. These courses often serve as prerequisites for future courses, and scholars of learning science verify that learning depends on prior knowledge (Ambrose et al., 2023). In a data brief on the impact of foundation courses and early GPAs,

the American Association of State Colleges & Universities (2022) notes that base-level concepts and knowledge are taught and ideally mastered in these courses. The authors add that gateway courses are known to feature skills and abilities essential to workplace success and engaged citizenry such as critical thinking, communications, teamwork, and quantitative reasoning. The learning that occurs in gateway courses therefore has both a short-and longer-term impact on students.

Community college researcher Wang (2017) reinforces and expands the role of gateway courses in relation to student learning. Her model of community college student momentum features a "Teaching and Learning Domain," further subdivided into *cognitive momentum* and *metacognitive momentum*. Wang defines *cognitive momentum* as "students' cumulative progress toward the learning and mastery of the subject matter at hand;" and *metacognitive momentum* as "community college students' ability to apply strategies to regulate, adjust, adapt, and assess one's own learning processes" (p. 284). Empirical studies of gateway course success substantiate Wang's claims. In an analysis featured in the AASC&U brief on foundational courses, students who earned an A or B in a required foundation course had a considerably higher graduation rate than those who earn a C grade—suggesting that 1) gateway course learning does, in fact, provide the academic base necessary for success in higher-level courses, and also that 2) improving gateway course success requires looking at gateway course grades, not simply course passing rates in the aggregate. Specific course grades matter.

In addition to verifying *that* gateway courses have significant impact on student progression and learning, the literature points to several key reasons *why* gateway courses are so consequential. Wang (2017) explains that early course experiences are pivotal because of their role in student momentum. Early course experiences are opportunities for students to "establish and maintain enough initial impetus in charting a path to longer-term college success," she writes (p. 260). Momentum and early success are especially important to community college students, Wang contends, because of the myriad challenges they encounter on their academic journeys—what she terms "counter-momentum friction." One of the

factors she identifies is that many students begin their community college experiences with some level of academic under-preparedness and/or self-doubt—the latter of which can be self-fulfilling.

Here, Wang implicitly signals two additional reasons gateway course experiences are so consequential: their timing intersects with students' transition to college, and they take on symbolic value relative to students' sense of belonging. As connoted in Valencia's *Start Right* Big Idea, the start of students' college experience matters a great deal. Erickson and colleagues (2006) poignantly summarize the impact of students' introduction to college:

> We in higher education have known for some time that the lives of students who enter colleges or universities are profoundly affected by their experiences in their first semesters, if not their first weeks on campus. If they feel welcome, challenged, and supported, first-year students flourish. They persist in their studies, grow as human beings, and eventually become informed and inquiring citizens so essential for our times. If they feel abandoned and adrift, at once ignored and overwhelmed, they do what we would all do in similar circumstances: flee to places that are more comforting and more affirming. (p. xi)

In describing students' response as "fleeing," the authors remind us that they are human beings and that leaving our courses and/or institutions is sometimes an act of self-preservation. Cavanagh's (2023) analysis of college student mental health and wellness affirms that moments of transition can bring significant stress. She explains that "transitioning to college means young people bounce from one set of social fabrics to an entirely new situation where they must establish new grooves, relationships, and behavioral patterns," adding that this is an "extraordinary tax" on their mental health (p. 65).

Professors "could help make it known that it's okay to struggle the first few months as you start adapting to this new way of life."

Valencia student QEP implementation guidance, September '23 survey

Gateway course experiences also have a profound influence on students' sense of belonging. In their study of the perceptions of institutional support and belonging in low-income, first-generation, first-year college students, Means and Pyne (2017) concluded that many students arrived "questioning their sense of academic and social belonging due to precollege messages they received and feelings of being academically underprepared" in comparison to their peers (p. 139). Longtime community college educator and student success author Isserles (2021) concurs that students enter college with very deep insecurities about their academic self-worth. Interestingly, she relates community college students' lack of confidence to open-admissions policies. In most cases, our students do not experience the validation that comes with having been "accepted" to a college or university. Many students therefore enter our gateway courses unsure about whether they belong and primed to attribute learning challenges "to their own inadequacy, rather than to the process of learning new skills or information," as Cox (2009) found in her extensive qualitative research (p. 37).

Primary Influences on Gateway Student Learning & Success

As noted above, after an initial scan of the literature, the QEP Proposal Committee decided to focus its research on three primary influences on gateway student learning and success: advising, learning support, and teaching and learning. Key findings per area are synthesized below.

Advising

The American Institutes for Research (Feygin et al., 2022) conducted a systematic review of the literature on advising policies, practices, and programs relative to college success outcomes (including credit accumulation and persistence, academic achievement, and degree completion). Two of their key findings: 1) Student success is bolstered when college advisors provide robust nonacademic support for students' holistic wellness, and 2) the most effective advising interventions include proactive communications with sustained follow-up. As an example of the latter, Abelman and Molina (2001) conducted a longitudinal analysis of an advising intervention that showed statistically significant positive effect on 3-year retention. Students received a letter indicating that they had been placed on academic

probation and were required to meet with an advisor. Together, the advisor and student developed a plan to help the student return to good standing, connecting them to resources such as counselors and tutors.

The importance of proactive communications and sustained follow-up is also prominent in research on early alert strategies, broadly defined as the systematic identification and communication of academic concerns or warning signs exhibited by students. In a study by Lizzio and Wilson (2013), an early intervention protocol was implemented to support the academic recovery of first-year students at risk of non-continuation. The intervention process included reflection activities, tutoring, and advising. By employing early alert strategies, faculty and advisors were able to identify students who were experiencing challenges with early assessments and provide targeted support to improve academic persistence (Dial & McKeown, 2020). The study found that timely student-centered academic outreach had positive effects on academic performance, persistence, and student satisfaction indicators.

"Help students understand how advisors can assist them in choosing courses that fit their academic goals."

Valencia student QEP implementation guidance, September '23 survey response

Research specific to gateway course advising centers on two advising goals: helping students enroll in appropriate classes and connecting students to relevant academic and non-academic supports. To begin with course selection, students have several decisions to make: how many courses to take, which ones, and in what order. The matter of so-called course "load" relates directly to what are known as "credit momentum metrics," defined as the "rates at which students complete a substantial number of college-level credits in their first year" (Belfield, Jenkins, & Fink, 2019). In essence, studies have shown that the more credits a student completes in their first year, the more likely they are to persist and graduate in a timely manner. However, scholars have begun to point out limitations in both the methodology and practical applications of this line of research. Wang (2017) points to one of the key shortcomings of the research: the impact on community college students varies considerably based on their employment status—"with students working long hours benefiting the least from a heavy course load" (p. 267). Isserles (2021) wrote an entire book outlining her

critique of the momentum movement, issuing a warning about the risks to students of a one-size-fits-all approach to encouraging students to increase their credit loads:

> Nudging students to what they *could* do, in the absence of supports to ensure that such a choice makes sense for their particular circumstances, could lead to some negative outcomes (a lowered GPA, a withdrawal from class, overall reduction in the quality of their school experiences, increased stress and anxiety, etc.). (p. 111)

For both Isserles and Wang, the message to practitioners is clear: Students need individualized support that considers the complexity of their lives, including employment, finances, and non-academic responsibilities. The goal, according to Wang, is for them to "yield peak academic momentum through the intensity of course taking" (p.6).

Next, on the matter of selecting courses, Jenkins and colleagues (2023) find that students benefit from choosing gateway courses in an area of interest, so that they can either affirm their academic pathway or find an alternative. They suggest that taking courses on topics of interest and connecting to faculty and others in fields of interest, as early as students' first term at the college, results in student engagement and helps "prevent them from dropping out" (p. 6). Flanders' (2017) research validates this approach. In his analysis, "gateway" means a course that is a gateway or introduction to a specific major. Flanders tested the hypothesis that students who identify a major and take an introductory course within their declared major are more likely to reenroll the subsequent term. He found not only that student retention increased when a student successfully completed an introductory course, but also that students are less likely to enroll for the subsequent semester if they avoid taking one in their first semester.

In addition to studying the impact of *current* advising practices, scholars recognize that advising practices are evolving as the result of advances in technology and analytics. For instance, Brown and colleagues (2021) suggest that automating course selection and the following of a pathway with the use of technology allow advisors to focus on having less "technical conversations" and more conversations about "long term life goals, and the specific actions and commitment required for (students) to achieve

them" (p. 166). Meanwhile, Bloemer et al. (2017) tested more nuanced analyses of gateway courses, using student type and point in their academic life to predict their success in specific gateway courses. They found that the timing of course taking can correlate to student success and encourage institutions to conduct the same statistical analyses to isolate where advising interventions and outreach would be most beneficial.

Learning Support

This part of the research review focused on the key areas of Valencia's learning support model: tutoring and writing support, study labs, libraries, and peer-to-peer support. Overall, the team felt that studies fail to adequately account for the crucial link between academic support and student success, particularly given increases in online enrollment and the potential for decreased student engagement with the college. However, one of the recommendations of the Center for Community College Student Engagement (CCCSE, 2010) responsive to these concerns is that we integrate student supports within students' required learning experiences, thereby making them "inescapable." CCCSE also acknowledges that student awareness of support services can be limited, encouraging institutions to not only market services widely but also to ensure that students know how to access them, find them to be convenient, and do not feel stigmatized by using them.

"Most students believe it's only for 'stupid' students, so that stigma makes it difficult to be ok with going. Make it more common."

Valencia student QEP implementation guidance, September '23 survey response

Krumrei-Mancuso and colleagues (2013) examined the psychosocial factors predicting first-year college student success – including academic self-efficacy (confidence in academic ability and expectations of attaining success in college), stress and time management, and organization and attention to study – the latter defined according to students' use of skills to organize tasks, structure time, set goals, and plan and carry out necessary academic activities. The study found that the psychosocial factors that predict end-of-year GPA appear to exert their influence via students' first-semester GPA—which suggests that a key feature of

student support interventions is their timing. The authors recognize that a common institutional practice is to wait for measures of achievement (like grades) to target intervention as needed. Based on their findings, they counsel peer institutions to support students with self-efficacy and organization, and attention to study "during the critical window of students' first academic semester, before course grades are available," viewing this as the "most advantageous means of influencing longer-term GPA" (p. 226).

Research also points to the efficacy of peer-to-peer support, including models such as "supplemental instruction" (SI) and undergraduate teaching assistant or learning assistant programs. Dvorak and Tucker (2017) suggest peer support plays a significant role in gateway courses. For example, the University of Wisconsin-Milwaukee (UWM) reported high persistence rates of 80% to 90% for first-year SI cohorts over a twelve-year period (Dvorak & Tucker, 2017). In their evaluation of the effect of the Virginia Commonwealth University (VCU) University College's Undergraduate Teaching Assistant (UTA) Program on student performance in first-year core curriculum courses, Dempster and Dempster (2019) found that student performance was impacted positively but indirectly through the program's effects on student engagement.

Teaching & Learning

Research underscores the impact of college teaching on all areas represented in the Gateway QEP project outcomes: student learning, engagement, course success, and persistence. To begin with student learning, an extensive, 3-volume analysis of research on how college affects students concludes unequivocally that faculty "have the greatest impact on student learning," both subject-matter competence and in terms of a student's intellectual, cognitive, and moral development (Mayhew, Rockenbach, & Bowman, 2016, p. 594). Specifically as relates to gateway courses, "Classroom instructors…are at the center of the collegiate experience for every first-year college student," affirm the first year experience experts Evenbeck and

"Make sure students feel comfortable in your class (like not feeling scared to come speak with you..., provide chances to learn and grow, and most importantly be kind."

Valencia student QEP implementation guidance, September '23 survey response

Jackson (2004, p. 257). A 2023 study of students' gateway math success found that math faculty are the most important factor in determining a student's successful completion of gateway math (Dadgar et al., 2023). Students themselves indicate that faculty play a crucial role in their success. Means and Pyne (2017) studied the perceptions of institutional support and belonging in low-income, first-generation, first-year college students. "According to participants," they write, "university faculty were one of the most important variables for their sense of belonging within the academic life of the college" (p. 137).

Model Program:
Student Experience Project (SEP)

- Nearly 300 faculty at six universities convened to learn about and adapt new classroom practices.
- Key Outcomes:
  - Rates of students earning a D, F, or W fell by 26% in fall 2020 and by 18% in spring 2021 compared with historical rates for the same instructors in the same courses.
  - The rates of students earning A's or B's, meanwhile, rose by 12% in fall 2020 and by 7% in spring 2021.

Although only a few studies have examined the impact of faculty and teaching on student retention, respected scholars and student success leaders have urged colleges to direct their attention to students' course experiences as part of their student success initiatives. As early as 1998, Tinto suggested the classroom as the primary context to increase student engagement. Given that on highly commuter-based campuses, time constraints and other responsibilities can hinder student engagement with typical co-curricular activities, he argued, the classroom may be the only context regularly inhabited by every student. From a different vantage point, the Student Experience Project (SEP, n.d.) calls the relative lack of emphasis on faculty a missed opportunity: "Faculty are often underutilized as levers of institutional change, despite numerous reports that point to the importance of engaging faculty in efforts to improve student success" (p. 6). Since the SEP structure and resources served as a model for many of our Gateway QEP efforts, the sidebar provides an overview.

Teaching Practices that Support Gateway Course Learning & Success

In an attempt to draw a more direct connection between teaching and retention, a handful of studies have asked students about specific teaching practices and examined responses relative to students' progression. Pascarella and colleagues (2011), for instance, found that organized and clear teaching (e.g., how well-prepared students perceive their instructor to be and how helpful they find examples and illustrations) "has a net positive influence on the probability of reenrolling at an institution for the second year of college" (p. 91). In addition, there is an abundance of research on the impact of individual teaching practices on student learning and success with direct application to gateway courses. A comprehensive review of this literature is beyond the scope (and space limitations) of this proposal, but our review suggests that the most effective gateway course experiences—in all modalities—emphasize the five elements distilled in Table 6. These instructional elements informed the teaching and learning components of the project, will be featured in the guidance and resources provided to faculty, and provide an initial organizing framework for the gateway teaching toolkit (See p. 59).

Table #6:
Instructional Elements from Literature Review

Pillar	Rationale	Sample Practices	Key Sources
Relevance	Relevance is crucial to motivation, the engine of learning. General education courses often seem disconnected and uninspiring to students, leading to disengagement.	Provide clear explanations of why they are learning specific content Use rubrics to clarify expectations and criteria for success	Ginsberg & Wlodkowski (2009) Wang (2017) Winchell (2020)
Relationships	Trusting relationships are essential to learning, belonging, and success. This is true for peer-to-peer, student-faculty, and faculty-faculty relationships, all of which can be especially	Craft group work that requires interdependence Conduct student surveys to understand their needs and concerns	Cole, Newman, & Hypolite (2020) Cox (2004) Dvorak & Tucker (2017)

	challenging to maintain in online learning environments.	Build relationships among faculty in learning communities and between faculty and support staff	Felten & Lambert (2020) Landrum et al. (2021)
Wellness & Safety/Support	Meeting essential needs, such as food and access to counseling, is crucial for student well-being and a sense of belonging, essentially among historically underrepresented students. Faculty need time, safety, and support to refine their craft.	Offer flexibility in deadlines & in grading schemes Connect students and faculty to available resources Create a safe environment for faculty to experiment with new teaching practices	Cavanaugh (2023) Cole, Newman, & Hypolite (2020) Dadgar et al. (2023) Goldrick-Rab (2018) Goldrick-Rab, Richardson, & Hernandez (2017)
Reflection	Metacognitive learning strategies support both student learning and their success. Reflective practice is key to teaching growth and development.	Implement metacognitive exercises like exam wrappers Create opportunities for faculty to engage in reflective practice and develop action plans, informed by data and in a community of peers	Marcus (2021) McGuire (2021) Swanson (2021) Tawde, Boccio, & Kolack (2017) Wynn, Mosholder, & Larsen (2014)
Timely Information	Timely feedback and information to students is essential in decision-making and success. Faculty benefit from having timely data, both quantitative and qualitative.	Conduct grade checks and provide mid-semester grades to ascertain and inform students about their progress; provide support if off-track Gather data on student experiences during the term Use technology like the Canvas gradebook and SFI to gather data	Bensimon & Malcolm (2012) Cole, Newman, & Hypolite (2020)

Two teaching practices, however, appear to have a disproportionate impact on our Gateway QEP outcomes and therefore warrant separate attention in this review of literature: active learning and grading. Scholars have long encouraged faculty to utilize active learning practices to support student learning and success. Teaching expert Doyle (2011) distilled the essence of why active learning *works* in his pithy phrase, "It is the one who does the work who does the learning" (p. 7). Yet the turning point in the academic debate about the efficacy of active learning was the publication of a meta-analysis of research on active learning in higher education science, technology, engineering, and math (STEM) classrooms metanalysis published by Freeman et al. in 2014. In their conclusion, the authors implore faculty to integrate active learning into their teaching, comparing the results to those of a pharmaceutical drug trial: "If the experiments analyzed here had been conducted as randomized controlled trials of medical interventions, they may have been stopped for benefit" (p. 8413). Nonetheless, Wang's (2017) research suggests that community college teaching continues to be "largely lecture-based and decontextualized, with students often being the passive recipients of knowledge instead of active participants" (p. 277). She explains that "limited exposure to teaching and learning approaches that allow students to engage in sense-making and constructing knowledge as active learners" often results in "the loss of momentum, as students become disillusioned, bored, or feel they cannot progress forward academically" (p.279). Active learning therefore affects student learning, momentum, and motivation.

What's in a grade?

Grading is the other area of instructional practices with considerable impact on the Gateway QEP outcomes. Reeves (2008) contends that "if you wanted to make just one change that would immediately reduce student failure rates, then the most effective place to start would be challenging prevailing grading practices" (p. 85). By "grading," we mean how faculty calculate, describe, and report student performance. Despite the assumption it is mostly a computational act, grading permeates instructors' practice, with determinations often based on values and assumptions about learning and motivation

(Gusky, 2009). Many current faculty grading practices are outdated, originating in the early 20th century when researchers sought to make grades more scientific. Recent attention to grading includes isolated colleges experimenting with student contracts or student reflection and faculty written evaluations (Jaschik, 2009), and select discipline-based discussions (e.g., Schinske and Tanner (2014) in Biology; Inoue (2014) in writing). Meanwhile, teaching scholars such as Nilson (2015), Blum (in Supiano, 2019), Clark & Talbert (2023), and Stommel (2023) question traditional grading practices, noting challenges associated with student motivation, learning, engagement, accuracy, integrity, rigor, etc.

"What matters for a class about my future is not the homework and grades, but what I'm getting out of that homework… I don't want this class to feel like just another grade."

Valencia student QEP implementation guidance, September '23 survey response

As referenced earlier in our description of the impact of gateway course grades and GPAs on student persistence, the stakes are high for students, particularly those from historically underrepresented groups. As Nilson (2015) has written, some believe "they do not belong in this strange culture of higher education, and any poor or mediocre grades they get 'prove' it" (p. 32). Although many factors influence achievement, grades function as external symbols of students' academic performance and capacity, unevenly affecting students from underserved backgrounds (Inoue, 2014). Nunn's (2021) research on college belonging among first-generation college students substantiates the impact of grades on what she calls "academic belonging." Many students in her study frequently used their GPA as an academic belonging indicator, such that "good grades validate their capabilities" (p. 67).

Grading scholars have proposed alternatives to well-established practices. Feldman (2019) encourages faculty to focus on mathematical accuracy, bias-resistance, and motivation, describing specific practices for each (e.g., avoiding the use of zeros, utilizing a 0–4 instead of 0–100 scale, and allowing re-takes). Key alternatives to traditional grading include standards-based and specifications grading, as well as what is known as *ungrading*. What these approaches have in common is an emphasis

on student learning and on feedback, often including penalty-free opportunities for students to reassess (Clark & Talbert, 2023). Both active learning and grading practices will feature prominently in Gateway QEP faculty programming.

On Faculty Development

In addition to the general encouragement that colleges utilize teaching and learning as a lever for student success, research stresses that providing robust support for faculty is essential to improving student learning and success in gateway courses. As Stout (2018) affirmed,

> Creating greater urgency for teaching and learning in institutional reform is long overdue... But the onus cannot be solely on faculty to do more. They need support and time for more reflective practice and to participate in ongoing collaborative professional development. They need support and incentives to enable them to teach and learn in new ways. (p. 1)

Similarly, the Center for Community College Student Engagement (2010) affirms that "any effective strategy for dramatically increasing college completion must include a substantial commitment to professional development for individual faculty members and for college teams" (p. 17). Drawing on the authors' varied experiences leading gateway efforts and a large national initiative, McGowan and colleagues (2017) argue that gateway course-focused faculty development efforts can play a critical role in influencing not only individual faculty members' practice, but also academic departments and broader institutional cultures.

Research points to several key structures and features of faculty development—starting with the use of evidence-based practices. McGowan et al. (2017) describe evidence-informed course design as "an ethical imperative in all gateway courses." They explain that "powerful research demonstrates the efficacy of specific strategies" and ask, "why aren't we all implementing these pedagogies in our gateway courses?" (p. 53). Reflecting on the multi-year project and based on faculty feedback, SEP leaders found that access to evidence-based education and resources was a key characteristic of the SEP collaborative

that promoted faculty interest and engagement. Faculty and administrators who participated in SEP indicated that having strong empirical evidence for the resources provided, "paired with discussion and tools for translating the research into practice was a key motivating factor for their participation" (p.7).

As Eynon & Iuzzini (2020) describe in Achieving the Dream's teaching and learning resource guide, the use of evidence-based practices is essential: "Building a culture of teaching and learning excellence asks faculty and staff to examine their practice, test new evidence-based approaches, and see themselves as learner/ teachers" (p. 13). McGowan and colleagues (2017) describe how faculty and faculty developers can partner to improve student learning and outcomes in gateway courses by improving course design, practices such as active learning, and aligning assessments with course goals. To the point of course design, the authors point to a faculty development challenge: the common practice of individual gateway faculty unilaterally determining their pedagogies and assessment methods. "To imbue gateway-course instructors with so much responsibility yields additional issues in terms of staffing" (p. 54), they write, particularly given that many gateway courses are taught by part-time faculty.

Studies of gateway faculty development also suggests that opportunities for faculty to collaborate with one another is essential. This reflects a long line of scholarship touting the benefits of faculty working in community with one another. In 1998, for instance, renowned teaching scholar Palmer wrote that "the growth of any craft depends on shared practice and honest dialogue among the people who do it" (p. 144). This growing recognition, together with the success of student learning communities, led to the development of structured opportunities for faculty to collaborate which came to be known as *faculty learning communities* (FLC; Cox, 2004). Traditionally, FLCs have been defined as structured, year-long academic communities of practice, comprised of interdisciplinary faculty members engaged in an active, collaborative program designed to foster scholarly, evidence-based teaching and enhance student learning (Cox, 2004). Research suggests that FLCs foster growth in pedagogical innovation and scholarly teaching, increase faculty interest and confidence in teaching, and can lead to increased student learning and retention (Tinnell et al., 2019). The FLC structure of the Gateway QEP is modeled on a certain type

of FLCs known as "faculty inquiry groups," organized around a teaching and learning question (Beach et al., 2016).

In the "Student Experience Project Community of Practice Handbook," authors Levine, González, and Foley (n.d.) summarize the layered positive impacts of collaborative practice in SEP:

> Participating in a community of practice can serve as a transformative experience for faculty and allow for the development of meaningful relationships within a department and across disciplines. A community of practice creates space for instructors to share promising practices and to assist one another in developing new approaches to their work. At the six SEP cohort institutions, faculty expressed that the support and guidance from their peers in the community of practice was key to their ability to implement new practices and revise existing ones to improve student experience. (p. 5)

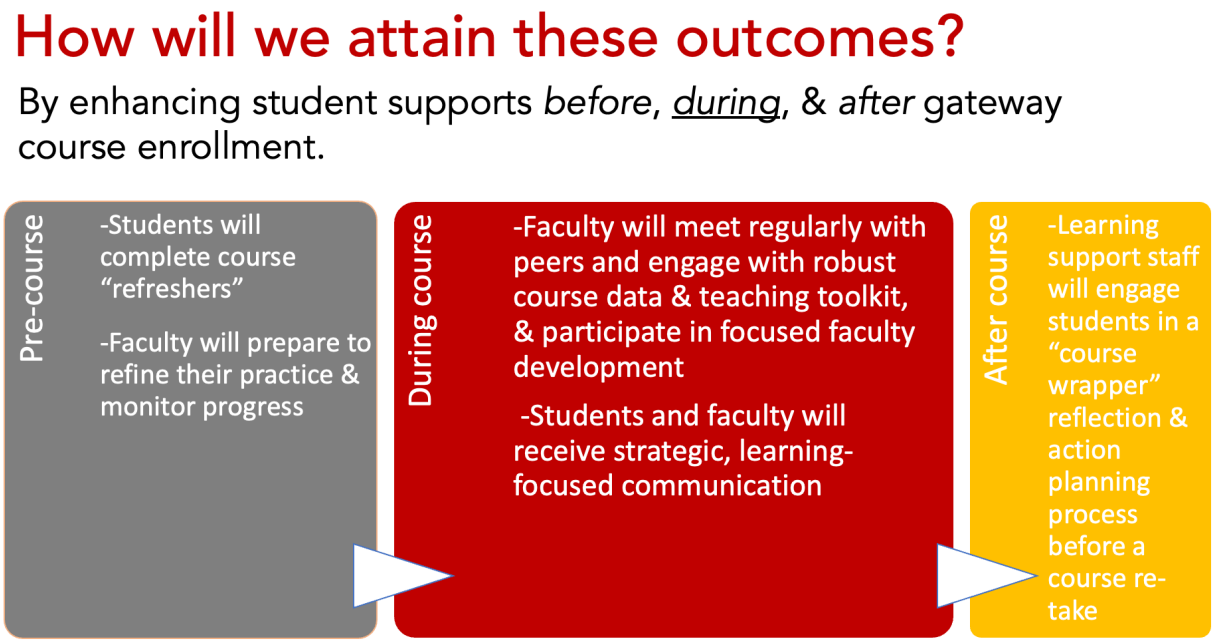
One final theme in the research on gateway faculty development is the power of providing faculty with access to data. Berg and Hanson (2017), for instance, describe a gateway course-focused intervention process in which faculty were provided with student feedback about their experiences in those courses to shape interventions. Results included an improvement in students' grades, with 8% fewer DWF grades earned in the gateway course. McGown et al. (2017) indicate that engaging gateway faculty with their college and course data leads to greater faculty engagement in designing strategies that increase student success and persistence. SEP leaders concur and describe several types of data and their relative benefits. First, they recommend sharing existing institutional data assets, both quantitative and qualitative, to make the case to faculty and other constituents about the need to improve teaching practices. Here, the authors recommend the disaggregation of data to "develop understanding the reality of 'what is' and an opportunity to build momentum for 'what could be' through" their efforts (p. 12). Other data that were central to SEP outcomes were available to faculty in "real-time" during the term itself. As part of the project, faculty surveyed students about their experiences at regular intervals throughout the term, resulting in an overall student experience score which was paired with the student grade. The survey

measured several aspects of student experience, including social belonging, institutional growth mindset, identity safety, trust and fairness, and self-efficacy. Ultimately, "data sharing across these levels modeled transparency at all levels and created a culture of using data to learn and improve," (p.5) SEP concludes.

Ultimately, this review of literature on advising, learning support, and teaching and learning, as well as of institutional and collaborative efforts similar to ours (like SEP), was invaluable in the design of our Gateway QEP strategies, described in the next section. As importantly, the detailed findings in relation to our project outcomes have given us great confidence that we will attain our ambitious goals and make an enormous difference for our students.

KEY STRATEGIES & IMPLEMENTATION TIMELINE

Upon isolating the gateway courses to be included, completing the review of literature, and gathering input from varied constituencies, the QEP Proposal Committee spent a great deal of time developing a logic model for the project. This backward design process of discernment and prioritization aimed to ensure that the strategies we introduce and amplify are tightly connected to our project outcomes. As illustrated below, the project design introduces additional support for student learning and success *during* gateway course enrollment and *after* the courses conclude. Strategies along the chronology of students' gateway course experiences include improvements to our learning support, gateway teaching, student and faculty communication, and post-course reflection and action planning, each of which is described below.



Additional Learning Support

Course Wrappers

Course Wrappers

Course wrappers are our most intentional strategy aligned with the Gateway QEP outcome of increased course success in students' second attempt at a gateway course. Although we did not find research on metacognitive course-level wrappers, research supports the use of a related practice: assignment or exam wrappers. Interestingly, Lovett and her colleagues at Carnegie Mellon University were motivated to develop the exam wrapper technique in relation to gateway courses. They noticed that many high school students were arriving at college with study habits that did not support their college success. In essence, assignment/exam wrappers are structured opportunities for students to reflect upon their learning and learning habits and strategies (including how they studied, for how long, with whom), generating new approaches to use in subsequent assessments. Lovett (2013) showed that students changed their study strategies in positive ways as a result of using exam wrappers.

Course wrappers, in turn, are structured opportunities for students to reflect on their experiences in a course in which they did not secure a successful grade. Using a protocol and tool designed by faculty in partnership with learning support experts, students will complete a reflective wrapper experience mediated by a member of the learning support team. When necessary, this individual may connect students with an advisor. One important research insight that informs the design of our course wrapper intervention comes from a study of "repeating students": Students who are unsuccessful and choose to repeat a course are not monolithic (Armstrong & Biktimirov, 2013). The authors recognize that some students left the course before completing it while others took the whole course and did not earn a passing grade. The course wrappers will need to take this distinction into account, so that students' action plans for success in the 2nd attempt can be tailored to their actual experiences (vs. our assumptions).

We will also take great care to craft the wrapper experience considering Cox (2009) and others' finding that community college students are quick to attribute their confusion, mistakes, and failures "to

their own inadequacy, rather than to the process of learning new skills or information" (p. 37). The Valencia gateway course wrapper will let students know that we recognize their gateway course grade is likely the result of many intersecting factors, many of which are outside of their control, and that we can absolutely help them develop the college student skills needed for learning and course success. Indeed, this strategy itself –and the investment that accompanies it—embodies our recognition that when students are not successful in a gateway course, it (at least partially) reflects that we have not yet created the conditions in which students can succeed. As quantified in the proposed budget, students who complete the course wrapper will be eligible to re-take the course (or, if necessary, a different gateway course aligned with their academic pathway) at no charge. The American Institutes for Research (Feygin et al., 2022) analysis of advising initiatives indicates that students appear to benefit most when participation is incentivized, and the preliminary findings of a student survey, shown in Figure 2 below, demonstrates that Valencia students find this incentive compelling.

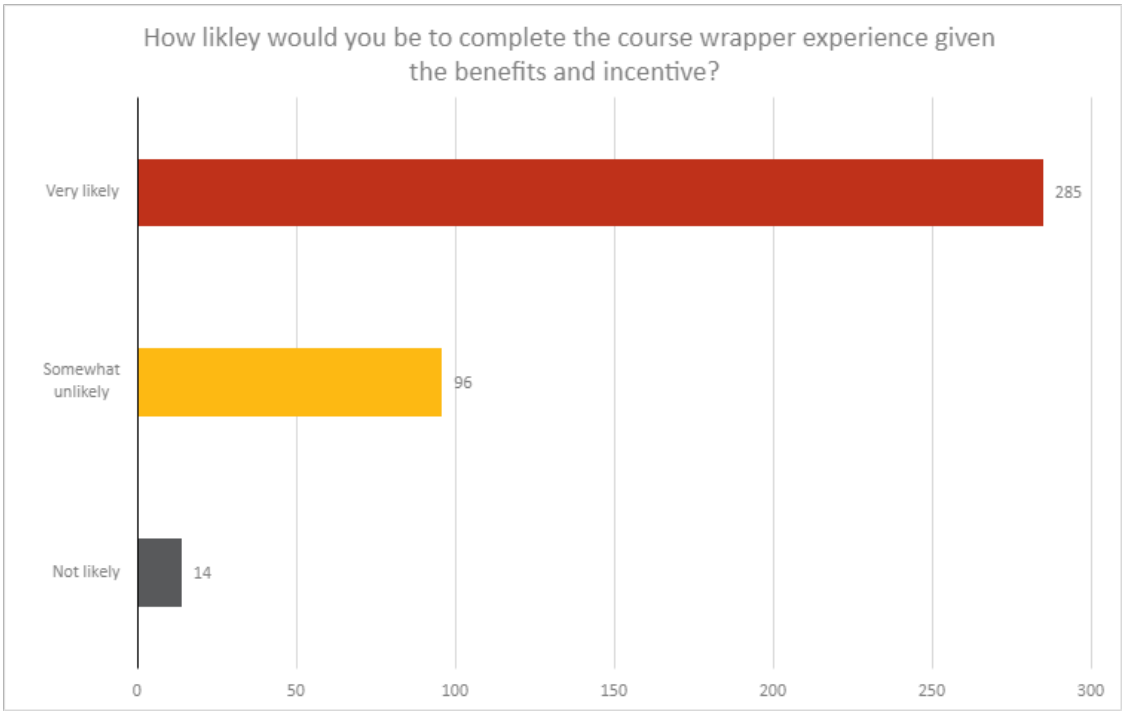
Strategic Communication

The Gateway QEP project will include consistent communication to the broader college community, celebrating project efforts and milestones. This sub-strategy reflects our recognition that attaining our outcomes will require sustained two-way communication with students. On the one hand, the college will share additional information and messages with students as they prepare for and complete their gateway courses. On the other hand, the project introduces new opportunities to hear from students about their gateway course experiences.

Student Experience Surveys

The primary mechanism via which we will gather qualitative data on students' gateway course experience is an end-of-course survey, one that will first be administered at the end of fall 2023. As in most institutions, Valencia has a comprehensive student course feedback system (called Student Feedback

Figure #2
Student Feedback on Incentive to Complete Course Wrapper



on Instruction, or "SFI") to collect input on all courses, with response rates around 30%. To focus more closely on gateway courses, Valencia faculty will develop a gateway course survey modeled on Florida International University's (Center for the Advancement of Teaching, n.d.) use of gateway student survey data as part of its nationally recognized gateway initiative. The Valencia survey will focus on actionable data with which the Faculty Learning Communities will engage, particularly during summer programming.

The gateway experience survey development will also incorporate insights from the use of the Ascend survey administered as part of the SEP initiative introduced earlier. The Ascend survey gathers student perspectives on areas such as belonging, growth mindset, and self-efficacy. In the SEP project, faculty surveyed their students every three to four weeks, and reports were sent to faculty, allowing them to make real-time adjustments to their practice. Notably, an SEP analysis found that "students' self-reported experiences of their learning environments in SEP courses were strongly and positively associated with grade outcomes." More specifically and in direct alignment with our Gateway QEP

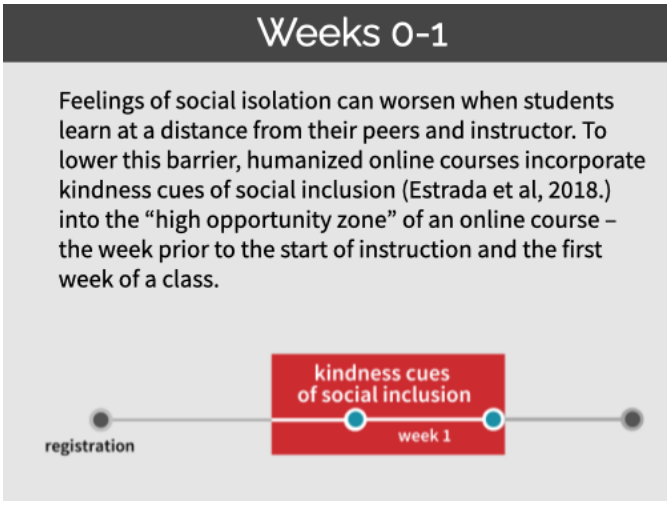
outcomes, "As students' experiences became more positive over the term, their likelihood of earning an A or B in the course increased, and their likelihood of earning a D, F, or W (formally withdrawing from the course) decreased" (SEP-1, n.d., p.11). We will therefore also create a student survey gateway faculty can easily administer throughout the term.

To complement the direct evidence of learning gathered via the Learning Outcomes Assessment process (See p. 68), students' self-reported learning gains will also be collected via the survey. Research on knowledge surveys suggests that asking students to reflect on their progress toward the course learning objective not only gives faculty and the college invaluable data; it also offers students a powerful metacognitive opportunity (Nuhfer & Knipp, 2003). We also agree wholeheartedly with the SEP counsel that student experience data be used exclusively to support faculty reflection and improvement, with no connection to faculty evaluation. To this end, identifiable data will not be available to project leaders. Person-level data will only be available to the individual faculty member, and only aggregated data will be used in the ongoing project refinement and assessment.

Just-in-Time Student Communication & Additional Learning Support Marketing

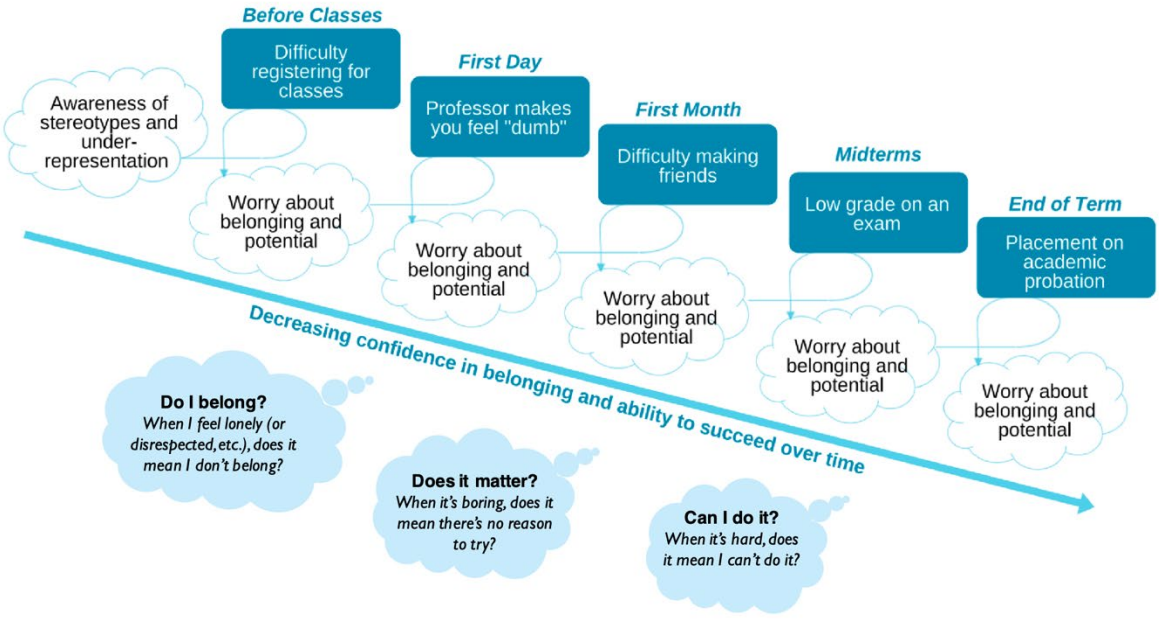
Learning support leaders have found that, despite our varied and comprehensive resources for students, many Valencia students are still unaware of our offerings. A recent student survey supports this claim, as 43% of students indicated that they had never engaged with learning support. This sub-strategy entails partnering with our marketing colleagues to strengthen marketing and communications regarding learning support. Two distinctive features of the additional communication and outreach planned for the Gateway QEP are the timing of messages and the alignment of our content with research-based insights on what students may be experiencing at key moments in the term. Inspiration was drawn from both SEP and Pacansky-Brock's (2020) efforts on humanizing one's online class. Pacansky-Brock calls attention to key moments in the term, what she labels "high-opportunity zones," and stresses the importance of timed interventions and communications to support student success in online courses. Figure 3 below provides one example.

Figure #3:
Example of a High Opportunity Zone in the Humanizing Online Learning Framework



SEP, in turn, used a framework of constructs such as social belonging and self-efficacy and developed a student journey timeline associated with the constructs, as illustrated in Figure 4.

Figure #4:
SEP Illustration of the Timing of Common Student Experiences & Their Impact



One of the key findings of the American Institutes for Research's (Feygin et al., 2022) analysis of advising initiatives is that the proactive communication that resulted in improved student outcomes was characterized "sustained follow-up spanning a student's trajectory through college" (p. 2). The Gateway QEP will introduce a steady stream of research-informed, timed communications to both students and faculty. As examples of the latter, the QEP Teaching & Learning Team will remind faculty about project programming and opportunities, suggest instructional practices aligned with key points in the term, and share ideas and insights from their peers.

Reflective, Collaborative, Iterative Gateway Teaching

As verified in the review of literature, faculty play a pivotal role in advancing all of the Gateway QEP project outcomes, such that a majority of project strategies focus on creating the conditions in which faculty can collaboratively refine their practice. The programmatic elements described below create structured opportunities for gateway faculty to regularly engage with one another, supported by a living toolkit of evidence-based practices, and with enhanced quantitative and qualitative data on their students' learning and experiences. Since these components were designed with intentional alignment to the institutional context, which differs considerably from that of other institutions, a bit of additional background information on teaching and learning at Valencia is provided, as well as a model of change.

Context & Change Model

As referenced in the proposal Introduction, Valencia takes great pride in our commitment to learning-centeredness and to faculty development. In Fall 2023, there are seven Centers for Teaching/ Learning Innovation, one per campus, each serving as a hub for faculty learning, support, innovation, and scholarship. Multi-session *courses* (in contrast to workshops, for instance), co-designed by faculty and faculty developers/instructional designers and facilitated by faculty are the primary format of faculty

development. In the 2022-2023 academic year, nearly 300 courses sessions were offered, and about 3,000 faculty and staff engaged in these courses. Faculty Development programming provides a comprehensive, competency-based curriculum for all faculty as they expand their professional practices. The curriculum contains courses distributed among topics, including active learning strategies, online course design and pedagogy, assessment and grading practices, and student support strategies.

Valencia faculty earned 416 certificates, including Digital Professor, Honors College, and Active Learning Certifications in AY2022-2023. In addition, a summer program called Destination, in its 25th year, provides faculty with an opportunity to delve deeply into a pedagogical area, and faculty are awarded a $500 incentive for completing the sessions held over five weeks. Valencia also offers full-time faculty a bi-annual compensation enhancement, the Faculty Incentive Plan. Faculty who participate in this plan develop their teaching practice through action research projects and the completion of a variety of scholarship of teaching and learning experiences such as conference presentations, authoring book chapters and articles, and discipline certification programs. More than 360 faculty complete FIP plans every two years with the college compensating individual faculty up to $2500 for their work.

Another aspect of Valencia's context and collaborative approach to change relative to the Gateway QEP is the Learning Outcomes Assessment model, which emerged in Fall 2020 from a year and a half of research, critical reflection, and creative problem solving. The model is coordinated by the twenty-member Assessment Coordinating Committee (ACC) and based on two measurable outcomes:

I. Stakeholders are engaged in a reflective process related to professional practice and student learning outcomes.

II. Pedagogical, curricular, and co-curricular changes are made in response to and in alignment with assessment results.

These outcomes solidify learning assessment as a reflective practice for learning improvement and emphasize the value the college places on the practice of assessment in order to effect meaningful change for students, faculty, staff, disciplines, programs, and the institution.

Despite this legacy of success and infrastructure for both faculty development and the assessment of learning, Valencia experiences some of the same challenges present at other institutions with respect to teaching and learning. As in most community colleges, Valencia faculty tend to teach relatively small classes, but also considerably more sections than their university counterparts, which can make it difficult to find time to devote to instructional enhancement. Gateway-course specific challenges for faculty development include the number of faculty who teach gateway courses, distributed across our seven campuses, as well as varying contract types. Although only four courses were identified for the first phase of the project, this involves an estimated 300 faculty, including tenured/tenure-track faculty, annually appointed faculty (a role similar to lecturer positions), and part-time faculty. Table 7 below provides the data as of Fall 2023.

The data in Table 7 illustrate the importance of integrating strategies that support and engage part-time faculty in the Gateway QEP. These efforts benefit from significant experience and infrastructure in supporting part-time faculty and high levels of part-time faculty participation in faculty development.

Table #7:
Data on Number and Classification of Phase I Gateway Faculty

	Total # of faculty # of sections	**# of full-time faculty # of sections**	**# of part-time and temporary FT faculty # of sections**
ENC 1101	125 faculty 408 sections	69 faculty 248 sections	57 faculty 156 sections
HUM1020	68 faculty 184 sections	34 faculty 83 sections	51 faculty 99 sections
BSC1010C	58 faculty 127 sections	23 faculty 44 sections	38 faculty 83 sections
POS2041	47 faculty 152 sections	22 faculty 65 sections	39 faculty 87 sections
Total # of faculty & sections	**298 faculty 871 sections**	**148 faculty 440 sections**	**185 faculty 425 sections**

Most notably, in recognition of their commitment to enhancing their teaching practice and students' learning, all part-time faculty at Valencia are eligible to earn an Associate Faculty Certification by completing a specific number of professional development hours within a given year. This certification compensates part-time faculty for their continued development and results in an increased wage.

Faculty Development Change Model – A Focus on Inquiry

The teaching and learning components of our Gateway QEP are presented below as distinct items, yet they are united by a cross-cutting change model focused on inquiry. Adapted from a reform effort led by Bensimon and Malcolm (2012), this intervention strategy "starts from the Deweyan idea that when problems in learning are encountered, it is best to treat them as indeterminate. In other words, assume that the reasons for the learning problem are not known; therefore, solutions should not be prescribed without first inquiring into the problem" (p. 4). In the context of our Gateway QEP, we do not presume to know what accounts for the relative levels of student success in gateway courses. Instead, we will support a process of faculty inquiry into their own practices—what Dowd (2007) calls "research into their own culture and practices" (p. 6). This inquiry-based approach seems especially important given our faculty members' high levels of teaching expertise and their experience with action research. It is also in keeping with one of the Essential Competencies of a Valencia Educator: Scholarship of Teaching and Learning: "Valencia educators will continuously examine the effectiveness of their teaching." And as Dowd (2007) points out, practitioner inquiry and knowledge are essential and far superior to the attempts of "outsiders" to tell educators what works.

Primary Faculty Development Structures & Outcomes

Gateway Faculty Learning Communities

As established in the review of literature, faculty learning communities (FLC) are considered a high- impact form of/format for faculty development. Given that faculty experience many competing demands on their time, we will follow the lead of institutions such as UNC Charlotte and New Mexico

University, which have implemented "low-lift strategies" in which faculty members working in community identify small, incremental strategies to enhance the student experience (Student Experience Project, n.d.). During the fall and spring terms, Valencia gateway faculty will only be encouraged to make small refinements to their practice. More substantial changes will be identified and designed during the summer programming described below. Co-developed by academic deans and faculty leaders, the outcomes of the Gateway QEP faculty learning communities are listed in the sidebar. As part of the inquiry process, FLCs will also take part in performance and process benchmarking (Dowd, 2007)—monitoring progress toward the course-level targets and contextualizing challenges and interventions.

FLCs will generally consist of 5-7 faculty from the same discipline and campus who meet bi-weekly. All full-time faculty will be expected to join an FLC, and select full-time faculty will be asked to serve as *conveners* of their local FLC as part of their service to the college responsibilities. A Gateway QEP Teaching & Learning Team will provide support and develop guidance for the conveners, including recommended discussion questions, readings/ resources, and/or data to review. In partnership with discipline coordinators, academic deans and campus provosts will also provide support for their respective faculty conveners.

FLC Outcomes

If the faculty learning communities are a success and help us attain our QEP outcomes, faculty will:

- have a shared sense of ownership of the course and its outcomes related to student learning, persistence, and completion;
- engage in systematic, collaborative reflective practice, informed by data and pedagogical research;
- commit to implementing new practices and sharing successes & challenges;
- feel highly supported, accomplished, empowered, motivated, and inspired to continue to grow; and
- be even more engaged with one another and their students.

Gateway Summer Programming

As noted, time is a significant impediment to teaching refinement. The Gateway QEP therefore introduces a sizable investment in the form of faculty reassignments/ course releases and a carefully designed Gateway Summer Institute during the college's first 6-week summer term (H1) for faculty teaching Phase I courses. During the 6-week-long summer program, FLCs will meet regularly (both in person and online) to build community, reflect on the prior year, engage more deeply with data,

including data collected via the gateway student experience surveys, and develop plans for refining their practice in the fall. They will have opportunities to collaborate with their faculty peers, faculty development and instructional design colleagues, advisors, counselors, and other key partners in gateway student success. Importantly, faculty participation will not be limited to those who teach gateway courses. Faculty who teach in our career and workforce programs will serve as invaluable thought partners, providing leadership on project committees, participating in summer programming, etc. An annual one-day Gateway Summer Summit will serve as a culminating conference of sorts, allowing for inter-disciplinary collaboration and learning, as well as the opportunity to hear from external experts.

Meanwhile, a small team of faculty per gateway course will also be supported during the summer in the development of course templates. As McGowan and colleagues point out (2017), course design is foundational to gateway student learning and success, and in an institution of Valencia's size and given the many faculty who teach gateway courses, we find value in creating research-based templates, particularly for our part-time faculty to use.

After one summer of this comprehensive programming, Phase I gateway faculty will be encouraged to participate in a gateway-specific track of our annual summer program called Destination. During the 2nd summer of the project, faculty teaching courses in Phase II of the project will be afforded course reassignments to allow for their participation in the program described above. Destination topics and outcomes will be developed by the Gateway QEP Teaching & Learning Team in partnership with academic leaders and faculty.

QEP Learning Sessions

The Gateway QEP project will also engage faculty and other gateway constituents via online "QEP Learning Sessions." These are cross-disciplinary opportunities for engagement with a specific topic or project sub-strategy area. For instance, the first learning sessions (held in fall 2023 and scheduled on four distinct days and times, including Saturday) are focused on data engagement. Session outcomes are

QEP Learning Session:

QEP Project Launch & Why Data Matter in Gateway Course Success

If we're successful, faculty will:

- recognize that & why data engagement is a key part of the gateway project;
- identify existing data they can already access about their students & preview what's being developed;
- describe patterns in gateway course success data over time, both overall gateway courses and the course(s) they teach regularly, noting any discrepancies associated with course modality and student demographics;
- practice discussing course success data, including making observations and generating questions about what they notice; and
- suggest supplemental data faculty would find helpful

provided in the sidebar. Future learning sessions may focus on cross-disciplinary collaboration, discipline-specific conversations, the development of resources, instructional practices, etc.

Faculty Development Courses

Faculty Development leaders will partner with faculty to offer and create competency-based courses in a variety of modalities designed to engage faculty in topics aligned with the QEP project outcomes, including active learning strategies, online course design and pedagogy, assessment and grading practices, and student support strategies. Faculty successfully completing these courses will receive PD credit, which supports faculty in their Faculty Incentive Plans or Associate Faculty Certification.

Learning Outcomes Assessment (LOA) – Assessment Leadership Teams (ALTs)

When the QEP Proposal Committee isolated gateway course learning as a project outcome, the group also recognized that the assessment of learning in these courses is well underway in the LOA process. The QEP therefore does not introduce additional mechanisms for measuring learning in gateway courses. Course learning outcomes from each gateway course are measured within the biennial LOA cycle (Appendix E) by discipline faculty collegewide. In the first year of each cycle, course learning outcomes are reviewed, assessed, and the results are interpreted collaboratively. In the second year of each cycle, improvement strategies are developed, implemented, and measured for efficacy. The learning outcome measures are incorporated as part of the QEP evaluation and discipline faculty determine which

improvement strategies are sustained, scaled, modified, or stopped at the end of each cycle. In addition to regular engagement in course-embedded LOA, perspectives of students about meeting course learning outcomes will be gathered from those enrolled in QEP gateway courses.

Part-time Faculty-Specific Support

Recognizing that our part-time faculty are essential to the Gateway QEP outcomes, the project provides them with varied opportunities for professional development as well as resources to help them prepare and facilitate their courses. Some part-time faculty will be able to join FLCs and engage in meaningful conversations and reflections about data and evidence-based practices with colleagues. Other part-time faculty will continue to enroll in PD courses. A specific selection of courses from the curriculum directly aligned with the outcomes of the QEP project will be recommended for all faculty engaged in the work. Part-time faculty will receive professional development credit for attending QEP Learning Sessions such as the inaugural data-focused sessions that provide insight into student performance and analyze results in relation to gateway courses and other QEP goals. QEP Learning sessions will all be scheduled to accommodate part-time faculty schedules, with evening and weekend online opportunities. Part-time faculty will also benefit from more intensive summer programming. In addition to attending the Gateway Summer Summit if their schedules permit, a gateway-focused Destination track will be featured each year.

In order to maintain a high level of faculty engagement, timely feedback and updates are required throughout the project. In addition to general gateway project communications, the college will rely on academic deans and discipline coordinators to communicate with part-time faculty. To ensure part-time faculty are active participants in the project, discipline coordinators will provide consistent information on QEP updates, upcoming events, and professional development opportunities.

Faculty Development Resources & Tools

Evidence-based Teaching Toolkit

This strategy entails the development/ curation of a teaching toolkit aligned with the Gateway QEP outcomes and goes hand-in-hand with the inquiry model that undergirds the project's faculty development components. The toolkit also reflects the fact that it can be difficult for busy faculty to stay current with research on learning and learning in their discipline. As articulated in the review of literature, a set of elements has emerged with which to organize the toolkit, together with a focus on active learning and grading practices. SEP provides a model—the "Change Ideas Library"—an index of practical ideas aligned with project constructs, succinct rationale for their efficacy, step-by-step guidance on implementation, tips, and even sample language for faculty to use/adapt. The SEP also includes specific practices we may want to consider including in our own toolkit, given that the project was "informed by over three decades of research in social psychology, education, and brain science demonstrating that when learning environments are designed to promote a sense of belonging and support for student learning, students are more likely to take advantage of campus resources to support their success, persist through challenges, and help close outcome gaps by group membership" (Student Experience Project [SEP], 2021). SEP findings also support our plans to infuse the toolkit into the guidance provided to faculty learning communities given early evidence that the teaching resources made available to faculty in their initiative were most effective when they were used by faculty working with peers.

Accessible, Close-to-Practice Data

The Center for Urban Education recommends that institutions ensure that the data being monitored are "close to practice;" in other words, the practitioner in question (in our case, faculty) should be able to access the data via their everyday work, which increases the likelihood that the individuals will follow through with the analysis and make changes based on what they find. The SEP project found that "establishing foundational knowledge about student success" by sharing retention data, segmented by campus or other variables, is key to engaging instructors and can provide a powerful rationale for change (Levine et al., n.d., p.16).

At Valencia, there are a broad range of data accessible by role or scope of one's work, yet those who are closest to the practices that could change as a result of the data may not often encounter or use these data. This Gateway QEP sub-strategy entails providing all gateway faculty with access to a) QEP course success and withdrawal data with options for disaggregation; b) student survey and course evaluation data; c) course learning outcome measures; and d) opportunities to access their individual results in comparison to some of these metrics. Reflection on these data will be encouraged individually and through the structure of the FLCs and Summer Institute. Gateway QEP activities create opportunities for faculty to regularly consider impact and determine areas for change or refinement.

As faculty engage in the programming described above, we will also be extremely attentive to how gateway faculty are experiencing the project and seek ways to improve their faculty experience. To do so, we will collect regular feedback as they engage in learning sessions, professional development courses, learning outcomes assessment, and the gateway summer programming. Along with gathering information on their professional development experiences, we will ask about refinements to their practice, how they notice students are responding to the changes, faculty collaboration with advising and learning support, and what additional support and resources would be most helpful.

QEP-Adjacent Effort: Proactive, Data-Informed Advising

Context – Valencia's Advising Model

The advising model at Valencia College was, until recently, known as LifeMap. It emerged in the mid 1990s and designed to promote students' social and academic integration, education and career planning, and the acquisition of study and life skills with the goal of developing students' self-sufficiency (Shugart & Romano, 2006). As Valencia was getting ready to redesign the advising model, the college was beginning to work on our previous QEP, one that outlined the development of a New Student Experience (NSE) for all degree-seeking students. NSE faculty serve as instructors during the fall and spring, and support the Student Affairs team during the summer, particularly with new student advising

and orientation. The adaptation of the model during the COVID-19 pandemic, including the introduction of new service delivery modalities, resulted in staff burnout, staff turnover, as well as delays in advisor-student communication due to the many competing demands, leading to a redesign of Valencia's advising services that is currently in progress.

Beginning in Fall 2024, the way that students are assigned an advisor will be changed. Currently, Associate in Arts students (59.3% of Valencia College students in Fall 2023) are assigned to a specific advisor once they reach 12 credit hours; Associate in Science students are assigned to a Career Program Advisor upon admission. In the new model, the assignment of an advisor will occur upon admission for both Associate in Arts and Associate in Science students (i.e., for initial enrollment). The intent of this change is to encourage students to engage with their assigned advisor at the beginning of their academic career. In relation to the Gateway QEP, the new model lays the groundwork for guiding students as they make decisions about course enrollment. As is currently the case, students will be able to access advising services at any point in their academic career.

Another important bit of context is that Valencia has recently taken great strides in expanding our capacity to support students' holistic needs. Recent collegewide highlights include a redesign of the Student Affairs leadership team, which now features a dean of holistic student support; an updating and expansion of our food pantries (known as VCentials); a Child Care Access Means Parents in School Program grant providing child care vouchers; a food service study and free lunch program; a renewal of our LYNX agreement to offer free bus rides to students and employees; and continued access to a third-party resource for mental health resources/support, including a 24/7/365 hotline and three free counseling sessions for students. In addition, Valencia is partnering with the University of Wisconsin-Madison on a mixed-methods study on forward momentum for mental health and college success. The resulting insights on our students' knowledge and experiences will be used to refine our Gateway QEP strategies.

Advising Enhancements

Using data collected and analysis generated as part of the development of this QEP, advisors will deepen their understanding of the impact of students' course-taking patterns and how choices made about gateway course enrollment may affect students' successful progress toward completion. Valencia receives robust data from school districts in its service area through the Central Florida Education Ecosystem Database (CFEED) project. The CFEED project warehouses and analyzes over 15 years' worth of data from Orange County Public Schools (OCPS), the School District of Osceola County (SDOC), the University of Central Florida (UCF), and Valencia College. These data include student course taking patterns in high school and course success metrics, two variables found to be strongly related to first-term success in gateway courses.

New insights have already been gained regarding which courses have the greatest impact on retention as well as student success in pair-wise combinations of gateway courses. Data on student success in gateway courses will be examined in additional ways, such as sequencing (the order in which courses are taken) and timing (points during their academic careers that students take particular gateway courses). Findings will be incorporated into existing training for new advisors as well as ongoing college-wide advising meetings (including regular Friday meetings) and annual summer training for advisors. In some cases, the data discussions may result in advisors steering students away from specific gateway courses during their first or second terms, and, at other times, encouraging students to take an introductory course in their intended academic pathway. It is important to note that the courses students select is primarily impactful because of large differences in course success rates across comparable gateway courses. Improving student course success rates and ensuring thoughtful advising pathways must therefore be accomplished in tandem to ensure that students have access to needed courses. Otherwise, we run the risk of blocking access and progression via data-driven recommendations that direct students to only take those courses that *currently* have higher success rates.

Advisors will also strengthen their capacity as it relates to course modality and the number of credits students attempt in a given term. As described in the literature review, a concern raised recently about the student success agenda is that, in the name of momentum and credit accumulation, students at other institutions are being encouraged via marketing campaigns (e.g., "Think 30") to enroll in more courses than their lives permit. Isserles (2021) warns that these messages tell working and otherwise busy students that they do not belong/cannot be successful and can therefore be disheartening to students. At the same time, it is absolutely the case that students who enroll in Valencia on a full-time basis and consistently (with minimal gaps) are considerably more likely to earn a degree and to do so in a timely manner. This complexity necessitates collaboration and planning on the part of advisors and caring, careful conversations with individual students.

In addition to supporting advisors with new data and analyses, and updates to advising websites and resources, advisors will collaborate with Learning Support to update student advising guides. These include suggestions to help students utilize information and support services. To encourage broader student engagement with academic and support services across campus, the updated advising guides will be shared with the Faculty Learning Communities (described below). Advisors will also participate in the Gateway QEP faculty programming described above.

Implementation Timeline & Key Project Milestones

The implementation plan outlined in Table 8 below contains a delineation of specific actions for each term—during the first two years of the project—to achieve key project milestones. General project management involves setting up regular progress meetings, monitoring resource allocation and progress toward goals, and setting up clear communication channels. Defining actionable steps for each term enables the project team to proactively address challenges and adapt strategies as needed, ensuring a steady and sustained commitment to faculty development, learning outcomes assessment, and learning support.

Faculty development milestones include organizing faculty learning communities, providing resources for professional development, and fostering a culture of continuous improvement among faculty members. The milestones in this plan aim to assist faculty in providing students with comprehensive support designed to meet their individual needs. Overall, the detailed actions outlined in the implementation plan for each term serve as a roadmap for the project, guiding it toward successful completion while promoting transparency and accountability. Through this structured approach, the project is designed for faculty, advising, and learning support to continuously refine and enhance the milestones based on feedback and assessment of the strategies.

Table #8
Implementation Plan for Years 1 and 2

Valencia College QEP Implementation: 2023 – 2024 Year 1	

Fall
2023
	Actions to be Implemented
	General Project
	• Recruit and select faculty director/coordinator
	• Establish recruitment for
	  ○ Steering Committee with leaders from all major areas represented (Provost team, academic and learning support, deans, faculty, teaching and learning, advising, and institutional research)
	  ○ Leadership teams for each gateway course, co-led by an academic dean from each discipline, with opportunities for membership outside of the courses (including workforce deans and faculty)
	  ○ Teaching and Learning leadership team
	  ○ Faculty Learning Communities
	
	Faculty Development
	• Facilitate *QEP Learning Sessions – QEP Project Launch & Why Data Matter in Gateway Course Success*
	• Co-design student survey with faculty for end of term deployment
	• Develop the faculty survey
	• Design the Faculty Learning Communities with deans and discipline coordinators
	• Establish Faculty Learning Community outcomes, conveners, & curriculum for spring
	• Deploy feedback surveys to gateway faculty and students
	
	Learning Outcomes Assessment
	• Review outcomes and write an assessment plan
	
	Learning Support
	• Develop a communication and marketing plan with materials for faculty to share in courses regarding Learning Support Services.

Spring 2024	Actions to be Implemented
	General Project
	• Begin faculty project director reassigned time
	• Gather updates and feedback with
	  o Steering Committee
	  - Data monitoring aligned with the project's assessment plan
	  o Deans and Discipline Coordinators
	  o Faculty Learning Community conveners
	• Determine the frequency of meetings for
	  o Leadership team (per gateway course)
	  o Faculty Learning Communities
	  o Gateway faculty convenings (all faculty)
	
	Faculty Development
	• Launch the Faculty Learning Communities
	• Co-design the Gateway Teaching Toolkit with gateway faculty
	• Facilitate *QEP Learning Sessions – QEP Project Launch & Why Data Matter in Gateway Course Success*
	• Lead discussions with math deans/discipline coordinators to discuss faculty engagement (Phase II)
	• Redesign of LFMP3345: Learning Support Services on Your Campus
	• Collaborate with external consultant on the development of Gateway Summer Institute programming.
	• Deploy feedback surveys to gateway faculty and students
	• Facilitate workshops for QEP faculty regarding strategies to develop upcoming HIP/FIP plans
	
	Learning Outcomes Assessment
	• Assess (potentially all CLOs)
	
	Learning Support
	• Collaborate with Faculty Development and Student Affairs regarding student communication plan for specific moments within a term to promote academic belonging
	• Implement course wrappers reflection and action plan for students before retaking a course
	• Implement Who's Next to facilitate tracking and communication with students engaged with tutoring
	• Deploy tutoring survey to students for feedback on Learning Support services

Summer 2024	Actions to be Implemented
	General Project
	• Gather updates and feedback with
	  o Steering Committee
	  o Deans and Discipline Coordinators
	  o Faculty Learning Community conveners
	• Monitor data aligned with the project's assessment plan
	• Establish Faculty Learning Community conveners for Phase II courses

	Faculty Development • Facilitate reflection and course refinement opportunities for gateway faculty • Facilitate the Gateway Summer Institute & Summit for faculty learning community collaboration on data analysis and course refinement • Engage faculty with resources and strategies in the Gateway Teaching Toolkit • Deploy the gateway faculty and student feedback surveys • *Tentative:* Co-design templates for gateway courses for part-time faculty with gateway deans and faculty *Learning Support* • Implement course wrappers reflection and action plan for students before retaking a course • Provide strategic communication for students at key moments in a term highlighting Learning Support services. • Share student data to inform communication strategies for fall regarding services
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Fall 2024	Actions to be Implemented
	General Project
	• Gather updates and feedback with
	  ○ Steering Committee
	  ○ Data monitoring aligned with the project's assessment plan
	  ○ Deans and Disc. Coordinators
	  ○ Faculty Learning Community conveners
	
	Faculty Development
	• Data discussions and reflection
	• Continue faculty engagement within Faculty Learning Communities
	• Launch Faculty Learning Communities for Phase II courses
	• Deploy the gateway faculty and student surveys
	• Engage Phase II faculty with resources and strategies in the Gateway Teaching Toolkit
	
	Learning Outcomes Assessment
	• Implement improvements (potentially scaling/modifying QEP strategies or first touchpoint strategies)
	• Interdisciplinary year - analysis of the assessments and reflections on which strategies to adopt
	
	Learning Support
	• Provide strategic communication for students at key moments in a term highlighting services

	• Implement course wrappers reflection and action plan for students before retaking a course • Share student data (Who's Next) to inform communication strategies for fall regarding services

Spring 2025	Actions to be Implemented
	General Project
	• Gather updates and feedback with
	  ○ Steering Committee
	  ○ Data monitoring aligned with the project's assessment plan
	  ○ Deans and Disc. Coordinators
	  ○ Faculty Learning Community conveners
	
	Faculty Development
	• Engage faculty with resources and strategies in the Gateway Teaching Toolkit
	• Deploy the gateway faculty and student surveys
	
	Learning Outcomes Assessment
	• Analyze data (potentially including course success, withdraw, momentum, Part of term)
	• Interdisciplinary year - analysis of the assessments and conversations about which strategies to adopt
	
	Learning Support
	• Provide strategic communication for students at key moments in a term highlighting services
	• Implement course wrappers reflection and action plan for students before retaking a course
	• Share student data to inform communication strategies for fall regarding services

Summer 2025	Actions to be Implemented
	General Project
	• Gather updates and feedback with
	  ○ Steering Committee
	  ○ Data monitoring aligned with the project's assessment plan
	  ○ Deans and Disc. Coordinators
	  ○ Faculty Learning Community conveners
	
	Faculty Development
	• Facilitate reflection and course refinement opportunities for gateway faculty (Destination track)
	• Facilitate the Gateway Summer Institute & Summit for Phase II gateway faculty learning community collaboration on data analysis and course refinement
	• Engage faculty with resources and strategies in the Gateway Teaching Toolkit
	• Deploy the gateway faculty and student feedback surveys
	
	Learning Support
	• Provide strategic communication for students at key moments in a term highlighting services

	• Implement course wrappers reflection and action plan for students before retaking a course • Share student data to inform communication strategies for fall regarding services

ASSESSMENT PLAN

Valencia has developed a comprehensive assessment plan for the development and scaled implementation of our Gateway QEP. In alignment with the project outcomes, assessment of measures will focus on 1) improvements in A, B, and C grade attainment; 2) improved persistence among students enrolled in these courses; 3) improvement in achieving at least one learning outcome in each gateway course in each Learning Outcomes Assessment cycle; and 4) increased student engagement with faculty, peers, and support services as an important outcome. First, we provide an overview of the institution's infrastructure and expertise in the areas of data collection and analysis. Next, the assessment plan describes the intended outcomes, data to be collected, data collection procedure, frequency of data collection, establishment of baseline measures, first anticipated collection point for data reflective of QEP interventions, and the position(s) or department(s) primarily responsible for data collection and reporting.

Valencia has the human and technical resources necessary to collect, report, and analyze data associated with the implementation of Gateway Course success strategies and associated measures. The college has an Institutional Research (IR) department headed by Chief Analytics Officer. The IR staff has extensive experience in the evaluation of major student success and learning projects including analyzing mathematics pathways, providing course/program reviews, and modeling the impact of course taking patterns. The research analysts are skilled in developing data queries and conducting analyses. In Summer and Fall 2023, the QEP work team partnered with the IR department to develop dashboards of data and associated visualization to support faculty insight and management in this QEP. These tools will allow end users to fully realize the impact of this work on student success and engagement in Gateway courses at Valencia.

Outcome Measures and Timelines

To assess the success of the QEP, we will review progress toward project outcomes (including success, persistence, student learning outcomes, student engagement) as well as implementation measures on a semesterly basis. For Outcomes 1 and 2, focused on course success, Table 9 provides details on

institutional measures, the baseline performance of Valencia students, and the QEP goal. For Outcome 2, which measures Fall to Spring and Fall to Fall persistence of the next year, Table 10 provides baseline data and the Gateway QEP goals for these metrics.

Table #9
QEP Measures of Course Success on 1st and 2nd Attempts

Outcome 1- Improve the proportion of students attaining an A, B, or C in gateway courses by 2028.				
	Baseline: 1st Attempt	Baseline: 2nd Attempt	5 Year Goal: 1st Attempt	5 Year Goal: 2nd Attempt
ENC1101	70%	46%	75%	60%
HUM1020	77%	58%	81%	62%
POS2040	82%	66%	85%	70%
BSC101C	71%	64%	75%	70%

Table #10
QEP Measures of Persistence Fall to Spring and Fall to Next Fall

Outcome 2- Improve persistence among students taking gateway courses by X percentage points by spring 2028.			
Baseline: Persistence Fall 2022 to Spring 2023	Baseline: Persistence Fall 2022 to Fall 2023	5 Year Goal: Persistence Fall to Spring	5 Year Goal: Persistence Fall to Fall
83% FTIC Degree-Seekers	66% FTIC Degree-Seekers	85% FTIC Degree-Seekers	70% FTIC Degree-Seekers

Outcome 3 focuses on student learning and, again, will integrate with the existing Learning Outcomes Assessment (LOA) efforts. Gateway courses start a new LOA cycle in Fall 2023 with assessment in Spring 2024 and expected results from learning improvements by Summer 2025. During each assessment cycle the ALT for each QEP Gateway course will document student achievement of at least one learning outcome, develop learning improvement strategies, and measure their efficacy in increasing the percent of students meeting a course learning outcome. Additionally, starting in Spring 2024 students in each QEP Gateway course are invited to participate in a survey gathering their perspective regarding meeting course learning outcomes in the course. Table #11 represents regular pacing of the Learning Outcomes Assessment cycle aligned to the timing of the QEP. Each Assessment

Leadership Team (ALT) has the option of an extended three-year cycle* to engage in interdisciplinary assessments and/or improvements which would delay some items in the table by one year.

Table #11
QEP Measures of Learning Outcomes Through the Biennial Learning Outcomes Assessment Cycle

Outcome 3- Improvement in achieving at least one learning outcome in each gateway course in each Learning Outcomes Assessment cycle*			
2022-23 Learning Outcomes Assessment Plan	2023-24 Learning Outcomes Improvement Plan	2023-25 Learning Outcomes Assessment Plan	2025-26 Learning Outcomes Improvement Plan
Course learning outcome measures	Efficacy of improvement plan	Course learning outcome measures	Efficacy of improvement plan

Outcome 4, Engagement Surveys and Measures: Valencia's current term-by-term Student Feedback on Instruction (SFI) survey contains four questions (#1,5,6,12) that reference student engagement. The SFI via the CourseEval system provides baseline measures for student engagement in class, regarding professor feedback, and regarding learning support services. Table 12 includes four questions from our Student Feedback on Instruction survey from Fall 2022 which represent student engagement and will be cataloged and analyzed each semester and in the annual QEP report over the next five years.

Table #12
Questions from Student Feedback on Instruction Survey Representing Student Engagement

Outcome 4 – Increase student engagement with faculty, peers, and support services in gateway courses.				
SFI Baseline Metrics Fall 2022	I ask the professor for feedback when I need it	I feel comfortable asking questions and participating in class	Other students contribute positively to my experience in this class.	Learning support is helpful and resources are useful (i.e. the Academic Success Center –ASC); the Writing Center, Math Lab, general tutoring and testing, and Library Services).
ENC1101	52% Strongly Agree, 41% Agree	51% Strongly Agree, 43% Agree	46% Strongly Agree, 48% Agree	45% Strongly Agree, 49% Agree
HUM1020	52% Strongly Agree, 40% Agree	53% Strongly Agree, 38% Agree	51% Strongly Agree, 42% Agree	46% Strongly Agree, 44% Agree
POS2041	50% Strongly Agree, 40% Agree	54% Strongly Agree, 38% Agree	50% Strongly Agree, 44% Agree	44% Strongly Agree, 48% Agree

BSC1010C	53% Strongly Agree, 41% Agree	53% Strongly Agree, 37% Agree	53% Strongly Agree, 41% Agree	39% Strongly Agree, 53% Agree

We also plan to develop (with appropriate faculty groups in Summer 2024) midterm and end-of-term surveys that will be deployed via Qualtrics and analyzed during and after each semester. This new midterm engagement survey will provide formative feedback that should allow professors to gain insight into and implement changes while classes are ongoing.

Assessment of Individual Strategies

In addition to the measures of each QEP outcome, the assessment plan includes measures of efficacy of the improvement strategies: course wrappers, Faculty Learning Communities, and the Summer Institute & Summit. Table #13 displays the annual opportunities for comparing efficacy of each strategy with metrics to be included in the annual report.

Table #13
Annual Opportunities Comparing Efficacy of Each Strategy

Improvement Strategies -- Measures of efficacy for students, faculty, and staff				
Strategy by year	2024-25	2025-26	2026-27	2027-28
Course Wrappers	2nd attempt course success disaggregated by completers / non-completers	2nd attempt course success disaggregated by completers / non-completers	2nd attempt course success disaggregated by completers / non-completers	2nd attempt course success disaggregated by completers / non-completers
Faculty Learning Communities	Proportion of faculty participating, participant perspectives of the effectiveness of the close-to-practice data available, and perspectives of the impact of the learning community	Proportion of faculty participating, participant perspectives of the effectiveness of the close-to-practice data available, and perspectives of the impact of the learning community	Proportion of faculty participating, participant perspectives of the effectiveness of the close-to-practice data available, and perspectives of the impact of the learning community	Proportion of faculty participating, participant perspectives of the effectiveness of the close-to-practice data available, and perspectives of the impact of the learning community
Summer Institute & Summit	Artifact review and faculty evaluation of institute (summer of each year the institute is offered)			

Implementation Measures: At the bottom of Table 14 are procedural items where the data collected pertains to faculty learning communities, successful convenings of faculty groups, data collation and analysis, and annual report writing. Other than the LOA model of biennial implementation, the annual report writing recurs yearly with report writing each summer with the intention of a finished report by July 1.

In addition to the measures of each QEP outcome, the assessment plan includes implementation checks:

Table #14

Annual Implementation Check-Ins

	Fall 2023	**Spring 2023**	**Summer 2023**	**Fall 2024**
FLCs	Were the sessions planned and held?	Has LOA work been thoroughly connected to QEP outcomes?	Were discipline communities formed and initiated? Were the midterm and end-of-term surveys developed? Were they deployed? Were the results analyzed and implemented?	Implementation of Annual Report into FLCs
Summer Institute & Summit		Are Summer 2023 QEP sessions planned?	Who attended Summer Institute & Summit and what were the results & recommendations?	
Learning Support	Have goals been set based on 22-23 Learning Support data?	Has Fall 23 Who's Next Data been collated and analyzed?	Has Spring 23 Who's Next Data been collated and analyzed?	Has learning support implemented changes based on annual report and recommendations?

The implementation of the QEP Assessment Plan will be a collaborative effort among the Director of Institutional Effectiveness, the College Provost and Vice President of Academic Affairs, the Assistant Vice President of Academic Affairs, the Chief Analytics Officer, the Director of Learning Assessment, the Assistant Director of Learning Assessment (to be hired Fall 2023), the Director of Institutional Evaluation, Academic Deans, Deans of Learning Support, Student Affairs Deans, gateway course faculty, and associated support staff. As indicated in the project timeline, the Steering Committee

will receive regular updates and ensure progress is being made and that assessment results are guiding the enhancement of project strategies.

Assessment Infrastructure

The QEP Assessment Team will be responsible for supporting the college-wide reflection on the nature, meaning, and implications of the data collected. Co-chaired by the QEP Faculty Project Director and the Assistant Director, Learning Assessment, the QEP Assessment Team will be comprised of the positions identified above and a representative group of faculty and staff members involved in the implementation of the curricular and co-curricular components of the Gateway Success QEP. The QEP Assessment Team will prepare an annual report on QEP implementation and the impact on students that will support annual college-wide planning activities.

The Office of Institutional Evaluation will support the QEP analysis in partnership with an external evaluator. This will include the collection and use of survey data from semesterly surveys (term-by-term student evaluation or feedback on instruction) and the coordination of qualitative data collection (e.g., student and faculty focus groups) along with assistance with the integration of that data into our broader reflection on the student experience. Valencia's QEP will also be supported by the Office of Learning Assessment. The director and assistant director (to be hired Fall 2023) will oversee the development, implementation, and documentation of annual plans for the assessment of student learning in Gateway courses. All institutional measures will be cataloged and analyzed in the annual QEP report over five years.

PERSONNEL & RESOURCES

Valencia College has developed a personnel and resource plan inclusive of both the human and fiscal resources needed funds to successfully initiate, implement, and complete the QEP plan. After outlining the project leadership and personnel, the section below clearly delineates new and repurposed financial investments. Each year, the college commits to using the results from its evaluation and assessment plans described above to adjust investments as appropriate and make any needed adjustments.

Human Resources/ Leadership & Personnel

The list below describes project leadership and personnel. Human resources repurposed for the project are shown in italics. The percentage of their overall time repurposed for the project will be provided and budgeted in the section below. New personnel for this project are bolded. These new costs along with other project costs are described in a separate section below. Individuals not highlighted will provide support and leadership consistent with their general role at the college.

- 1 faculty member with reassigned time to serve as project director, reporting to the College Provost & VPAA. Selection of project director will take place in Spring 2024.
- **Two faculty members on partial reassignment during Summer 2023.**
- Steering Committee with leaders from all major areas represented (Provost Team, academic & learning support deans, T&L, advising, faculty, IR)
    - 4 Campus Provosts, 1 Provost of Workforce, Career & Professional Education
    - **Faculty Project Director (as described above)**
    - 8 tenured/tenure-track faculty members, appointed by Faculty Council
        - 2 of tenured/tenure-track faculty members from A.S. and B.A.S. programs
    - 4 Deans
        - 1 dean from A.S. and B.A.S. programs
    - *Assistant Director, Learning Assessment*
    - *Christos Giannoulis, Sr. Strategic Analyst, Institutional Research*
    - Evelyn Lora-Santos, Dean of Student Success
    - Landon Shephard, Dean, Learning Support
    - Geni Wright, Interim Assistant Vice President, Academic Affairs
    - Isis Artze-Vega, College Provost & VP, Academic Affairs

- **Leadership Team per Gateway Course, co-led by an academic dean from the discipline, with opportunities for membership from outside of the course (including workforce deans & faculty)**
- Teaching & Learning leadership team
    - 8 tenured/tenure-track faculty members, appointed by Faculty Council
        - 2 of tenured/tenure-track faculty members from A.S. and B.A.S. programs
    - 4 Deans
        - 1 dean from A.S. and B.A.S. programs
    - 1 representative from Learning Support
    - *2 faculty developer/instructional designers*
    - *Campus Director, Faculty & Instructional Development*
- QEP Assessment Team
    - Director of Institutional Effectiveness
    - Chief Analytics Office
    - Director of Learning Assessment
    - Assistant Director of Learning Assessment (to be hired Fall 2023)
    - Director of Institutional Evaluation
    - 4 Deans
    - Dean of Learning Support
    - Dean of Student Affairs
    - 8 tenured/tenure-track faculty members, appointed by Faculty Council
        - 2 of tenured/tenure-track faculty members from A.S. and B.A.S. programs
    - Campus Director, Faculty & Instructional Development
- Faculty conveners of campus-based faculty learning communities

Student involvement

- Given current challenges in sustained commitment from students, student workers will be hired to support and provide continuity throughout the project.
- Regular engagement with *President's Student Advisory Board* (PSAB)
- We will gather quantitative/qualitative feedback from students through
    - midterm/end of term course surveys distributed within each Gateway course
    - Who's Next and course wrapper surveys administered through Learning Support

Budget

Repurposed Resources

A proportion of the following personnel's time will be repurposed to support the QEP project. As mentioned above, this list does not include many college participants for whom their participation with the QEP and other college initiatives is a part of their standard role at the college.

Job Description	% Allocation Estimate	Budget Estimate
Assistant Director, Learning Assessment	25%	$22,000
Institutional Research Analyst, Sr.	25%	$26,000
Instructional Designer	50%	$34,000
Instructional Designer	50%	$34,000
Campus Director, Faculty Development	25%	$27,000
Total Repurposed Resource Budget		$143,000

New Resources

In addition to the repurposed resources described above, the table included in Appendix F displays new resources the college is dedicating to its QEP, amounting to a total of $8.34 million over the life of the project. Included in this table is a representation of 'Year 0' resources invested in this project, additional faculty full-time positions in English and Mathematics.

Here is a brief description of each item of the new resource budget:

Full-time Faculty Support (21 English/Mathematics Full-Time Positions)
In preparation for the QEP proposal, Valencia College invested in full-time faculty positions to provide both project support and instructional capacity.

Faculty Director / Coordinator
A full-time faculty project director will be hired to support the QEP. This director will provide dedicated leadership, ensure completion of project deliverables, support the development of training resources, monitor project data, and provide regular updates to the college.

Faculty and Course Development
The faculty will help develop professional development courses. This item provides for ten annual stipends of $500 to support this work.

External Consultants
The project team will hire an external consultant to help develop faculty resources, the Summer Institute, and advise on other aspects of the project. Additional consultants will be brought in as speakers and developers to support targeted goals throughout the project.

Gateway Summer Institute and Destinations Track
Each year, the project will hold a 'Gateway Summer Institute.' This institute will provide off-site training, development, and discussion opportunities among faculty members of the courses identified in each Phase. The college will support course assignments for full-time faculty members along with stipends for annual and part-time faculty.

Student Worker Support
To supplement student feedback and connections with this project, the college will hire student workers to support the project directly. These students will also help gather feedback and ideas from students throughout the project.

Project Travel
Core project participants will attend relevant conferences and convenings as needed to ensure alignment with best practices and gather –and later disseminate—ideas.

Marketing of Learning Support Resources
Student use of learning support resources will be critical. This item provides for an internal marketing campaign to ensure students are aware of and use our learning support resources.

External Evaluator
An external evaluator will be hired to conduct qualitative portions of the project to include focus groups and interviews, evaluate qualitative and survey data, and provide support for the analysis of project goals.

Course Wrapper Incentive
Valencia College will provide a waiver of tuition and fees for students who receive a grade of 'D,' 'F' or 'W' in their first attempt of a qualifying course and a 'course wrapper' activity. For the first group of Phase 1 courses, the college will provide 1,000 'course wrapper' incentives and evaluate the impact this activity has on retake course success rates. These costs are estimated at $350,000 or $350 per 'course wrapper' completed. In the following year, the college will provide 2,000 'course wrapper' incentives at an estimated cost of $700,000 ($350 * 2,000 courses) due to the expansion of the incentive to Phase II courses.

Learning Support Allocation for Course Wrapper Support
The Learning Support team will guide students through completing course wrappers and advising them on how college resources can be used to assist them throughout their course retake. These funds may support Learning Support in a mix of direct or asynchronous support options for students.

Full-time Faculty Positions (Phase I)
To provide additional capacity and leadership, the college will hire 6 additional full-time faculty members in Year 1 aligned with Phase I courses.

Full-time Faculty Positions (Phase II)
To provide additional capacity and leadership, the college will hire 6 additional full-time faculty members in Year 2 aligned with Phase II courses.

APPENDICES

Appendix A: References

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Appendix B: QEP Proposal Committee Members

- Kristin Abel, Professor & Program Chair, Live Entertainment
- Isis Artze-Vega, College Provost & Vice President of Academic Affairs
- Nick Bekas, Professor, English
- Chris Brown, Director, Institutional Evaluation
- Anthony Dixon, Professor, Math
- Dori Haggerty, Campus Director, Faculty & Instructional Development
- Nichole Fehrenbach, Director, Learning Assessment
- Ricot Jean, Professor, Economics
- Ian O'Toole, Professor, Computer Programming & Analysis
- Jessi Pringle, Coordinator, Academic Affairs
- Robert Schachel, Professor, English
- Daniel Smith, Interim Campus Director, Advising
- Darren Smith, Director, Institutional Effectiveness & SACSCOC Accreditation Liaison
- Lauren Thomas, Director, Mathematics for College Readiness
- Jennifer Tomlinson, Dean, Learning Support
- Geni Wright, Interim AVP, Academic Affairs

Appendix C: Starting Right in Gateway Courses Brief

STARTING RIGHT IN GATEWAY COURSES

Topic

Just as physical gates open and welcome you to a destination, "gateway" courses introduce students to college or to a particular discipline/program. At Valencia, we have begun to identify and examine gateway courses using three characteristics: 1) high enrollment (500+ students per term), 2) relatively low course success rates (<70% success), or 3) strong connection between student performance and their retention or re-enrollment.

The gateway QEP topic presents an opportunity to focus our attention on improving student learning and success in a set of courses that, based on Valencia analyses, have the strongest connection to students' persistence. Success in these courses builds momentum, leading to improved outcomes for graduation and other measures of completion. Conversely, these courses can represent gates that leave students out of college and their aspirations out of reach. Improving outcomes at this level--and equitably-- will lead to more equitable downstream outcomes.

Background

Gateway course initiatives are not new in higher education. In 2012, the Community College Research Center developed a method for institutions to identify what they called "gatekeeper" courses and assess their relative impact on student progression to the completion of their chosen credential. In 2013, the John N. Gardner Institute for Excellence in Undergraduate Education established the Gateways to Completion process to help institutions develop plans for improving student learning and success in gateway courses.

If we select this topic for our QEP, we would need to determine collaboratively on which gateway courses to focus. However, to clarify what this topic entails, we have begun to curate data. First, we examined student success in the 20 highest enrolled courses between Fall of 2017 and Spring 2020. The graph and table below provide data on course success and retention for the 6 highest enrolled courses during this time. To use ENC 1101 as an example, of the roughly 4,000 students who did not receive a passing grade in the class (28.5% of 14,076), the retention rate of 55.9% means that about 1,800 students who took ENC 1101 in a fall term did not re-enroll at Valencia the following spring term. Although this does not mean, of course, that students' experiences in ENC 1101 resulted in their lack of enrollment, it does signal that ENC 1101 is an important course with the potential to improve student persistence.

Sample Gateway Course Data

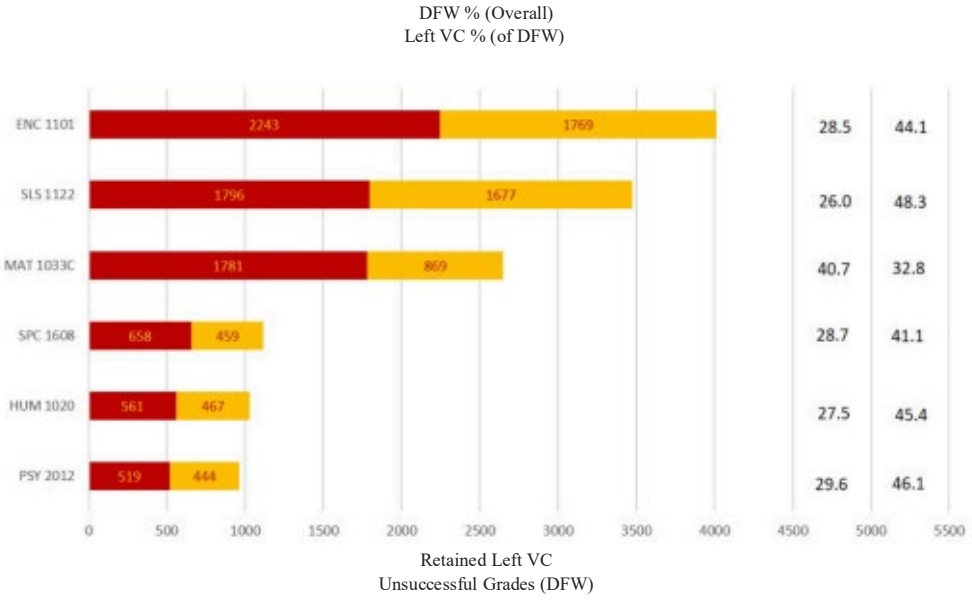


Table 1: Student Success and Retention in 6 Highest Enrolled Courses (Fall 2017 - Spring 2020)

Course	Enrollment	Success (All)	Success (Hispanic)	Success (Black)	Retention
ENC1101	14,076	71.5%	71.7%	63.2%	55.9%
SLS1122	13,359	74.0%	75.3%	67.2%	51.7%
MAT1033C	6,512	59.3%	59.5%	53.5%	67.2%
SPC1608	3,893	71.3%	71.4%	62.6%	58.9%
HUM1020	3,737	72.5%	72.9%	65.1%	54.6%
PSY2012	3,256	70.4%	70.7%	59.5%	53.9%

Most recently, Valencia statistical consultant and research analyst Christos Giannoulis, PhD. analyzed gateway courses with implications for student retention. Among his key findings: Introduction to Biology (BSC 1010C) and Intermediate Algebra (MAT 1033C) were the most discriminating college-level courses from the top-10 enrolled courses by First Time In College (FTIC) students who took the course for the first time. Over three-fifths (63.5 %) of students who did not re-enroll the following fall term received a DFW grade in BSC1010C. When the college offered mostly online courses, online Freshman Composition I (ENC 1101) and online New Student Experience (SLS 1122) increased their influence as primary gateway courses. In addition, Giannoulis found it is not only which classes students take, but also the order in which courses are sequenced and the combination of grades attained in these courses that, together, predict success.

Why It's Important

Since gateway courses are identified based on the statistical connection between students' grades and their persistence (or re-enrollment), and persistence is a strong predictor of graduation, the gateway QEP topic will contribute directly to the attainment of our ambitious, equitable graduation goal: By 2030, the five-year graduation rates for degree-seeking students of each race and ethnicity will exceed 50%. This topic also aligns well with the leading indicators we have identified for this goal: the percentage of students earning an A, B, or C in all five of their first five classes, and the percentage reaching the 15 college-level credit milestone within two years. Gateway courses are often the first classes students take, and they represent a sizable proportion of the first 15 credits students earn, helping them generate crucial momentum.

A Gateway QEP both honors and strengthens several hallmarks of Valencia culture: Gateway courses are the sites of foundational knowledge, which is key to subsequent learning. Therefore, improving student learning in gateway courses would benefit student learning throughout their time at Valencia and beyond-- strengthening our longstanding commitment to learning-centeredness. Given that students usually take gateway courses upon their arrival to college, attending to increased success in gateway courses upholds our Start Right big idea, and the effort would also ensure that we create the right conditions for anyone to learn anything in them.

Because attaining our graduation goal means doing so with equity, it is important to note that national analyses have found significant inequities in gateway course success by race and ethnicity, and these distinctions are visible in our Valencia data. Research also points to the psychological impact of gateway course performance on students, particularly those from minoritized backgrounds who often view poor grades as proof that they are inadequate or do not belong in college. The gateway course-focused QEP would prioritize equity-minded practice and strive to demonstrate to all students that they absolutely belong and can thrive at Valencia.

Appendix D: "Gateway Course Identification with Implications for Student Retention"

Gateway Course Identification with Implications for Student Retention

by Christos Giannoulis, PhD.

Summary

Background: Analysis of student performance in gateway courses has been an important predictor for student retention.

Purpose: The aim was to explore the utility of a statistical framework for determining threshold grades in courses taken the first year of studies that serve as gateways for successful retention into second year of studies.

Methods: I collected records of 107,345 fall entering students who were admitted at Valencia from fall 2010 to fall 2020 seeking an AA/AS degree or certificate. A Bayesian framework was used to incorporate conditional probabilistic concepts of sensitivity and specificity to calculate gateway impact of course grades on student retention.

Results: Identification, sequencing, and combination of grades attained in these gateway courses revealed different pathways to successful retention into second year of studies based on credential, meta-major and equity-related student characteristics.

Conclusions: Identification of primary/secondary gateway courses enhances successful retention and provides valuable information for advisors and curriculum planners for AA/AS degrees and technical certificates.

Introduction

Gateway course analysis has the potential to be a valuable component of the student success efforts. Gateway courses are those that some disciplines determine are critical to master to achieve success in the program and meta-major. These courses may also serve as a "gatekeeper," encouraging or discouraging student momentum (Matthews and Newman, 2017). Koch (2017) defines gateway courses as those courses that are "foundational college courses that are high risk and high enrollment." Typically, gateway course analysis defines high risk as high D, F, and W grade rates[1]. Here we define a gateway

course as the course in which a threshold grade highly discriminates between persisters and non-persisters and acts as a barrier to progress toward graduation. This threshold grade is dependent not only on the course but also on the student subpopulation under consideration, and it is possible that most discriminating courses may be different for each subpopulation

This study explored the utility of a Bayesian statistical framework for identifying gateway courses that predict Fall to Fall retention based on performance in first-year courses. In this study, the following research questions were addressed:

(1) Which courses served as early primary gateway courses related to Fall-to-Fall retention?

(2) Which courses served as subsequent secondary positive and negative predictor gateway courses?

(3) What were the effects of program-type, course taking patterns and student characteristics on the consequences of gateway course performance?

Methods

The records of all fall-entering, first time in college and first time at Valencia (transfer) students (N = 107,345) were analyzed. Within these records, succeeders were defined as students who returned next Fall and/or maintained financial aid eligibility. Non-succeeder students were defined as those students who did not return next fall and/ or did not have satisfactory academic performance at their first year of studies (i.e. loss of their financial aid eligibility). Besides fall-to-fall retention status (not retained / retained) and sap status (suspended / not suspended) the data set included grade information on all courses taken by students during their first 3 semesters. For each course, the grade distribution was cross tabulated by fall-to-fall retention and sap outcome to compare grades earned by succeeders versus grades earned by non-succeeders to define the gateway threshold grade.

The methodology employed for analysis adapted the Bayesian conditional probability framework utilizing the concepts of sensitivity and specificity, often used in clinical settings to judge the efficacy of various tests in differentiating between healthy and sick patients. In this application, the measures were used to evaluate the efficacy of DFW grade rates for first-year courses in differentiating between students who succeeded at keeping their momentum and return next fall versus those students who were not successful at keeping their momentum and did not return next Fall to continue their studies.

For each course the sensitivity of each grade level cutoff was calculated to establish the grade rate for succeeders. Concurrently, the specificity of each grade level cutoff was calculated and then subtracted from 1, to establish the grade rate for non-succeeders. The resulting values of sensitivity and (1 – specificity) are often plotted as single points in a receiver operating characteristic (ROC) graph (Figure 1A). In the present application, they are plotted as a pair of points associated with each course to illustrate the magnitude of the difference the corresponding grade cutoff makes in distinguishing succeeders from non-succeeders (Figure 1B). In ROC analysis, the difference between sensitivity and (1 – specificity) is known as Youden's index, a well-established measure used to determine optimal cutoff levels. The bigger the Youden index, the lower the misclassification rate and the better the diagnostic power of the test. In the analysis, the difference is associated with the gateway power of the course grade cutoff. The bigger the difference, the lower the misclassification rate and the greater the gateway power of the course grade threshold (Power, 2011).

Results

Primary Gateway Courses – Retention

Figure 1A. *Primary Gateway Courses for First Time in College Students. Traditional ROC format.*

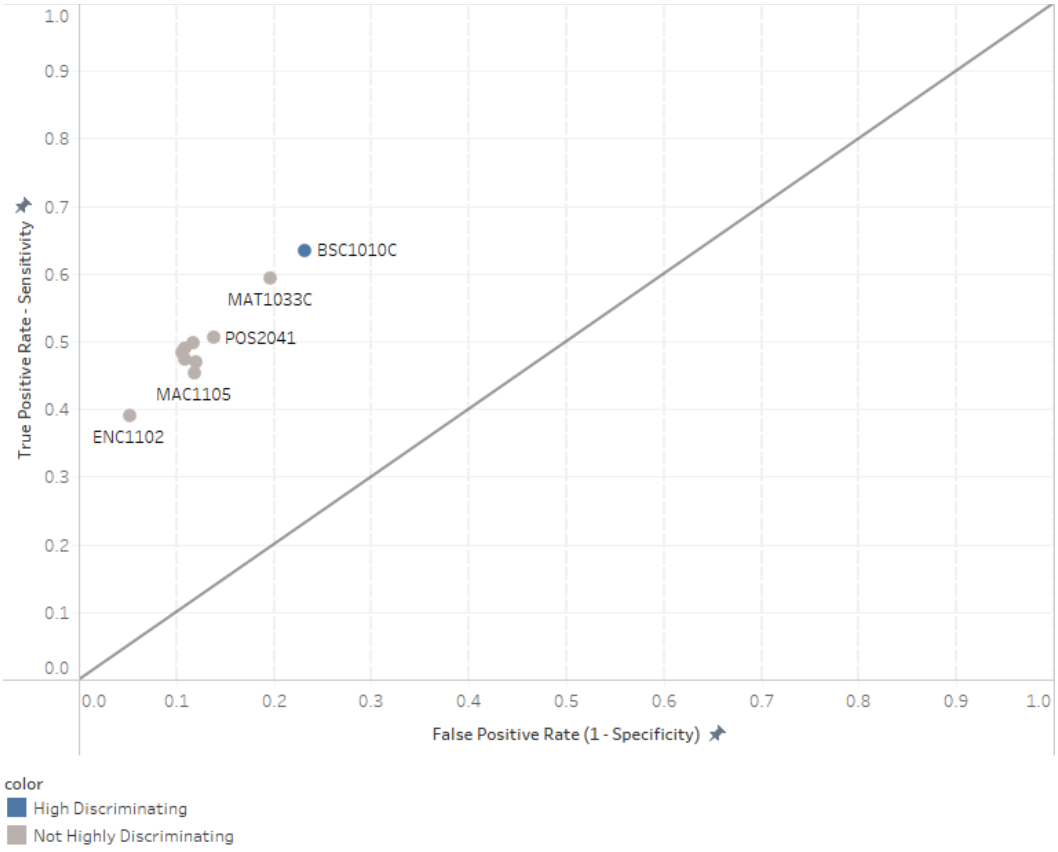
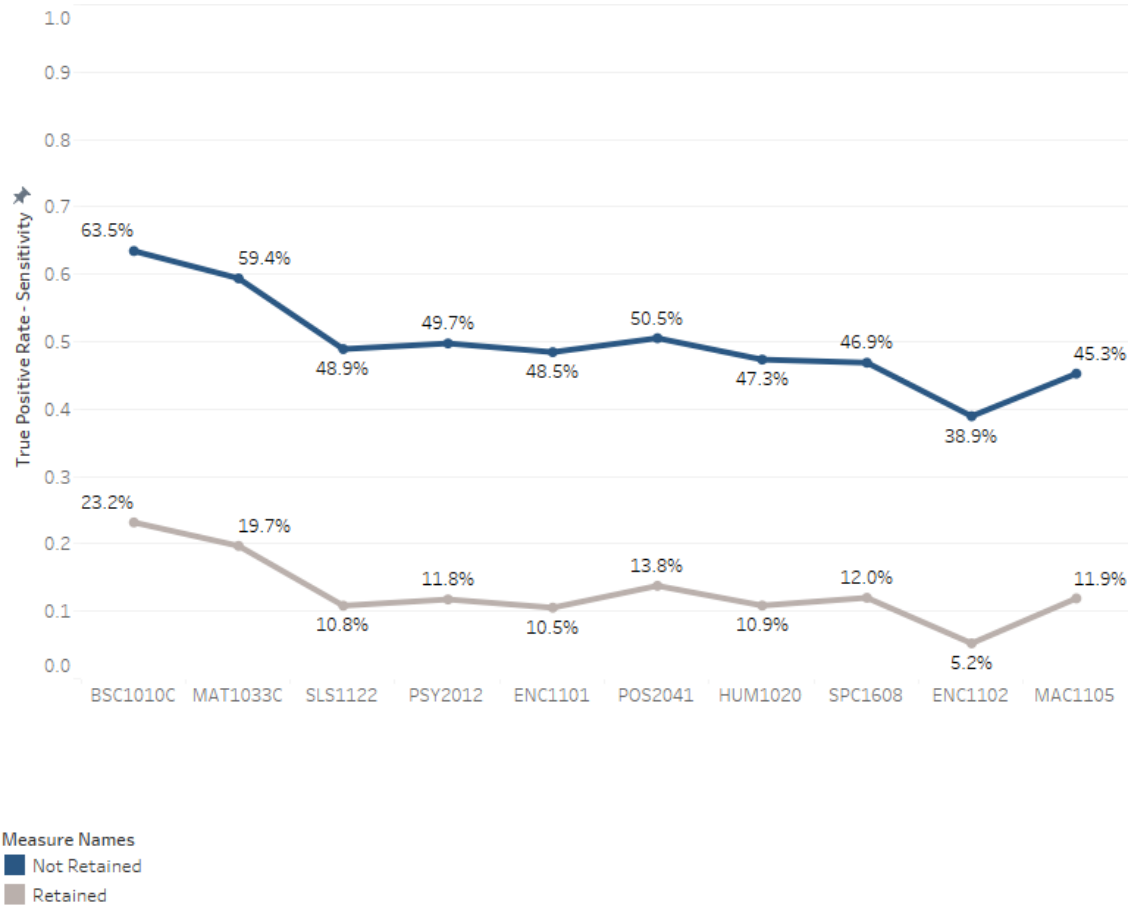


Figure 1B. *Paired Format sorted by the biggest DFW-rate difference on Retention (FTIC students All Years)*



Figures 1A and B show the rates DFW for succeeders (sensitivity) versus non-succeeders (1 − specificity) in the top 10 enrolled college-level courses taken by students at the first year of studies in College (FTIC students). In Figure 1A, the rates are displayed in a traditional ROC format.

The courses and DFW-rates toward the left made the biggest difference in Fall-to-Fall retention, while the courses and DFW-rates toward the right made the least difference, as illustrated by the diminishing gap between the 2 lines. In this setting, Introduction to Biology (BSC1010c) and Intermediate Algebra (MAT1033C) were the most discriminating college-level courses from the top-10 enrolled courses by First time in college (FTIC) students that took course for the first time (times course take = 1). Roughly over three-fifths (63.5 %) of students who were attritted got DFW grade in BSC1010C. Roughly less than one quarter (23.2%) of students that returned next Fall got a DFW grade at BS1010C. DFW-rate difference was 40.3%, the highest of any course. When I included only students seeking career and technical education-degrees and credentials (i.e. AS and/or certificates), Intermediate Algebra

(MAT1033c) becomes the primary gateway course. Under this setting, two additional courses are elevated as important in discriminating the outcome of Fall-to-Fall retention: Introduction to Business (GEB1011) and Introduction to Psychology (PSY2012). All the above courses, along with their large enrollment made those courses most consequential gateway college-level courses taken by First time in College Students within the first year of studies.

Figures 2A and B show the DFWI-rates for succeeders (sensitivity) versus non-succeeders (1 – specificity) in the top 10 enrolled college-level courses taken by students at the first year of studies in College (FTIC students). In Figure 2A, the rates are displayed in a traditional ROC format.

The courses and DFWI-rates toward the left made the biggest difference in SAP status, while the courses and DFWI-rates toward the right made the least difference, as illustrated by the diminishing gap between the 2 lines. In this setting, Introduction to Biology (BSC1010c) and Intermediate Algebra (MAT1033C) were the most discriminating college-level courses from the top-10 enrolled courses by First time in college (FTIC) students.

Primary Gateway Courses – Satisfactory Academic Progress based on last term attendance

Figure 2A. *Primary Gateway Courses for First Time in College Students. Traditional ROC format.*

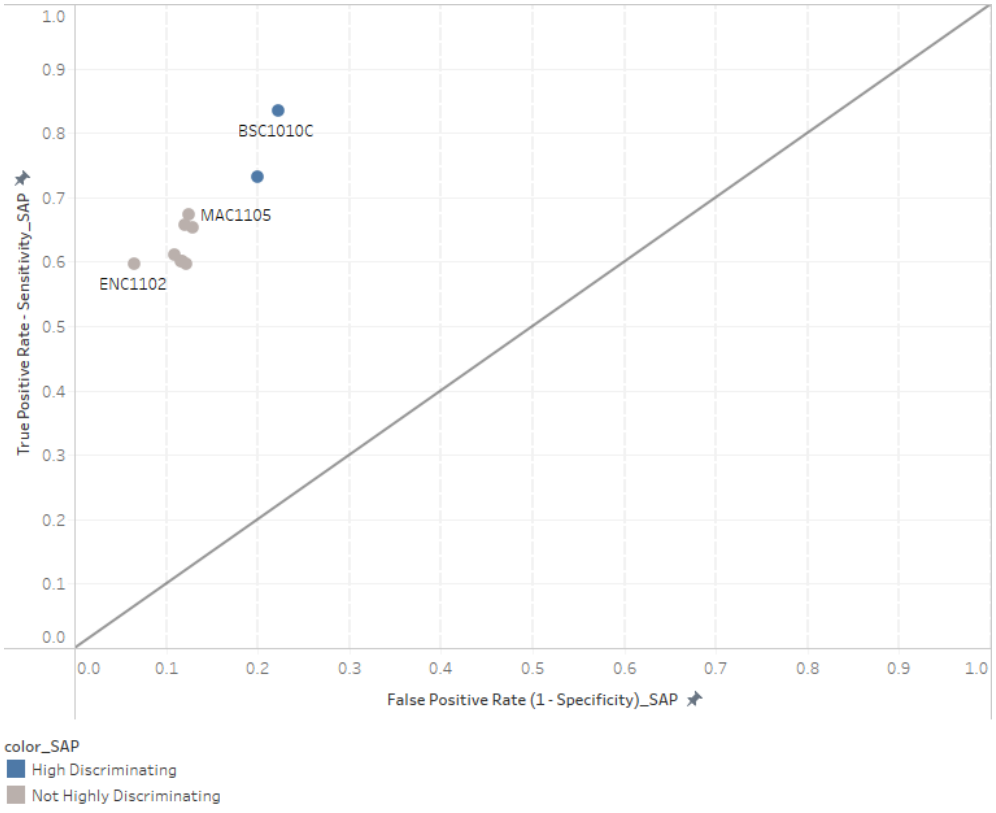


Figure 2B. *Paired Format sorted by the biggest DFW-rate difference on SAP Status at last term of attendance. (FTIC students All Years)*

Roughly over four-fifths (83.4 %) of students who had at their last term suspension of financial eligibility got D,F,W or I grade in BSC1010C. Roughly more than one fifth (22.2%) of students that returned next Fall got a D,F,W, or I grade at BSC1010C. DFWI-rate difference was 54.5%, the highest of any course. When I included only students seeking career and technical education-degrees and credentials (i.e. AS and/or certificates) Intermediate Algebra (MAT1033c) becomes the primary gateway course. Under this setting, two additional courses are elevated as important in discriminating the outcome of SAP suspension: Introduction to Business (GEB1011) and Introduction to Psychology (PSY2012). All the above courses, along with their large enrollment made those courses most consequential gateway college-level courses taken by First time in College Students within the first year of studies.

Although BSC1010C and MAT1033C are historically primary gateway course for first-time college students, additional gateway courses with high impact on Fall-to-Fall retention and SAP status elevated in ranking over the last two years. Especially during the previous pandemic year, when the college offered most online courses, online Freshman Composition I (ENC1101) and online New Student Experience / Student Life Skills (SLS1122) increased their influence as primary gateway courses with higher discriminatory abilities on Fall-to-Fall Retention and SAP status.

In this link: tinyurl.com/36nmefch I present a collection of four dashboards embedded in a story format, offering an interactive way to explore additional relationships and interaction between DFWI rates, program types, course taking patterns and student characteristics and outcomes in Fall-to-Fall retention and SAP status at last term of attendance.

Conclusion

Using gateway course performance to predict student retention programs and satisfactory academic progress could be a valuable tool for academic counseling and for enhancing the ability of program administrators to predict student success momentum. It is not only which classes students take, but also the order in which courses are sequenced and the combination of grades attained in these courses that combine to predict success. The Bayesian framework used in this study can determine each program's specific gateway courses, thus providing valuable information related to course sequencing and the significance of performance in gateway courses. Identification of primary and secondary gateway

courses can enhance the knowledge of the advisor and enable them to guide the student along the most advantageous pathway, in the student's academic coursework.

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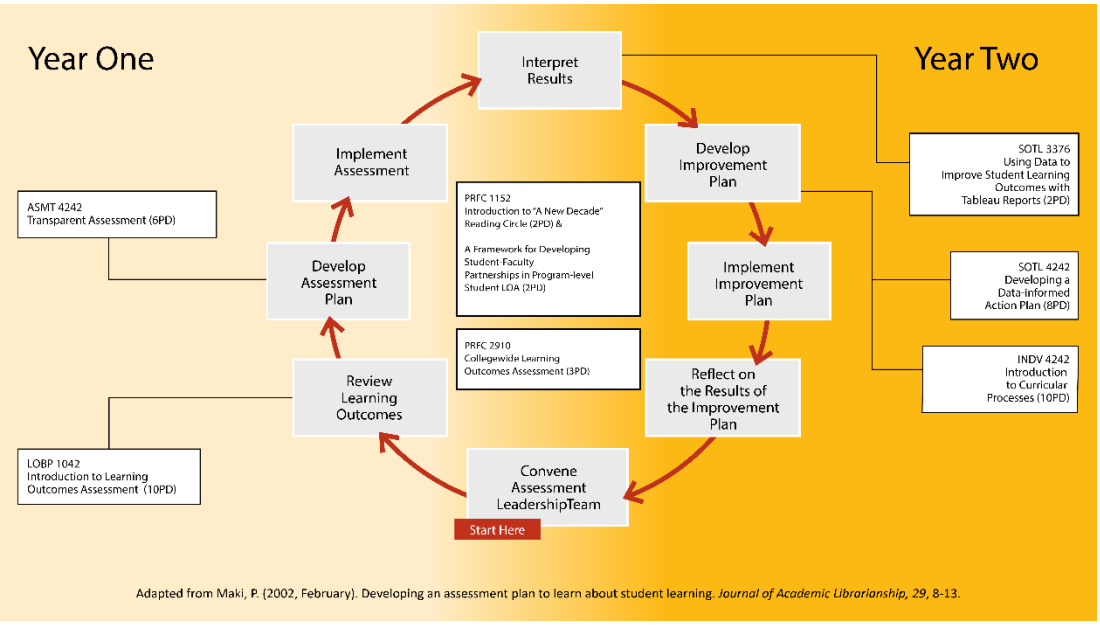
Appendix E: Learning Outcomes Assessment Model



Adapted from Maki, P. (2002, February). Developing an assessment plan to learn about student learning. *Journal of Academic Librarianship, 29*, 8-13.

Appendix F: QEP Budget

	Year 0 (2022-23)	Year 1 (2023-24)	Year 2 (2024-25)	Year 3 (2025-26)	Year 4 (2026-27)	Year 5 (2027-28)	Total
FT Faculty Support (24 FT positions English/Math)	$1,362,576	$1,432,320	$1,505,655	$1,582,744	$1,663,781	$1,748,966	$9,296,042
Faculty Director / Coordinator		$55,318	$116,301	$122,255	$128,515	$135,095	$557,483
Faculty Development / Course Development		$6,061	$6,061	$6,061	$6,061	$6,061	$30,305
Course Refresher Construction		$12,122	$12,122	$0	$0	$0	$24,244
External Consultant		$50,000	$30,000	$20,000	$20,000	$20,000	$140,000
Gateway Summer Institute		$163,900	$163,900	$163,900	$163,900	$163,900	$819,500
Student Worker Support		$15,000	$30,000	$30,000	$30,000	$30,000	$135,000
Project Travel		$15,000	$15,000	$15,000	$15,000	$15,000	$75,000
Marketing Learning Support Resources		$25,000	$25,000	$20,000	$20,000	$15,000	$105,000
External Evaluation		$60,000	$60,000	$60,000	$60,000	$60,000	$300,000
Course Wrapper Incentive (Tuition/Fees)			$350,000	$700,000	$700,000	$700,000	$2,450,000
Learning Support for Course Wrapper			$25,000	$25,000	$25,000	$25,000	$100,000
6 FT Faculty positions (Phase 1)		$358,080	$376,414	$395,686	$415,945	$437,242	$1,983,367
6 FT Faculty positions (Phase 2)			$376,414	$395,686	$415,946	$437,242	$1,625,288
Total Including 'Year 0' Investment	**$1,362,576**	**$2,192,801**	**$3,091,866**	**$3,536,333**	**$3,664,147**	**$3,793,506**	**$17,641,229**
Total Excluding 'Year 0' Investment	**$0**	**$760,481**	**$1,586,211**	**$1,953,589**	**$2,000,366**	**$2,044,539**	**$8,345,186**