



FYI: FIRST YEAR INITIATIVE

The Baptist College of Florida has developed a Quality Enhancement Plan (QEP) designed to enhance first-year student success. The plan (known as “**FYI: First Year Initiative**”) will enhance student success at The Baptist College of Florida by (1) equipping first-year students with personal and academic skills through a first-semester student success course, and (2) supporting new and existing students through an early warning and intervention system that tracks attendance, grades, self-requests for assistance, and social/behavioral/financial referrals.

These two strategies were designed as a response to common first-year student problems that place students at-risk for early failure or withdrawal. The institution believes the implementation of these strategies will increase the percentage of students who transition well to the college setting, complete their degrees, and ultimately become Christian leaders in a variety of vocations and endeavors. Specifically, the implementation of these two strategies (the first-semester equipping course and the early warning and intervention system) is expected to result in the following measures of institutional success: (1) an improvement in student persistence rates through the sophomore year, (2) an improvement in student GPA rates as reflected in random and stratified tracking, (3) a lowering of student academic probation rates, and (4) an improvement in student satisfaction rates as reflected in senior exit interview scores related to the QEP as well as overall satisfaction with the faculty and institution as a whole.

Assessment of the QEP will focus on three areas. First, direct formative assessments of the student success course Student Learning Outcomes (SLOs) will be made in order to provide for continuous improvement of that course. Second, indirect formative assessments of the early warning and intervention system Student Learning Outcomes (SLOs) will be made in order to ensure that students experiencing academic or other college-related difficulties that place them at-risk for failure will receive appropriate academic and personal support in a timely manner. Third, summative assessments of the measures of institutional success will be made to determine the overall success of the QEP. Assessment of the student success course and the early warning and intervention system will be decentralized in order to maximize accuracy. For example, direct assessments of student artifacts from the student success course will be undertaken by teams of faculty evaluators. Also, indirect assessments of the early warning and intervention plan will be guided and supervised by a QEP Oversight Committee.

For more information, please contact Prof. Tonya Gardner, First-Year Student Liaison, at ttgardner@baptistcollege.edu.