PASS
McLennan Community College
Peer Assisted Student Success

Annual Report: Year 1
Fall 2021-Summer 2022

Prepared by:
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McLennan Community College

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Executive Summary

In the fall of 2021, as part of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) ten-year reaffirmation of accreditation process, McLennan Community College (MCC) proposed, refined, and implemented Peer Assisted Student Success (PASS) as our five-year Quality Enhancement Plan (QEP). The goals and objectives of PASS were designed to support the work already underway for the Title V grant, with a more targeted focus on providing First Time in College (FTIC) students and students in gateway courses with high-quality, peer-led academic and social supports to increase course completion, retention, and students' sense of belonging at MCC. Highlights of project achievements during the first year of program implementation include the following:

- Campus-wide promotion and solicitation of input/feedback on the QEP (Fall 2021)
- Submission of the QEP to SACSCOC (September 2021)
- Completion of the (virtual) on-site review of the QEP (November 2021)
- Revisions/improvements to the QEP based on recommendations from the SACSCOC on-site committee (January-February 2022)
- Collection of quantitative and qualitative survey data with results showing broad-based support of the program from FTIC students, peer leaders, and local business leaders in the community (December 2021-January 2022)
- Submission of the revised QEP to SACSCOC (March 2022)
- Receipt of SACSCOC approval of the revised QEP (June 2022)
- Development of peer leadership curriculum (Noel Levitz, CliftonStrengths; Spring 2022)
- Standardization of training for all Peer Leaders each fall and spring semester
- Development of PD courses including required trainings on Noel Levitz and peer mentorship for all current and future Learning Framework (LF) instructors and trainings on Supplemental Instruction open to all faculty
- Faculty and staff participation in state and national conferences to gain knowledge and share experiences related to peer leadership
- Increase in numbers of faculty and course sections in which peer mentorship/S.I. are offered
- Identification of challenges and areas of opportunity to improve and grow the program

Introduction

Peer Assisted Student Success is McLennan Community College's five-year Quality Enhancement Plan (QEP), which aims to improve outcomes for First Time in College (FTIC) students through the development and implementation of a peer leadership program. The program is designed to provide FTIC students with high quality academic and social support from peer mentors, supplemental instruction leaders, and tutors, who are paid by the college and are currently or were recently MCC students themselves (see Appendices A-C for respective job descriptions for each type of peer leader). This report contains a summary of the work completed for the program during Year 1, from Fall 2021 to Summer 2022, challenges identified during Year 1, and plans and recommendations for Year 2.

Work Completed

Promotion and Publicity of PASS

Beginning in Summer 2021 and throughout Fall 2022, steps were taken to promote PASS and garner support, engagement, and feedback on the program from all stakeholders, including students, student leaders, faculty, staff, administrators, and community members. These efforts included the following:

Campus Presentations

Prior to the SACSCOC onsite visit (from August-November, 2021), the QEP Director gave multiple presentations over the proposed QEP to groups large and small, where campus employees were invited and encouraged to share questions, comments, concerns, and ideas for improvement to the plan. Presentations were given at each of the following:

- All Faculty Gathering (first week of Fall semester)
- Convocation (a whole-campus event)
- Student Engagement meeting (for all Advising and Career Services, Completion Center, Testing Center, and Student Life employees)
- ISS monthly team meeting
- College Success Team committee meeting
- Board of Trustees meeting
- The President's Council meeting
- Bi-weekly Title V team meetings
- Initial meeting of the QEP Advisory Council

Professional Development

Several MCC employees developed and/or participated in professional development activities to gain additional knowledge and to share their experiences with peer leadership thus far. PD activities relevant to the QEP included the following:

- Dr. Laura Wichman and Amber Bracken attended the virtual SACSCOC annual meeting.

- Dr. Tonya Trepinski-Ochoa and Abby Ramos attended the Annual Conference on the First Year Experience in Orlando, FL.
- Dr. Jessica Zbeida presented 'Tech it up! Making SI Count' at the TCCTA Annual Convention in Dallas, TX.
- Drs. Tonya Trepinski-Ochoa and Daelynn Copeland developed two half-day PD trainings to be offered in Year 2 and required for all current and future instructors teaching LF classes. These trainings will be offered both in-person and online once per long semester.

Webpage

A webpage (www.mclennan.edu/pass) was created to house and share information about PASS with students, employees, and community members. The webpage contains a summary of PASS and a link to the complete QEP document, as well links to related pages with information about tutoring, peer mentors, and SI. The webpage will be updated and improved on an ongoing basis.

(Virtual) On-Site Reaffirmation Visit

During our 10-year reaffirmation of accreditation visit, we proposed and fielded questions related to PASS.

Strengths Identified

Following the (virtual) on-site visit, the SACSCOC committee provided an Assessment Report of the QEP, in which they identified several strengths of the program including the following:

- The plan is research-based and well supported by the review of related literature.
- It builds upon the accomplishments of our previous QEP (LEAP).
- It supports our current Strategic Plan and demonstrates commitment to our core value that "People Matter" through its emphasis on establishing relationships and building the sense of community on campus.
- Adequate human and financial capital are available, and the administration is committed to the plan.

Concerns Expressed

While the committee perceived many strengths of the plan for PASS, they also expressed the following concerns:

- The committee felt the goals of the QEP were too similar to two of the goals of Title V and recommended the QEP goals be refined to focus more intently on studying the potential impacts of peer mentoring and supplemental instruction at the course level.
- The assessment plan presented did not include an evaluation/assessment of the proposed changes to the Learning Framework curriculum, and the committee suggested that assessing changes in course completion and retention rates at the course level (as opposed to assessing at the campus-wide level, as proposed) would allow for more accurate analysis of the impacts of peer leadership.

- The committee suggested evidence of broader support for the QEP was needed, particularly among students and community members.
- The plan depends heavily on upper-level students to guide and support FTIC students through the college experience, and the committee suggested a number of ways in which faculty and staff can and should support the peer leaders.

In addition to the concerns expressed by the SACSCOC committee, concerns were expressed by several staff members in Advising regarding the feasibility of implementing the proposed cohort model for Learning Framework classes due to challenges imposed by scheduling conflicts, intersectionality of potential cohorts, and the related unpredictability of enrollment numbers for each cohort.

Addressing the Concerns

Upon receiving the Assessment Report from SACSCOC, we worked to address the above-listed concerns by refining the goals of the QEP, revising our assessment plan, and conducting several surveys to better gauge support for the program among students and community members.

Refinement of Goals and Objectives

Per the SACSCOC committee's recommendation, and in consideration of the concerns expressed by Advising staff, the QEP Advisory Council worked to refine the goals and objectives of PASS to focus specifically on providing FTIC students and students in developmental and gateway courses with high-quality, peer-led academic and social supports. In doing so, we eliminated the original objectives of revamping the LF curriculum and creating Pathways-based cohorts from the QEP (though the curriculum revamp will still occur as part of the Title V project, along with a reduced number of interest-based LF cohorts, referred to as "Affinity Groups").

The revised goals and objectives of PASS, which were approved by SACSCOC in June, 2022, are the following:

Goal 1: Provide FTIC students with peer-led academic support

Objective 1a: Standardize training and evaluation of tutors, LF mentors, and SILs

Objective 1b: Integrate and promote peer-led academic support programs campus-wide

Goal 2: Bolster peer social support for FTIC students

Objective 2a: Foster relationships among students and mentors in LF sections

Objective 2b: Integrate and promote peer social support programs

Revisions to Assessment Plan

Per the SACSCOC committee's recommendations, we re-labeled various components of the assessment plan to increase clarity of what is to be measured, and, in addition to the

quantitative measures originally planned, we added plans to collect and assess qualitative data from peer leaders, students enrolled in classes with a Peer Mentor or SIL, and faculty who incorporate peer mentors or SI in their courses. Such qualitative data will allow us to evaluate (a) the impacts of peer leadership on students' perceptions of belonging on campus before and after experiencing peer leadership, (b) students' perceptions of the usefulness of academic support provided, (c) peer leaders' perceptions of the effectiveness of their training, and (d) faculty members' perceptions of the helpfulness of peer leadership for student success.

Evidence of Broad Support

To address the SACSCOC committee's recommendation that we garner broader support for the program, particularly from students and community, we deployed surveys to all FTIC students and the Workforce/CTE Advisory Councils. The goals of these surveys were twofold: first, to increase awareness of the PASS program, and second, to gauge the stakeholders' perceptions of and support for the program. Additionally, a focus group interview of six peer leaders (two Peer Mentors and four SILs) was conducted at the end of the Fall 2021 semester to determine what aspects of the program peer leaders saw as working well, what challenges they faced, and what improvements can be made to the program as we move forward. Overall, all stakeholder groups surveyed expressed support for the program and positive perceptions of the program's usefulness. Detailed reports of survey results are available upon request from the Office of Institutional Research and Effectiveness.

Assessment of Year 1 Progress

Progress on Stated Goals & Objectives

All objectives for Year 1 stated on p. 38 of the QEP document were met, with one exception. We did not "scale piloted LF cohorts across the college," because feedback from Advising regarding associated logistical complications led us to remove that piece from the plan during the revision process. Objectives met included the following:

SACSCOC Actions
- Submit the QEP (September 2021)
- Complete the on-site review of the QEP (November 2021)
- Make revisions to proposed Quality Enhancement Plan (Spring 2022)
- Receive approval of the QEP (Summer 2022)

Goals 1 & 2
- Standardize the training of tutors, mentors, and SILs
  - Training sessions to be held at the beginning of each fall and spring semester were designed. During these sessions, all three types of peer leaders will receive training on FERPA, MCC Police department/campus safety protocols, Title IX, working with students with special needs, recognizing mental health issues, de-escalation skills, and campus resources. All peer leaders will come to understand the responsibilities associated with each peer leadership role and

how their responsibilities both overlap with and differ from one another's. The information provided during these trainings should enable peer leaders to support their peers safely, effectively, and confidently.

- Develop peer leadership curriculum
  - We will utilize a strengths-based curriculum (based on the Clifton StrengthsFinder© test and using activities from the StrengthsQuest Activity Book©) designed to empower peer leaders to recognize and capitalize on their own individual strengths and talents and to recognize and appreciate the unique talents of others. All activities and assessments are designed to help peer leaders build on the strengths they already possess to grow their leadership skills.
  - In addition to the trainings provided for all peer leaders, each group of peer leaders will also receive training tailored to their line of work. (For example, SILs will receive training on how to run SI study sessions, how to report attendance, how to work a document camera, etc.)
  - Standardized trainings, tailored trainings, and the strengths-based curriculum will be implemented and evaluated for effectiveness in Year 2.

Goal 2
- Expand peer leadership initiative pilot to include ten sections of LF courses across the college
  - Peer mentors were embedded in five sections of LF classes each long semester during Year 1.
  - At the end of Year 1, 10 students have been hired to work as peer mentors for Year 2, which will allow us to increase the number of peer mentor-supported LF sections in Fall 2022.

Other Performance Indicators
First Year Course Completion Rate of FTIC Students

The plan for PASS was written in 2020 using data from the 2019 FTIC student cohort as a baseline, and our goal was to increase the average first-year course completion rate by approximately 2% each year over the next five years for a 10% total increase by 2026. As shown in Table 1, however, the average first-year course completion rate for FTIC students dropped by 9.4% for the 2020 FTIC cohort, likely due to unforeseen challenges associated with the COVID-19 pandemic. Thus, we began Year 1 of PASS with an actual baseline of 65.5%, and completion rates rose 6.5% over the course of the year for an average of 72.1% successful course completion – 5.9% lower than the 78% target.

Table 1

First Year Course Completion Rates for FTIC Students

Year	Target	Actual
2019-2020 (Baseline used in writing the QEP)	–	75%
2020-2021 (Year QEP was written)	–	65.6%
2021-2022 (Year 1)	78%	72.1%
2022-2023 (Year 2)	80%	–
2023-2024 (Year 3)	82%	–
2024-2025 (Year 4)	84%	–
2025-2026 (Year 5)	85%	–

First Year Retention Rate of FTIC Students

Again, data from the 2019 cohort of FTIC students was used as a baseline in the writing of PASS, and our goal was to increase the first year retention rate for FTIC students by approximately 3% per year for a total 15% increase over the span of five years. In the year PASS was written, the average one-year retention rate for the 2020 FTIC student cohort rose to 60.9%, another potential result of the COVID-19 pandemic. Although the increase in retention might seem counterintuitive given the many hardships associated with the pandemic, when considered together with the steep decline in enrollment experienced by colleges nationwide, one could hypothesize the smaller number of students who did enroll in the fall of 2020 contained a higher percentage of students dedicated to completing their college education.

As shown in Table 2, Year 1 of PASS implementation saw another 1.4% increase in first year retention, and, although we failed to reach our targeted 2% increase for the year, the 1.4%

increased combined with the 5.9% increase observed from 2019-2020 put us ahead of schedule toward our goal of 70% first-year retention for the 2025 FTIC cohort.

Table 2

First Year Retention Rates for FTIC Students

Year	Target	Actual
2019-2020 (Baseline used in writing the QEP)	–	55%
2020-2021 (Year QEP was written)	–	60.9%
2021-2022 (Year 1)	57%	62.3%
2022-2023 (Year 2)	59%	–
2023-2024 (Year 3)	62%	–
2024-2025 (Year 4)	65%	–
2025-2026 (Year 5)	70%	–

Challenges & Opportunities for Improvement

Challenges and opportunities for improvement identified in Year 1 include the following:

- SILs and faculty partners both reported poor attendance in SI study sessions when attendance was made optional; however, mandatory attendance may be seen as unfair to students who are not aware of the requirement prior to registration.
- In a limited number of cases, peer leaders' availability and/or level of commitment to the program declined part-way through the semester.
- SILs expressed a need for a quiet, consistent, designated meeting space for the entire semester.
- Greater awareness and participation among faculty is needed.

Plans/Recommendations for Year 2

Meeting Written Objectives

In Year 2, we will work to meet the objectives stated on p. 38 of the QEP document (See Appendix E).

For Goal 1 (Provide students with peer-led academic support) we will:

(a) implement and evaluate the training of tutors, mentors, and SILs
(b) implement and evaluate the peer leadership curriculum developed in Year 1

For Goal 2 (Bolster peer social support for FTIC students) we will:

(a) increase the number of peer mentors in Learning Framework classes
(b) valuate students' perceptions of mentors in LF classes and classes with SI

Increasing Awareness

In addition to meeting the objectives for Year 2 listed in Appendix E, the QEP Director will collaborate with MARCOM, the leadership team, Professional and Organizational Development, faculty, and supervisors of peer leaders to continue increasing awareness of PASS in the following ways:

- identify local, regional, and national conferences for presentation opportunities;
- improve the PASS website by adding up-to-date information and photos/videos showcasing our students and peer leaders;
- request recommendations from faculty and staff for potential Peer Leaders to begin in Fall 2022;
- encourage students to apply to become Peer Leaders via on-campus and online marketing campaigns, visits to various student organizations, videos, etc.;
- assemble focus groups of faculty for targeted gateway courses to promote and plan for the integration of SI;
- develop and offer on-campus PD sessions related to PASS;
- take advantage of opportunities to promote the program to students during campus events such as Highlander Games Day and De-Stress Fest.
- provide an update to the Board of Trustees (late spring or summer 2023);
- dedicate one Coffee and Conversation session to discussing and fielding questions related to PASS (consider featuring a panel of peer leaders and students who have benefitted from peer leadership to provide testimonials and field questions [spring or summer 2023]);
- provide employees, students, and community members access to this report via a link on the PASS webpage

Assessing and Improving the Program

To assess and improve the program, we will:

- implement and evaluate the training of Tutors, Peer Mentors, and Supplemental Instruction Leaders;
- implement and evaluate the developed peer leadership curriculum;
- increase numbers of Peer Mentors in Learning Framework courses and SI Leaders in gateway and developmental classes;
- utilize pre- and post- surveys to evaluate students' perception of belonging before and after experiencing peer leadership in LF, gateway, and developmental classes.

Conclusion

Year 1 efforts related to PASS focused primarily on developing, proposing, and refining the plan, as described in this report. In Year 2, we will continue working to increase awareness of the program, grow the number of students participating in and benefitting from peer leadership, and begin collecting and assessing qualitative and quantitative data to determine the effectiveness of peer leadership for improving course completion rates, retention, and students' sense of belonging at MCC.

Appendices

APPENDIX A
Supplemental Instruction Partnership Expectations

1. The Supplemental Instruction Leader (SIL) is an employee of the Center for Teaching & Learning and reports to the S.I, Specialist as his/her supervisor.

2. Expectations of the Supplemental Instruction Leader are as follows:
   a. Attend classes within the limitations of his/her schedule (Generally 3 hours weekly)
   b. Meet regularly with the Instructor as arranged between the Instructor and SIL (within hour limits permitted)
   c. Report attendance to the S.I. Specialist (and Instructor if requested)
   d. Provide feedback to the Instructor regarding topics covered and content discussed
      i. Of particular note are areas in which students struggled
      ii. Any successes or particular issues
   e. Maintain a predictable and regular schedule even if attendance is low
      i. Low attendance should be reported to the S.I. Specialist
      ii. Adjustments in the schedule must be approved by S.I. Specialist

3. Instructors:
   a. Are experts of content
   b. Guide SIL in forming session plans
   c. Will be kept informed of content covered and strategies used
   d. May ask reasonable additional help from SIL.
      i. The SIL is not a TA and should not be involved in gradebook matters or lecturing
      ii. Any assistance asked of SIL should be reasonable to ask of any student
         1. This maintains the SIL's charge to model student conduct
         2. This also maintains a peer relationship between SIL and students

4. S.I. Specialist:
   a. Will train SILs on:
      i. College, Departmental, and International Center for S.I. Policy
      ii. Best Practices
      iii. Facilitation Strategies
   b. Will function as the SIL Supervisor
      i. Including timesheets, scheduling (in consultation with Instructor), and accountability.
      ii. Including observations and regular check-ins
   c. Maintains contact with Instructor
      i. To improve the program
      ii. To ensure quality of SI
      iii. To benefit the students

    d. Is the Liaison between faculty and SILs for non-content matters
- i. SILs are instructed to operate under the instruction and guidelines of Instructors unless there is a conflict.
- ii. If a conflict of instructions arises, it is up to the Instructor and S.I. Specialist as professional employees of the college to resolve the conflict.

APPENDIX B
Job Description of Peer Mentors

Location: On-campus

Job Type: Temporary Student Worker

Job Description: A peer mentor is a kind of a friend leading someone. A mentor is a role model who assists someone with making an important transition, learning a new skill, or facing an unknown challenge. A peer mentor is a student who has learned from experience and has developed skills to successfully guide other students as they enter college.

A peer mentor uses their positive attitude, exemplary academic work, interpersonal skills, and personal experience to assist first-year students in their transition to university life. Peer mentors pair up with a Learning Frameworks instructor to help educate students on topics including campus involvement, time management, critical thinking, campus resources, and more.

Mandatory duties for Fall & Spring semester: Weekly peer mentor meetings, weekly meetings with your specific instructor, two study sessions per week (this is based on your time and what you would like), attend weekly or bi-weekly Learning Frameworks classes, and 80% of activities we do as a Peer mentor group

Mandatory duties for Summer semesters (if willing to work): Help set up for orientation days, help lead orientation such as tours, opportunity to present, and lead sessions, and assist the Student Life Team in daily Student Life Center operations.

Requirements:

- A 2.5 cumulative GPA
- Completion of peer mentor training
- Good interpersonal and communication skills
- Strong work ethic
- High standards for ethics and integrity
- Respect for the College and its students, faculty, and staff
- Desire to serve others

Time requirements and pay:

FALL&SPRING SEMESTER: $11.19/hour, working 10 hours/week for 15 weeks. Ability to renew for following semester if able.

SUMMER TIME: $11.19/hour, working 10 hours/week for approximately 12 weeks, depending on start date.

APPENDIX C
Job Description of Tutors

Current MCC students must have completed at least one semester of college before applying as a tutor.

To become a tutor, a student must:

- be currently enrolled in McLennan Community College
- obtain a recommendation from a faculty member
- earn at least a "B" in the course or related course in tutoring area
- have an overall 3.0 GPA
- interview with Tutoring Program Specialist
- pass a background check
- successfully complete a minimum of 10 hours of training per semester through McLennan Community College's tutor training program

A graduate, transfer student, or University Center Student may also apply as a part-time-temporary employee.

To become a part-time-temp, an applicant must:

- complete a part-time employment application
- obtain a recommendation from a faculty member
- earn at least a "B" in the course or related course in tutoring area
- have an overall 3.0 GPA
- interview with Tutoring Program Specialist
- pass a background check
- successfully complete a minimum of 10 hours of training per semester through McLennan Community College's tutor training program

If you are interested in tutoring for McLennan Community College, please contact Tutoring Program Specialist -Jennifer Tobin, phone – 254 299 8356, email – tutoring@mclennan.edu, or Zoom ID: 254 299 8500.

APPENDIX D
Timeline for Data Collection and Assessment

Performance Indicator	Target	Timeline	Outcomes	Strategy
First Year Course Completion Rate of FTIC Students	Increase 10%	2019-2026	• Baseline: 75% • Year 1: 78% • Year 2: 80% • Year 3: 82% • Year 4: 84% • Year 5: 85%	Goal 1 & Goal 2
FTIC First Year Retention Rates	Increase 15%	2019-2026	• Baseline: 55% • Year 1: 57% • Year 2: 59% • Year 3: 62% • Year 4: 65% • Year 5: 70%	Goal 1 & Goal 2
Evaluate training of tutors, LF mentors and SILs	Ensure effectiveness and relevancy covered in training	2022-2026	Identify areas of improvement to modify and incorporate into future trainings for tutors, LF mentors and SILs.	Goal 1 & Goal 2
Assess students who have access to academic support from tutors, LF mentors and SILs	Students will report perceiving peer-led academic support to be "helpful" or "extremely helpful"	2022-2026	Identify areas of improvement to modify and incorporate into future trainings for tutors, LF mentors and SILs to ensure students are having positive experiences with peer led academic support.	Goal 1
Assess faculty who allow the integration of tutors, LF mentors and	Faculty will report perceiving peer-led academic support to be "helpful" or "extremely	2022-2026	Participating faculty will help to identify specific ways in which peer	Goal 1

SILs into their course(s)	helpful" in the success of their students		leaders provided students with social support in their class and where improvements can be made.	
Assess students who have access to peer led social support	Sense of belonging will increase from start of course to end of course by at least 25%	2022-2026	Students will have an increased sense of belonging on campus at the end of the semester following their interactions with peer led social support.	Goal 2
Assess faculty who allow the integration of tutors, LF mentors and SILs into their course(s)	Participating faculty will perceive the effectiveness of peer-led social support in their classes as "effective" or "highly effective"	2022-2026	Participating faculty will help to identify specific ways in which peer leaders provided students with social support in their class and where improvements can be made.	Goal 2
Table 13. QEP Assessment Plan				

APPENDIX E

Detailed Plan for Data Collection, Analysis, and Assessment

Goal 1: Provide FTIC students with peer-led academic support
● *Objective 1.a. Standardize training and evaluation of tutors, LF mentors, and SILs.*
● *Objective 1.b. Integrate and promote peer-led academic support programs campus-wide.*

Assessment	Data Analysis	Timeline
Training of tutors, LF mentors and SILs will be evaluated for effectiveness and relevancy of content covered in training.	OIRE will survey all tutors, LF mentors and SILs who attended training to determine if the trainings are effective in meeting the needs to properly engage and support students in their roles. The survey will have quantitative questions which will allow tutors, LF mentors and SILs to rate various aspects of training, and will also have a qualitative area for them to provide text feedback for continued improvements and supports to the training.	Within one week of training, all in attendance will be surveyed to gather their feedback. Within two weeks of the survey closing, OIRE will provide the QEP Director and the SI Specialist a detailed report of the feedback from survey respondents.
Students who have access to academic support from tutors, LF mentors and SILs will assess their perception of the effectiveness and support of peer led academic support received in relation to their course success.	OIRE will survey all students who were enrolled in sections with peer led academic support. The survey will allow students to give both qualitative and quantitative responses to determine the perception of how they believe peer led academic support affected their course outcomes.	Within two weeks of the survey closing, OIRE will provide the QEP Director and peer academic support supervisor a detailed report of the feedback from survey respondents.
Faculty who allow the integration of tutors, LF mentors and SILs into their course(s) will assess their perceived effectiveness of	OIRE will survey all faculty who allowed the integration to receive feedback on what they perceived to have gone well with the integration and what could be improved	During the last two weeks of the semester, faculty will receive the survey from OIRE. Within two weeks of the survey closing, OIRE will

the peer led academic support in their course.	upon to better support the students in their course.	provide the QEP Director and peer academic support supervisor a detailed report of the feedback from survey respondents.

Goal 2: Bolster peer social support for FTIC students
- *Objective 2.a. Integrate and promote peer social support programs.*
- *Objective 2.b. Foster relationships among students and mentors in LF sections.*

Assessment	Data Analysis	Timeline
Students who have access to social support from LF mentors and SILs will assess their perception of belonging on campus at the start of the course. Then at the end of the course, they will assess their perception of the effectiveness and support of peer led social support received in relation to their sense of belonging on campus.	OIRE will survey students who were enrolled in sections with peer led social support. The survey will allow students to give both qualitative and quantitative responses to determine the perception of how they believe peer led social support affected their course outcomes and their sense of belonging on campus.	In the first two weeks of class, students will take an initial survey to determine their perceived level of belonging on campus. In the last two weeks of class, students will take the same survey again to determine any changes that occurred. Within two weeks of the survey closing, OIRE will provide the QEP Director and peer academic support supervisor a detailed report of the feedback from survey respondents.
Faculty who allow the integration of tutors, LF mentors and SILs into their course(s) will assess their perceived effectiveness of the peer led social support in their course.	OIRE will survey faculty who integrated peer led social support into their sections. The survey will allow faculty to give both qualitative and quantitative responses to determine the perception of effectiveness of the social support in their course and its relation to student outcomes and belongingness on campus.	During the last two weeks of the semester, faculty will receive the survey from OIRE. Within two weeks of the survey closing, OIRE will provide the QEP Director and peer academic support supervisor a detailed report of the feedback from survey respondents.

APPENDIX E

Timeline for Implementation

Academic Year	SACSCOC Actions	Actions for Goal 1. Provide students with peer-led academic support	Actions for Goal 2. Bolster peer social support for FTIC students
2021 – 22	● Submit the QEP (September 2021) ● Complete the on-site review of the QEP (November 2021) ● Make revisions to proposed Quality Enhancement Plan (Spring 2022) ● Receive approval of the QEP (Summer 2022)	● Standardize the training of tutors, mentors & Supplemental Instruction Leaders. ● Develop peer leadership curriculum	● Standardize the training of tutors, mentors & Supplemental Instruction Leaders. ● Develop peer leadership curriculum ● Expand Peer Leadership Initiative pilot to include ten sections of Learning Framework Courses across the College
2022 - 23		● Implement & evaluate the training of tutors, mentors & Supplemental Instruction Leaders ● Implement & evaluate the developed peer leadership curriculum ● Scale piloted Learning Frameworks cohorts across the college	● Implement the mentors placed into Learning Framework courses ● Evaluate students' perception of mentors in LF classes & Supplemental Instruction Leaders in gateway and developmental classes
2023 - 24		● Make necessary adjustments to training based on evaluation results & reevaluate ● Make necessary adjustments to peer leadership curriculum based on evaluation results & reevaluate ● Expand Peer Leadership Initiative across all sections of Learning Frameworks, begin exploration of expansion	● Expand mentors & Supplemental Instruction Leaders to include other courses ● Make necessary adjustments to training based on evaluation results & reevaluate

		beyond this course into gateway courses	
2024 - 25		● Expand Peer Leadership Initiative into gateway courses	● Evaluate Effectiveness of SI in all courses with SI implemented
2025-26	● Submit 5th Year Review	● Assess and institutionalize successful strategies	● Assess and institutionalize successful strategies