St. Petersburg College's QEP Overview:
College Readiness for Long-term Success

St. Petersburg College began the QEP topic exploration process in August 2015 by involving a broad base of stakeholders with first-hand knowledge of college needs (faculty, staff, and students) in a Collaborative Labs brainstorming process to identify potential topics. Seven potential topics emerged from the process:

- First-year experience
- College readiness
- Student success in online courses in highest enrollment courses or gateway.
- Writing for highest enrollment classes.
- Faculty engagement in student learning support for degree foundation courses.
- Subsequent critical courses on Pathways success.
- Personal responsibility, social engagement and ethical decision making among students.

Subsequently, a Topic Selection Committee was formed, comprised of faculty, students, alumni, and a variety of staff positions. The Committee met bi-weekly between September 2015 and April 2016. Their primary goal was to conduct research, write white papers on the respective potential topics, and explore existing institutional data regarding each topic, and determine which would provide the most benefit for our student body.

In addition, a wide range of stakeholders (faculty, staff, students, alumni, and employers) were consulted with and involved in the selection through forums, focus groups, surveys, and information sessions. In April 2016 SPC's Board of Trustees approved the College's QEP topic: **College Readiness for Long-term Success**.

Goals:

The College Readiness for Lasting Success program (Ready, Set, Succeed) has three main goals for student achievement covering the students' first 15 hours in their programs: getting them ready to learn, preparing them to learn with the necessary skills, and connecting their abilities and skills to information fluency. These students will achieve these goals as a **Neighborhood for Success** (N4S).

The specific goals are as follows:

Metacognition (Ready) "Know Yourself"

Goal 1: Students will discover how to learn and be able to transfer the knowledge to different disciplines.

SLO1: Determine their learning style through learning style tests.
SLO2: Demonstrate strategies to apply to their learning.
SLO3: Identify study skills to use across all disciplines.
SLO4: Collaborate with others in their community to help in the discovery of their learning.

Non-cognitive areas (Set) "Prepare Yourself"

Goal 2: Students will strengthen their self-efficacy to increase persistence and accountability.

SLO1: Identify strengths and weaknesses in specific areas of learning (i.e. technology, time management).
SLO2: Utilize resources in their communities, such as faculty, learning support personnel, advisors, and peers.
SLO3: Demonstrate organizational strategies, such as time management.

Cognitive area: Information Fluency (Succeed) "Do It Yourself"

Goal 3: Students will show how these metacognitive and non-cognitive areas have influenced their informative fluency.

SLO1: Evaluate and integrate sources across the disciplines.
SL02: Determine credibility of information on the web.
SLO3: Demonstrate technological adaptability.
SLO4: Connect culturally and collaboratively with others in their communities.

Neighborhood for Success (N4S):
- In Spring 2017, after students take SmartStart, students will select a pathway and be registered for a path. At this point, *flexible opt-out students* could be placed into their neighborhoods.
- QEP could focus on one or more N4S for each pathway.
- N4S would be given a faculty member, advisor, and learning support specialist as part of the neighborhood (they would meet twice during the semester). The first semester would be before the first withdrawal date; the second meeting would be before registration for the next semester.
- Incentive would be provided for students who participate in both meetings (i.e. textbook credit, early registration).

Assessments: Non-cognitive assessments (Pearson, ETS); course involvement and teamwork, assignment completion, information fluency assessments, pre/post readiness assessment (build in evaluation/self-reflection) (OLS).