

# College of Florida

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**WHEN NEW COLLEGE OF FLORIDA**

**ACTION 1:**

**Transform Career Education Campus-Wide**

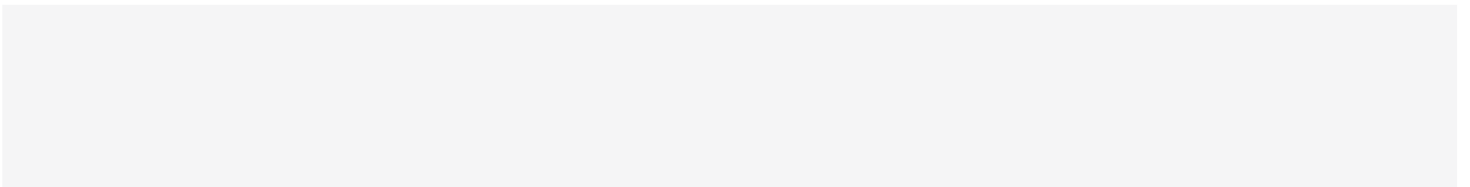
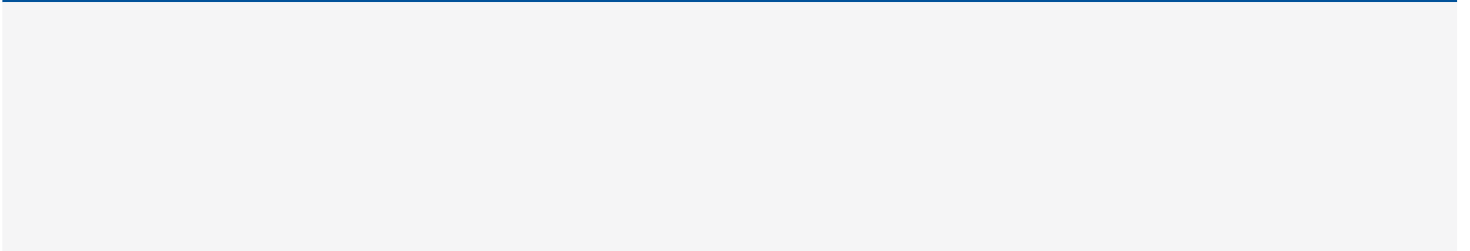
By May 2015 launch immediate initiatives, monitor student satisfaction and use of the

**ACTION 1:**  
**Transform Career Education Campus-Wide (continued)**

**Supporting Results:**

**Interim Report (December 2014)**

**Final Report (June 2015)**



## **I. Connecting Undergraduate Arts and Sciences to the World of Work**

*Addresses the following metrics:*

Metric 1: Percent of bachelor's graduates employed in Florida and/or continuing their education further 1 year after graduation

Metric 2: Median average full-time wages of undergraduates employed in Florida 1 year after graduation

## **I. Connecting Undergraduate Arts and Sciences to the World of Work**

*Addresses the following metrics:*

Metric 1: Percent of bachelor's graduates employed in Florida and/or continuing their education further 1 year after graduation

Metric 2: Median average full-time wages of undergraduates employed in Florida 1 year after graduation

Metric 4: Six-year graduation rate full-time and part-time FTIC

### **ACTION 2:**

**Formalize and Strengthen Internships (continued)**

**ACTION 1:**

**Strengthen Academic Advising**

By May 2015, conduct a workshop during the January interterm to introduce possible areas of study to first-year students. The effectiveness of the workshop and “Navigating New College” will be assessed by the percentage of faculty and students meeting deadlines for completing required academic planning and evaluation documents.

**Measurable Outcomes Achieved:**

**Interim Report (December 2014)**

**ACTION 1:  
Strengthen Academic Advising (continued)**

**Supporting Results:**

**Interim Report (December 2014)**

The Dean of Studies worked directly with more than 50 students regarding their academic progress during the fall semester.

**Final Report (June 2015)**

In collaboration with the office of Institutional Research, the Dean of Studies conducted an academic advising survey among students. Conducted during the middle of the spring semester, the results of the survey will provide the administration with important insight as to the challenges, expectations, and perceptions of academic advising that shape student experience at the College. This input will help the Dean of Studies to further develop programming in support of academic advising, including the continued expansion of Navigating New College.

The Dean initiated and coordinated a range of outreach and follow-up efforts: mid-term progress reports for first-year students, regular office hours in a central common space, individual follow-up with students who are struggling at the College, and ongoing direct communication with both students and faculty regarding important

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## ACTION 2:

### Enhance New College's Writing Program

By May 2015, have assessed the effectiveness of the first-year, first-semester writing courses, offered writing-enriched courses in at least five disciplines, and implemented a required training course for students who wish to serve as peer writing tutors in subsequent semesters.

### Measurable Outcomes Achieved:

#### Interim Report (December 2014)

Following a national search, Dr. Jennifer Wells was hired as Director of Writing, and began work in August 2014.

The Writing Resource Center (WRC) offered three sections of a new course for first-year students. The course was designed to help students: a) reflect on the knowledge of writing that they bring from high school, b) apply, adapt, or re-purpose that knowledge for New College courses, and c) connect with College writing resources.

#### Final Report (June 2015)

Assessment of first-year, first-semester writing courses: 132 students took a writing-enhanced course in 2014-2015. The majority of those were first- or second-year students, with a small percentage (2%) of fourth-year students taking the courses to satisfy a requirement for application to medical or dental school. First-year students who participated in a fall 2014 writing-enhanced course enrolled in the spring 2015 semester at slightly higher rate (98%) than students who did not (95%). Student work in the first-year courses amply demonstrated that the course objectives were met in the short term. All students in the fall courses performed "satisfactorily" as demonstrated through coursework and major assignments.

The Writing Program partnered with 10 faculty members from across all three academic divisions (Humanities, Social Sciences, and Natural Sciences) to develop writing-enhanced

**ACTION 2:**  
**Enhance New College's Writing Program (continued)**

**Supporting Results:**

**Interim Report (December 2014)**

Student work in the first-year course amply demonstrated that the course objectives were met in the short term. Crucial longitudinal data analysis must wait until successive semesters. Students from these courses will be present their research at a January symposium hosted by New College.

**Final Report (June 2015)**

The Writing Resource Center was more explicitly integrated into

