

External Review of GPS LifePlan

Century College
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Conducted by

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Section One

Executive Summary of Findings and Recommendations

Major Findings:

Based on an analysis of the quantitative and qualitative data regarding GPS LifePlan, the following observations are made about its potential influence on the attitudes and behaviors of students, staff, and faculty at Century College. This external review was conducted between September 2007 and April 2008. As noted below, the GPS LifePlan continued to undergo changes during this evaluation time period with extensive refinement of the GPS LifePlan Website but was not implemented during this evaluation period for the general student population. The focus of this external review was with students and other stakeholders and their perceptions and interactions with the version of GPS LifePlan that was operational during fall 2007 and previous academic terms.

1. Entering first-time student reenrollment from fall-to-fall increased significantly after the first full year of GPS LifePlan implementation (59.5% to 64.0%, Chart #4-1). A more structured and intense application of GPS LifePlan with a smaller target student population (Reading 80 Student Cohort) suggested a larger increase in student reenrollment (76.9% vs. average of 65.8% for previous years, Chart #4-4). During this time period, there were not significant changes in student demographics and college preentry attributes of academic preparation except for a slight increase in the ethnic diversity of the student body.
2. There were no significant changes in the general student population regarding their final course grades or individual course withdrawal rates during the same time period (Tables #3-3 through #3-7) that examined student persistence rates. However, a more structured and intense application of GPS LifePlan with a smaller target student population (Reading 80 Student Cohort) suggested a positive increase with "A" final course grades and a decrease of course withdrawal rates (Chart #4-5 and #4-6).
3. During its first three semesters, GPS LifePlan awareness is high among entering students (92%, Chart #3-1) and faculty members (86%, Chart #3-2).

4. Utilization of the various GPS LifePlan components has been very diverse by students and faculty members. The range of utilization among the different GPS subplans varied between 17.8% and 42.5%. The two subplans utilized most often were Education (42.5%) and Career (41.5%). (Chart #3-4).
5. The majority of faculty (71%) either strongly or somewhat agreed that GPS LifePlan was a worthwhile tool for use by students in accomplishing their goals (Chart #5-3). This finding was also confirmed through focus groups with instructional faculty members and faculty counselors.
6. Most students (69%) rated GPS LifePlan as excellent, good, or average as a tool to help them plan their career goals and education plans (Chart #5-1). This was also confirmed through focus groups with them.
7. While analysis of focus groups with administrators, faculty instructional staff, faculty counselors, GPS LifePlan Steering Committee members, and students often revealed different themes to their comments about GPS LifePlan, there were four common themes among the comments from all the focus groups:
 - a. GPS LifePlan has helped to create a common language that many use to more effectively communicate about student success issues;
 - b. Being more “planful” in all aspects of life is a more important value and activity now as a result of the GPS LifePlan activities;
 - c. Incentives and support help students, faculty, and staff to initially use GPS LifePlan; and
 - d. The GPS LifePlan packages and presents a holistic approach that uses many Century College resources to achieve student success.
8. Some students are unable to access the online GPS LifePlan Website. These students cited several reasons: lack of time due to their busy schedules to access the Website from the Century College computer labs; no Internet access at home; or gave up with attempting to access the Web site due to the slow loading of the large file sizes associated with the Web pages due to connecting through a dial-up and slow computer modem. Less than half of students

reported that they had high speed DSL or cable computer modem connections available at home.

9. Regarding the basic question “*Does GPS LifePlan work and make a difference with the students?*” the answer is yes. This positive response is based on the following information documented through this report:
 - a. There is high awareness by the students, staff, faculty, and administrators of GPS LifePlan;
 - b. Entering Century College students report a high degree of intent to use GPS LifePlan;
 - c. Counseling and instructional faculty are highly supportive of GPS LifePlan and perceive that it is useful for students. Many of them are integrating it into their interactions with students formally or informally;
 - d. Students in high numbers are involved through various venues with GPS LifePlan: website, attendance at Student Success Conferences, attendance at GPS workshops, increased use of campus services such as advising, counseling, and student support;
 - e. Students self-report changed attitudes, behaviors, planfulness about the future, and increased academic success as a result of involvement with GPS LifePlan;
 - f. Counseling and instructional faculty report observations of changed student attitudes, behaviors, and increased academic success that is attributed to GPS LifePlan;
 - g. Century College administrators, faculty, and staff report increased collaboration among academic affairs and student services and more planfulness about campus decision making with its impact on student outcomes as partially attributable to GPS LifePlan; and
 - h. There is a correlation between increased student persistence rates for the general student population with the first full year of GPS LifePlan implementation. The correlated outcomes were even higher for a target cohort that experienced a more intense and structured GPS LifePlan experience (Reading 80 Mentor Cohort). Continued measurement of student outcomes and their potential correlation with GPS LifePlan is critical.

Essential Design Features of GPS LifePlan:

Based on observations of GPS LifePlan materials, activities, and analysis of focus groups with the administrators, faculty, counselors, GPS leaders, and students, the following appear to be essential design features that have contributed to the initial success of the GPS LifePlan. These are recommended for continuation and enhancement by Century College and essential for any institution that considers adoption of GPS LifePlan.

1. Continued leadership and attention by senior management of the institution. The President of Century College served as a leading champion for GPS LifePlan and has helped to focus continued attention and commitment. Many other members of the senior administrative team championed the program. Interviews with all members of the Century College Executive-Level Cabinet revealed in different ways their continued involvement with and attention to the program.
2. GPS LifePlan provided an opportunity to create and use a common language among all units at the institution to implement and measure student success.
3. Buy-in, collaboration and co-leadership by members of academic affairs and student services at all levels of the institution was essential regarding the creation, implementation, and revision of GPS LifePlan. The previously mentioned involvement by the Executive-Level Cabinet leaders was matched by the GPS LifePlan Steering Committee which was composed of administrators at different levels at the institution as well as faculty and staff members who were involved with the daily implementation of GPS LifePlan along with student representatives. The participating instructional faculty members revised their curriculum and integrated GPS LifePlan in meaningful ways into their courses. Faculty counselors used GPS LifePlan to compliment existing approaches and services that they had historically provided for students. Rather than subcontracting out to external commercial firms, the Century College administrators, faculty, and staff created the content as well as the Web pages for the online components of GPS LifePlan.

4. GPS LifePlan is not only a program, Web site, or a set of activities, but more importantly a culture and commitment that permeates the institution at all levels. GPS LifePlan served as a bridge among activities that spanned academic affairs and student services, previously successful programs as well as new components from GPS LifePlan.
5. GPS LifePlan is experienced in various modes: on-line, workshops, conferences, classroom activities, and individual sessions with faculty and staff members. This is essential due to providing options to students regarding when events occur due to their busy lives as well as the different needs that they have.
6. The availability of GPS LifePlan website resources creates an even higher need for individual faculty and staff interaction for use of these resources. Some students express increased conversation with skilled college professionals to help interpret and process what they are experiencing and learning through the GPS LifePlan activities.
7. Incentives and continued support are provided to students, faculty, and staff to use and innovate with GPS LifePlan. Following Lewin's Theory of Sequencing Change (Appendix C), it is critical to provide incentives and ongoing support for use of GPS LifePlan. Changing personal habits is difficult and acquiring new behaviors require incentives and new models to adopt and adapt. GPS LifePlan is not an inexpensive approach to adopt. It appears that the investment is rewarded with improved student outcomes and a transformed campus culture.
8. The institution has devoted considerable time, resources, and personnel to the GPS LifePlan both during initial development and ongoing support. As noted above, there has been a significant continuing investment in the program.
9. GPS LifePlan undergoes continuous innovation and improvement to enhance outcomes and adapt to changing student needs.
10. An evaluation plan has been created by the institution to measure the awareness, use, and outcomes

potentially impacted through GPS LifePlan. Knowledge gained through this process has already been used for revision and improvement of GPS LifePlan.

11. GPS LifePlan has been supported through initial and ongoing significant and sustained investment by Century College, external funding and technical support from the Minnesota State Colleges and Universities (MnSCU), and integration with the state-wide eFolio (personal and career online portfolio). All three have been essential for implementation, revision, and support for dissemination to other postsecondary institutions.

Changes and Modifications of GPS LifePlan:

This external review of GPS LifePlan began in September 2007 and concluded in April 2008. Leaders of the GPS LifePlan used results from some of the early activities of the external review along with their own program evaluation system to make several significant changes in the GPS LifePlan. These included:

1. Redesign of the GPS LifePlan Website to improve readability and navigation. Some students found the richness of the Website to sometimes feel overwhelming and a perceived lack of certainty by some users on how to proceed.
2. Revision of the reading content on the GPS LifePlan Website by adding more content to plans that were less developed than other ones.
3. Reorganization of the original seven component plans of GPS LifePlan with consolidation into five plans. This was based on concerns by some students, faculty, and staff that the number of plans was too high and that several could be consolidated due to closely-related content. EducationPlan and LearningPlan were merged to create EducationPlan. CareerPlan and WorkPlan were merged to create CareerPlan.

Essential Actions Needed:

The following actions have high potential for increasing the effectiveness of GPS LifePlan with achieving desired institutional and student outcomes. These items are differentiated from the “*recommended actions*” that follow since they are needed for immediate implementation. The following actions are based on recommendations from the various focus groups and analysis by the external program evaluator. Some of these actions may already be in the process of being addressed, especially those related to the GPS LifePlan Website. A new beta version of the Website was created during spring 2008 and planned for activation in Summer 2008.

1. Offer current GPS LifePlan workshops multiple times per week on different days and different times. Student class and work schedules sometimes conflicted with the workshops. Students perceived that many of the workshops occurred at midday. Some students indicated that they would watch workshop presentations online if they were available. However, some students note that they are unable to access any Website due to nonexistent or slow Internet connection from home.
2. Develop a more effective system to notify students of the availability and changes with the schedule of GPS LifePlan workshops. Some students recommended an online GPS LifePlan calendar be created and updated daily regarding activities, workshops, and other events. This action might require additional staff resources. Other students noted that they needed additional publicity about upcoming workshops. This could occur through an online calendar, more posters, handouts, and announcements by classroom faculty, faculty counselors, and other college staff. Lack of knowledge about workshops was the most cited reason by students for their noninvolvement with them. Students especially want advance notification about workshop cancellation.
3. Place a prominent link to the GPS LifePlan main Website on the top main menu bar of the splash page for Century College (<http://www.century.edu/>). Create a simple logo for GPS LifePlan that serves as a Web link to the main GPS LifePlan Web site. It could be located within other appropriate pages throughout the

Century College Web site. This logo could also appear on other print publications and promotional materials.

4. Continuously improve and expand the content of the GPS LifePlan Web site. Some students and faculty members noted that some of the GPS plan components are more developed than other ones. Others noted that the content needs to expand with the emergence of new resources. Also, if GPS LifePlan Web resources are used in more classes, additional content is necessary to avoid reuse of the same material by other faculty members.
5. Improve the navigational aids and links among the GPS LifePlan Website components. Continuously monitor the Web links to internal and especially external Web resources which sometimes change. Some students and faculty members noted difficulty in finding resources, difficulty in searching, and difficulty in navigating links among the different GPS plans. A revision of the search engine for the Website might help them find what they are looking for.
6. Develop another GPS Website that is a resource for faculty and staff to assist them with using GPS LifePlan. This Web site could include sample lesson plans, activities, assignments, and other items that could be adapted and adopted for use by others. Also, changes of content in the different GPS plans could be noted through a content update page so faculty members could more easily note new resources that they could review and perhaps integrate into their course curriculum. Not only could this be a resource for Century College, but also could be available for use by other institutions that adopt the GPS LifePlan model. These other institutions could also contribute materials to this Website.
7. Increase demonstrations of eFolio component for students through more workshops, classroom demonstrations, and assignment of students to complete an eFolio site as part of class requirement. About one-third of students reported that the learning curve for developing the eFolio was high and that they needed additional support. Some faculty members reported that they preferred that others demonstrate the use of the eFolio within their class sessions. Other

faculty members reported requests for additional training in use of eFolio.

Recommended Actions Needed:

The following actions have potential for increasing the effectiveness of GPS LifePlan with achieving desired outcomes. These items are differentiated from the previous “*essential actions*” since they will enhance and are not necessarily needed for immediate implementation. There are several recommendations not directly related to GPS LifePlan that emerged through the focus groups. The following actions are based on recommendations from the various focus groups and analysis by the external program evaluator. Some of these actions may already be in the process of being addressed, especially those related to the GPS LifePlan Website. A new beta version of the Website was created during spring 2008 and planned for activation in Summer 2008.

1. Incorporate more interactive activities, animations, video clips, and other interactive media into the GPS LifePlan Web site. While most students and faculty members found the content of the Website useful, some found it “text heavy.” Based on comments from the focus groups, some were advocating that the GPS LifePlan Website incorporate features found in gaming, entertainment and other commercial Websites that had more graphics, interaction, video, audio, and visual appeal.
2. Create voluntary teaching circles for faculty members that focus around the continued use of GPS LifePlan. This would not replace some financial incentives such as supplemental pay for faculty members to initially plan for and implement GPS LifePlan activities that might result from involvement with an initial teaching circle or similar program. Results from the focus groups suggested that incentives were essential due to the heavy additional time commitment outside of regular work hours needed to create and adapt curriculum for infusion of GPS LifePlan concepts and activities.
3. Consider how to develop and navigate to content on the GPS LifePlan Website based on whether the user is a high school students, Century College degree

seekers, interested members of the community, or any of the different learner segments that attend Century College. This would require the Web user to declare a category for themselves or their interests which would send them to customized content.

4. To aid with more rigorous evaluation of GPS LifePlan, create a unified computer database that tracks individual student use of GPS LifePlan activities and services. This central database would record student attendance at specific GPS LifePlan activities, conferences, workshops, and the like. It would permit analysis of the student use of the online eFolio. The system would be able to track the use of the GPS LifePlan website (e.g., amount of time spent, which components used, movement of users from one component to another during the same computer session). There are a host of issues raised with this recommendation: allocation of personnel for data input, redesign of data collection procedures, creation of more sophisticated program evaluation model that accounts for multiple and different GPS LifePlan interactions and potential impact on student outcomes, and student confidentiality issues with eFolio and the GPS website.
5. Consider a new series of surveys and focus groups with students to investigate their access to the Internet from home and their experience with other Century College Websites and the Desire-2-Learn course management system. As noted earlier in this executive summary, about a third of students in the focus groups indicated that they had difficulty accessing the Internet from home due to no Internet connection or slow dial-up modem connection that made accessing complex web pages slow and frustrating.
6. Investigate the possibility of negotiating a discounted cable modem contract for students at Century College or within the wider MnSCU system. Currently students, faculty at staff at University of Minnesota can receive a discount on a computer cable modem contract with Comcast. This was done due to the heavy use of the Internet by the university community and also perhaps the decommissioning of the institution's dial-up Web access. Follow-up conversation with officials at the University of

Minnesota could reveal the basis for the agreement. A system-wide agreement for MnSCU might be attractive to the dominant cable providers in the state.

7. Complete more detailed analysis of the GPS LifePlan in the future. See Section Six of this report for recommendations of future phases for GPS program evaluation.

Section Two Introduction

Overview of the GPS LifePlan

The GPS LifePlan is an interactive resource tool that helps students succeed in reaching their career, education and personal goals. GPS stands for “GOALS + PLANS = SUCCESS”. This holistic program provides a structure for students to define their goals and helps them establish plans to meet those goals. There are 5 sub-plans (condensed from the original 7) included in the GPS LifePlan: CareerPlan, EducationPlan, FinancePlan, LeadershipPlan and PersonalPlan. Students can interact with GPS LifePlan through a wide variety of learning venues.

Historical Development of GPS LifePlan

The following account presents a general overview of the development of GPS LifePlan at Century College. The development of GPS was influenced by events within Century College and at the state-level. Creation and innovation is not a linear process but rather the confluence of needs and resources that result in a pilot project that may grow or diminish due to a complicated set of factors. This history section was based on interviews with a number of Century College and MnSCU personnel familiar with GPS LifePlan. Errors and omissions are the responsibility of the external evaluator.

Influence by Other Colleges

Century College President Larry Litecky has been a leader with a number of new initiatives at the institution to increase student success. After he assumed the presidency of Century College in 2000, he began a practice of visiting other colleges and talking with their presidents about innovative practices that might be adapted for use at his new institutional home. Litecky learned about a model at Valencia Community College in Florida that focused on harnessing college resources and leveraging them to increase student success. Their approach was called “LifeMap” (Valencia Community College, 2008). It had been identified as a Metropolitan Life Award Winner. He visited their campus in 2002 and interviewed key leaders with the LifeMap program. At that time the LifeMap focused primarily on coordinating programs and did not have a significant online component through the college website.

Litecky returned to Century College and shared this information with the campus student services division in 2003. However, there was little action taken at that point. In retrospect, he recognized that it may have not been the right time for the innovation to be acted upon. It would take the confluence of a number of other events and people at the institution and external events in the State of Minnesota during the ensuing years for the right conditions to occur that would create the right environment for incubation of this idea that what eventually be named GPS LifePlan at Century College.

Influence of Data, Assessment, and Resulting Desire to Enact Change

Data from state and institutional research studies began to intensify the need for change during 2004 and 2005. In 2004 the Minnesota Governor’s Workforce Council on which

Dr. Litecky served identified that career counseling among high school students was significantly lacking. This was due to lack of counseling staff leading to a very high ratio of counselors to students. Minnesota was ranked 49th out of 50 states for the highest ratios across the nation. As a result, these newly admitted college students were woefully underprepared in this area. A second report in 2005 documented that Century College had low completion rates for students receiving Pell Grants in comparison with other institutions. A third piece of critical information about Century College was obtained during spring 2005. Century College administered the Community College Survey of Student Engagement (CCSSE) with its students. The college scored well in comparison with other peer institutions regarding academic challenge and student effort and scored average with students engaging in active and cooperative learning. The other two scales were disappointing. In comparison with peer institutions, Century College students scored poorly in comparison with other peer institutions regarding student support and student-faculty interactions. These poor scores were partially impacted by the diminished opportunity for interaction with counseling services in Minnesota high schools. The poor scores for student-faculty interactions were partially due to less interaction among these two groups since advising functions were assigned to counselors and not also to all teaching faculty as is common elsewhere. As a result, this provided fewer interaction opportunities among students and faculty members.

President Litecky shared these three sets of feedback about Century College described above with faculty members, staff, and others at the institution during late fall 2005 and early winter 2006. Consensus began to form regarding need for a major effort by the college to do something new. Litecky had positive working relationships with the faculty as a result of his previous leadership as the state community college faculty union president for eight years preceding his appointment as president at Century College. This helped to foster trust amidst difficult conversations about needed change at the institution. There was a great deal of openness for change among the college administrators since many of them had been recently appointed to Century College and understood the need.

The data from those three reports and the desire by many at Century College to address these problems fit in naturally with a heightened focus on improving practices at the institution. As a result, dealing with these problems and creating solutions to them was designated as one its quality improvement projects.

Century College is accredited as a higher education institution by the HLC/NCA (Higher Learning Commission/North Central Association) through the Academic Quality Improvement Program (AQIP) process (<http://www.aqip.org/>). AQIP infuses the principles and benefits of continuous improvement into the culture of colleges and universities by providing an alternative process through which an already-accredited institution can maintain its accreditation from the Higher Learning Commission. Through AQIP, institutions demonstrate they meet accreditation standards and expectations through sequences of events that align with those ongoing activities that characterize organizations striving to improve their performance. As part of the AQIP process, the College is required to have a minimum of three AQIP projects (projects

demonstrating continuous improvement) as part of the reaffirmation of accreditation process (Century College, 2007c, p. 12).

Century College Resources as Catalyst for Innovation with Faculty

Century College developed a variety of working groups in early 2006 and 2007 that spanned academic and student affairs to work on implementing what would be called “GPS LifePlan.” Litecky reintroduced his ideas that he had shared three years earlier about LifeMap at Valencia Community College. However, the environment had changed. A large group of Century College faculty and staff had become dissatisfied with current efforts for effectively serving students. Dozens of new faculty had been hired due to substantial growth from 2000 to 2006. People were open to change. Widespread dissatisfaction with the current practices due to their reaction to the reports from Dr. Litecky became the “tipping point” to become open to adapting the LifeMap from Valencia Community College and transforming it for use at Century College. As Gladwell in his book *The Tipping Point* (2000) illustrates, it is sometimes small events such as sharing the data studies that lead to larger outcomes.

A change model that helps to explain the process that was occurring at Century College is provided by Kurt Lewin. According to Lewin, effective and long-term change occurs through four sequential stages: (a) people become dissatisfied with the current system; (b) early adopters of change unfreeze their old attitudes and behaviors and adopt new ones; (c) incentives are provided to encourage and support people to make change; and finally, (d) people refreeze their new attitudes and behaviors and continue them with improved outcomes as a result (See Appendix C).

“Connecting students with life planning leads to increased retention and improved graduation rates,” said Litecky. “We want our students to understand how their education at Century is relevant to their lives.” (Century College News, p. 1, 2007). The vision for this approach quickly spread to academic affairs and the rest of the campus community.

Professional development funds at Century College indirectly were a critical catalyst for quickly starting the efforts to create GPS LifePlan. President Litecky had been investing heavily with a number of faculty professional programs from a reserve fund of approximately \$500,000 that was carried forward from the previous college administration before his arrival at the institution. Two faculty counselors received sabbaticals to work on projects that would be foundational for GPS LifePlan. Karen Machlica had focused on development of an online career development module during her sabbatical. A second faculty counselor, Michele Jersak, used her sabbatical that followed after Machlica to work on online resources including integrating eFolio into the GPS LifePlan program. In both cases, their projects would be integrated into GPS LifePlan. Many of the faculty counselors believed that it was critical to add an online Web career component as well as felt that all students needed more direction in their lives. Both of these would be critical elements of the future GPS LifePlan. The early day-to-day leaders with developing GPS LifePlan were faculty counselors. Their somewhat unique position as working within both student services and academic affairs provided an early model for collaboration among these two units which would

characterize the succeeding work teams as GPS LifePlan was scaled up to an institution-wide model.

Professional development funds available through the MnSCU Award of Excellence program were utilized for instructional faculty members who were interested in pilot testing GPS LifePlan within their classes through the integration of GPS LifePlan into the Curriculum Project and Teaching Circles. These incentive programs were critical to encourage and support faculty members with expending considerable energy and time with integrating GPS LifePlan into their courses outside of their normal work scope and work hours.

Jersak would continue her interest in GPS LifePlan by eventually being named as a campus leader with its development. Eventually Jersak would be selected for a new position that was cofunded by Century College and the MnSCU Office of the Chancellor to support more rapid development of GPS during this critical time period. Jill Aitchison joined the GPS LifePlan leadership team to supplement the project which includes expanding awareness and training to other MnSCU institutions with GPS LifePlan. The first formal training for other colleges occurred during July 2008.

Key leaders for GPS are from across Century College. Kristin Hageman, Dean of Students, has major responsibility for the coordination and communication among Century College units at varying levels in academic and student affairs with implementation of GPS LifePlan campus-wide. Jo Matson's contribution has been key through establishing the baseline data on student performance and developing procedures for evaluation of the GPS LifePlan. The GPS LifePlan Steering Committee is composed of Century College instructional faculty, student services personnel, students, and campus administrators. These individuals were heavily involved with creation and revision of GPS LifePlan content and delivery systems.

Support from MnSCU Office of the Chancellor

The MnSCU Office of the Chancellor accelerated its support of GPS by assigning additional members from MnSCU to this project including Steve Franz and Paul Wasko. As mentioned earlier, MnSCU was cofunding with Century College a GPS LifePlan coordinator positions for development, dissemination, and training. Major funding was awarded by MnSCU in FY08 and FY09 to enhance GPS LifePlan and expand to other institutions. In addition to these individuals, there are countless others from Century College and the MnSCU Office of the Chancellor involved at the strategic level and the day-to-day level. A formal workgroup was formed involving members from both Century College and the MnSCU Office of the Chancellor to carry forward the project.

GPS LifePlan Buy-in by Faculty, Staff, and Administrators

As noted elsewhere in this report, one of the design elements and strengths of GPS LifePlan has been the buy-in, involvement, and creativity of faculty, staff, and administrators at all levels of Century College within academic affairs, student services, and technology services. It is probable that the history of GPS LifePlan would have been much different and more limited if it had remained as an activity within only one sector of the institution. A sample of some key GPS working groups and their assigned responsibilities is found elsewhere in this report (Appendix B).

While Litecky was the initial catalyst and provided the vision for GPS LifePlan, several other events and initiatives on campus were important for supporting the incubation and development of this idea. As described earlier, the college had decided to engage formally in continuous quality assurance programs which systematically target areas for examination and improvement. GPS became a major focus area for these efforts. Along with other colleges nationwide, there was high interest in placing more student services online to better reach students.

GPS LifePlan Embraced as a Change Agent for the Campus

GPS LifePlan became a natural extension of previous institutional change processes that focused on transforming the college to be more planful with overall strategic positioning (Anderson, Matson, and O'Brien, 2007). These authors issued a report about this institution-wide change process and explained how GPS LifePlan became an expression and catalyst of this transformation in campus culture and operation.

The culture of planning and setting goals/objectives is being embedded throughout the college by the implementation the GPS LifePlan, a new fall 2006 student initiative to improve student retention by engaging students in developing personal plans, including educational, financial, and personal long-term plans. Student retention research (CCSSE, 2006, Hull-Banks, 2005, Nelson, R, 1998) documents that students who develop an educational or career plan or are engaged in their college education have an increased rate of retention and meeting educational goals. Student Services personnel, as well as faculty, are involved in the development of the GPS LifePlan, which will be integrated into courses across the curriculum through collaborative learning or individual assignments. The college is working to reinforce the importance of the GPS LifePlan in high visible and subtle ways (including hallway signage, orientation sessions, student success seminars and the College Web Page). The college believes that the previously mentioned development of a student senate strategic plan and the significant commitment to the GPS LifePlan initiative is remarkable in taking strategic planning to a whole new level by making it directly relevant to student governance and students individually as they navigate their way through the college (Anderson, Matson, and O'Brien, 2007, p. 6).

Expansion of GPS LifePlan to Other Institutions

As it was being developed at Century College, leaders within MnSCU recognized the potential benefit of GPS LifePlan for implementation at other MnSCU institutions. Interest in adoption at other institutions was heightened indirectly by the Minnesota State Legislature. Responding to public concerns about the rapidly increasing debt load of college students and the negative consequences as a result, they passed legislation in 2006 that required additional information be provided to MnSCU college students regarding this issue and steps to better manage it. As institutions searched for a cost-effective solution to implement this legislative mandate, some of them began to inquire more deeply about GPS LifePlan. One of the GPS LifePlans is FinancePlan. Key topics in this online resource included: college expenses, creating and managing a personal

budget, evaluating personal finances, managing personal debt, developing a savings plan for the future, and researching ways to pay for college. The MnSCU Office of the Chancellor increased financial and personnel support for GPS LifePlan development and dissemination to other MnSCU institution. Several MnSCU institutions have already implemented elements of GPS LifePlan during 2008 with interest from dozens of other ones. Considering that the approach was not even pilot tested at Century College in a limited fashion until Summer 2006, it is spreading quickly in the MnSCU system through the joint support of Century College and the MnSCU Office of the Chancellor.

Major Components of GPS LifePlan

There are six major components and venues for students to experience the GPS LifePlan and for the rest of the Century College faculty and staff to participate with it:

1. The Web-based GPS LifePlan provides five different plans for students to navigate and explore. Each of the plans has Web links, surveys, worksheets, readings, and tutorials to help students find answers to their questions and explore topics of personal interest.
2. An electronic portfolio (eFolio) provides a tool for students to capture, organize, and manage information on their accomplishments and projects. They can use the GPS LifePlan template to personalize and organize their Web site according to the five GPS subplans. The portfolio becomes an important tool for the job seeking and interview process. While the eFolio was developed independently from GPS LifePlan by MnSCU and other state employment agencies, it has been deeply incorporated into the online components of GPS as well as assigned by the Century College faculty counselors and instructors.
3. GPS LifePlan workshops are offered by Century College staff and faculty members to create goals and explore plans. More than 50 workshops are offered each semester. They are free and last approximately one hour. A certificate is provided for participation at each workshop.
4. Student Success Day is a conference held each semester at Century College. It is designed to support and celebrate student success. In addition to attending workshops and other experiences, time is provided to meet with faculty instructors and counselors to discuss academic progress and discuss plans to increase success and clarify college and life goals.
5. Many Century College faculty instructors integrate GPS LifePlan into their courses in a wide variety of ways. They do so through assignments, presentations, and special projects. Some examples are: budget analysis and getting out of debt, how to apply for scholarships, career exploration, transition issues to college; resume writing, time management, study skills, and mental health issues.
6. Student-faculty interaction is an essential foundation for GPS LifePlan. Students often participate in a variety of workshops and engage in independent work

through the GPS LifePlan Website and eFolio. To more deeply understand and internalize what they are learning through these venues, students often need the personal and individual interaction with skilled college faculty and staff to interpret and process those experiences.

Five Categories of GPS LifePlan

The GPS LifePlan helps students find the resources needed to be successful and to help them in their “LifePlanning.” The plans are listed below with some of the subtopics listed with each. These five plans are experienced by users through participation in one or more of the six components of GPS LifePlan described in the previous section.

1. CareerPlan

- a. Assess interests, skills and values
- b. Research career options
- c. Make decisions about academic major or program
- d. Navigate a career change
- e. Prepare for a job search
- f. Build effective resume and job application cover letters
- g. Improve job interviewing skills

2. EducationPlan

- a. Determine educational goals
- b. Evaluate academic skills
- c. Chart academic courses
- d. Seek out resources to help become more successful

3. FinancePlan

- a. Create and manage a personal budget
- b. Evaluate personal finances
- c. Manage personal debt
- d. Develop a savings plan for the future
- e. Research ways to pay for college

4. LeadershipPlan

- a. Explore leadership skills and type
- b. Further develop leadership skills by giving access to resources
- c. Develop global competency
- d. Find out how to get involved and gain leadership experiences

5. PersonalPlan

- a. Improve transition to college
- b. Manage relationships
- c. Learn more about how to balance life, work and school
- d. Learn more about staying physically and mentally healthy

Overview of Century College

Century College is located in White Bear Lake, Minnesota, on a 170-acre campus that includes a wildlife refuge and walking trail. As a comprehensive community and technical college, it serves 12,000 students. It is composed of two campuses: the east campus, formerly Northeast Metro Technical Colleges, and the west campus, formerly Lakewood Community College. Century is one of 33 public institutions (53 campuses) operated by the Minnesota State Colleges and Universities (MnSCU, <http://www.mnscu.edu/>). Much of this overview of Century College is drawn from the *Century College New Employee Guide Book* (2007c) and the college Website (<http://www.century.edu>).

Century offers liberal arts and occupational-technical programs and departments in nearly 60 areas. Century is fully accredited by the Higher Learning Commission of the North Central Association. With the sole exception of the University of Minnesota, Twin Cities, more graduates of the St. Paul Public Schools attend Century than any other college or university. Century has the third highest number of diverse students of all the colleges and universities in the Minnesota State Colleges and Universities system. Each year, Century has over 1,500 students engaged in “service learning” experiences at various community institutions such as the Bruce Vento Elementary School in St. Paul. Century’s service learning program was one of five finalists for the Jimmy and Rosalyn Carter Partnership Award, which honors the best community-higher education partnership. The college’s emphasis on academic excellence is exemplified by the campus Phi Theta Kappa national honor society being honored as the “*most distinguished chapter*” of the 60 chapters in Minnesota, North Dakota, South Dakota and Wisconsin in February 2007.

Mission statement: The mission statement for Century College states that it is to be a learning-centered community committed to providing quality lifelong educational opportunities for a diverse citizenry.

Vision Statement: Century College is a learning organization that is: Forward looking; Future-oriented; Innovative; Caring and supportive of students and each other; Learner-centered; Committed to student success; Responsive to the community; Engaged in self-evaluation and renewal; Accountable; Recognized for quality service and program excellence; and College of choice for the community

Value Statement:

- Integrity – making and keeping commitments and fostering an organizational culture consistent with the College mission, vision and values.
- Diversity – respecting all individuals, accepting differences, promoting inclusiveness and enriching the learning experience.
- Excellence – fostering higher education standards of performance and establishing continuous improvement as a fundamental goal for all programs and services.
 - Responsiveness – ensuring individual and community learning needs are addressed, programs and services are current and relevant, and the college is flexible and proactive.

- Accountability – establishing performance criteria and success indicators, measuring student learning gains, and using the results to inform the public and improve.
- Access – maximizing students' educational opportunities and eliminating barriers to success.
- Stewardship – ensuring that management of public and private resources adds to the students and communities served.

The mission, vision and values statements are reviewed and modified, as necessary, during the College's annual strategic planning process.

Section Three

Awareness and Use of GPS LifePlan

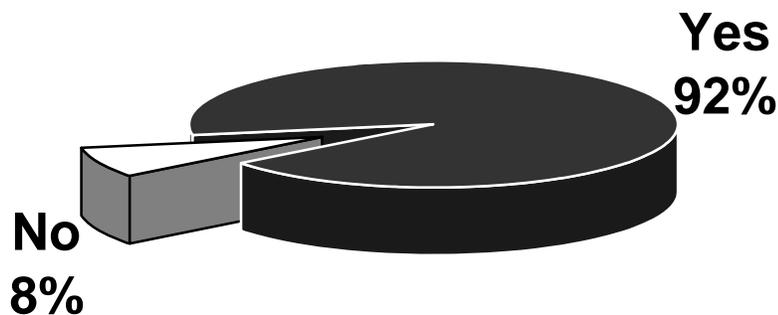
The first step with understanding the GPS LifePlan was to measure the degree to which students and instructional faculty members were aware of the new program. Awareness of a new program within a complex organization like Century College is necessary before people begin to use it. The second step in this analysis was the degree to which people have used GPS LifePlan. These steps are necessary before examining the potential beneficial outcomes of the program. If few people are aware of and using GPS LifePlan, its impact on the institution as a whole is reduced regardless of its effectiveness with users.

Students

Student Awareness and Use of the GPS LifePlan

Student awareness of GPS LifePlan appears to be widespread at Century College based on surveys and focus groups. At the conclusion of new Student Orientation, Advising, and Registration (SOAR) in May 2007, the entering students were asked about their awareness of GPS LifePlan and their intent regarding its personal use while attending Century College. The “yes” response was 95%. The results were nearly the same during the larger new student SOAR in August 2007 when the “yes” response was 92% (Century College, 2007a, 2007b).

Chart #3-1
Student Awareness and Intended Use of GPS LifePlan



Data Source: Century College, 2007a, 2007b)

For some Century College courses, the initial presentation of GPS LifePlan with entering students during new student SOAR was reinforced through in-class visits with students during the fall semester. This was pilot tested with students in the Reading 80 Mentor Project. A Faculty Counselor and a Student Experience Director would visit each class attended by this cohort of students at the beginning of the semester to introduce students to GPS LifePlan and other campus resources. Students were required as part of the class to meet with people for individual appointments that occurred outside of the class session. A learning plan was developed for each individual student regarding

learning outcomes of GPS LifePlan. An ongoing mentor relationship was established that continued throughout the semester. At the end of the semester the same two college professionals would return to the class and work with this cohort on their education plan and course registration for the following semester. The learning activities were considered as part of the grade for the content course in which the students were enrolled.

Student Attendance at GPS Conferences and Stand-alone Workshops

1. Student Success Day Conference

Each semester a day-long conference is hosted by the college. No regular classes are held that day to permit students to attend events throughout the day. Approximately a quarter of all Century College students attend one or more events throughout the day. See Appendix D for a copy of the conference schedule for March 2008. The following activities occurred during this conference:

- a. Workshops: 75 sessions with attendance of 2,295
- b. Keynote Speaker: two sessions with attendance of 590
- c. Open house/tours of the campus and student resources: attendance of 1,111
- d. Information tables: 375 inquirers
- e. Walk-in counseling: 36 individual sessions
- f. Faculty conferences: Of those reported, there were 2,395 participants
- g. Open Gymnasium: More than 150 in attendance

2. GPS LifePlan Workshops

One-hour workshops are held throughout the semester on a wide variety of topics related to the GPS LifePlan areas. Many of these same workshops are also offered through the Student Success Day Conference described above. See Appendix D for a list of these workshops. In addition to the workshops held in conjunction with the Student Success Day Conference, about 50 workshops are conducted throughout the semester with attendance at each ranging from 1 to 20. Some faculty members provide extra credit for their course for participation in workshops related to their course content and learning objectives.

Instructional Faculty Members

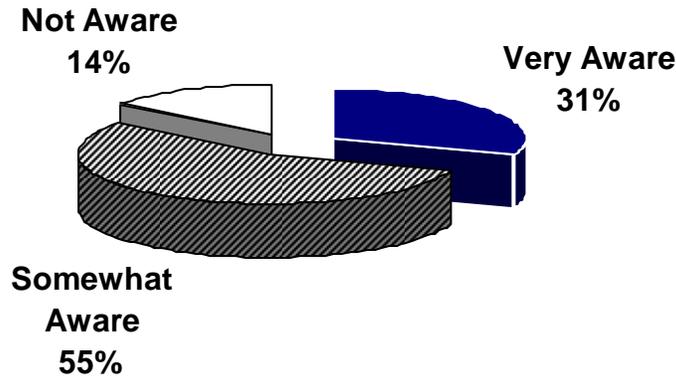
Instructional Faculty Member Awareness and Use of GPS LifePlan

While GPS LifePlan first started as an initiative within student services, it quickly was partnered with academic affairs. Century College used a number of preexisting faculty development programs such as Teaching Circles to inform, create a supportive environment for experimentation, and provide incentives for pilot testing of GPS LifePlan within their courses. This model of innovation is consistent with organizational change models. Kurt Lewin’s model is similar to the approach taken at Century College. See Appendix C for a further description of Lewin’s model.

1. Faculty Awareness

Faculty awareness of GPS LifePlan is widespread at Century College with 86% reporting either “very aware” or “somewhat aware”. However, this understanding level is uneven with slightly more than half reporting that they are “somewhat familiar.” Considering that the program has only been partly operational for less than 24 months, achieving a rating of “very familiar” by approximately one-third appears positive at this early stage. The category of “not familiar” was only selected by a small percent. This survey response suggests there is room for improvement regarding GPS information dissemination among the faculty. This survey was completed by 118 faculty members during fall 2007 (GPS Faculty Communication Committee, 2007).

**Chart #3-2
Faculty Awareness of GPS LifePlan**



Faculty Awareness of GPS LifePlan	Percentage
Very Aware	31%
Somewhat Aware	55%
Not Aware	14%

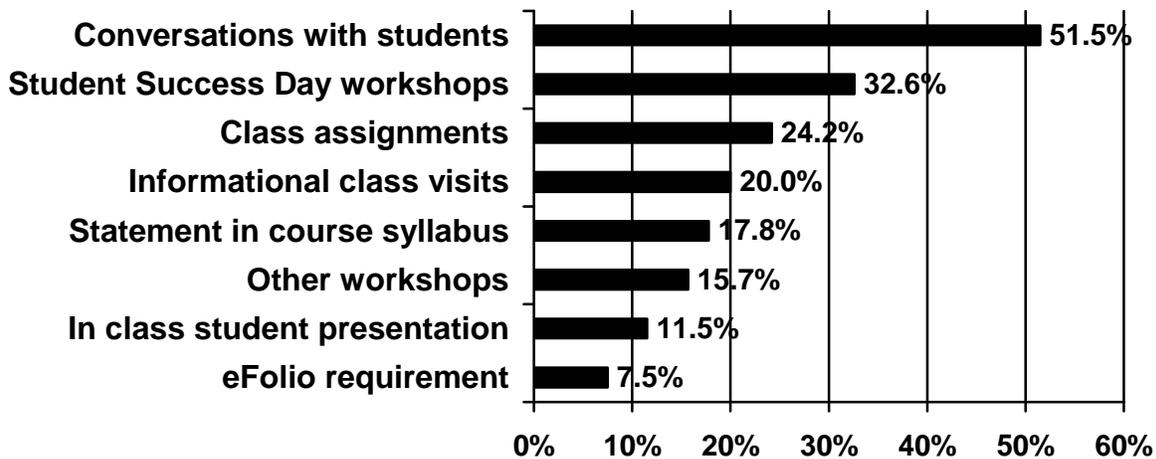
Data Source: GPS Faculty Communication Committee, 2007

2. Faculty Means of Using and Communicating About GPS LifePlan

The instructional faculty used a variety of means to discuss and integrate GPS LifePlan into their courses and interactions with students. This graph illustrates the various ways that GPS LifePlan was communicated and integrated by faculty members. Multiple responses were indicated by a number of the survey respondents. The most frequently

mentioned item was the use of the GPS LifePlan concepts and language in conversations among faculty members and students. Creation and use of this common language was mentioned by a number of other stakeholder groups as well. This survey was completed by 121 faculty members during fall 2007 (GPS Faculty Communication Committee, 2007).

**Chart #3-3
Faculty Activity Use of GPS LifePlan**



3

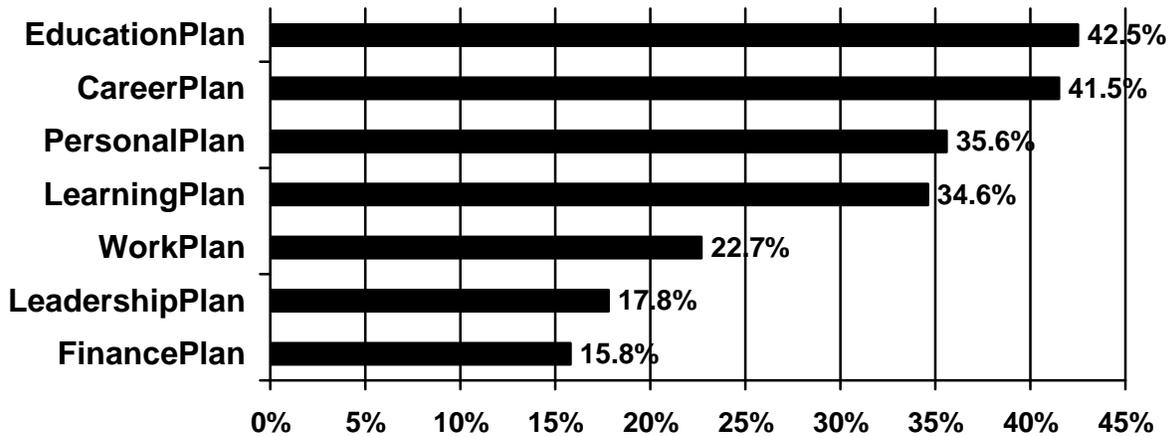
Faculty Activity Use of GPS LifePlan	Percentage
Conversations with students	51.5%
Student Success Day workshops	32.6%
Class assignments	24.2%
Information class visits	20.0%
Statement in course syllabus	17.8%
Other workshops	15.7%
In class student presentation	11.5%
eFolio requirement	7.5%

Data Source: GPS Faculty Communication Committee, 2007

3. GPS LifePlan Components Used with Students by Faculty Members

While the previous survey item investigated the various venues to use GPS LifePlan, the following survey item identified the content areas that were used. This survey was completed during fall 2007 by 101 instructional faculty members who reported either being “very familiar” or “somewhat familiar” with GPS LifePlan. The most frequently used plans were Career and Education followed by Learning and Personal. Multiple responses were possible by survey respondents (GPS Faculty Communication Committee, 2007). During spring 2008 these seven plans were condensed into five plans based on feedback from students, faculty counselors, and instructional faculty members. Content of WorkPlan was folded into the CareerPlan and LearningPlan was merged into EducationPlan.

**Chart #3-4
Faculty Use of GPS LifePlan Components with Students**



Faculty Use of GPS LifePlan Components with Students	
EducationPlan	42.5%
CareerPlan	41.5%
PersonalPlan	35.6%
LearningPlan	34.6%
WorkPlan	22.7%
LeadershipPlan	17.8%
FinancePlan	15.8%

Data Source: GPS Faculty Communication Committee, 2007

4. Sample of GPS LifePlan Implementation in Century College Courses

Instructional faculty members who had interest with integrating GPS LifePlan into their courses exhibited great diversity in that process. Following is a sample of how some accomplished this process during fall 2007. Each of the following entries represents the work by a faculty member who participated in the Awards of Excellence program.

- English 90:
 - FinancePlan (budget analysis; understanding your credit; getting out of debt; creating your own short, medium, and long-term vision and mission; goal setting for one and five years; and scholarship applications).
- Dental Assisting:
 - LearningPlan (beginning, middle and end of semester goal planning; survey on GPS goal setting)
- Marketing: Professional Development
 - CareerPlan (assess yourself, explore careers, explore educational and training options, make decisions and set goals)
 - LeadershipPlan (leadership styles)
 - Personal Plan (stress management project)
- Reading 80
 - LearningPlan (multiple intelligences)
 - PersonalPlan (differences between high school and college)
- English 90
 - GPS LifePlan (descriptive paragraphs; cause-effect essay)

- Sports Facility Management
 - WorkPlan (resume writing; networking)
- Study Skills
 - LearningPlan (goal setting)
 - EducationPlan (developing an individual academic plan)
- Public Speaking
 - LeadershipPlan (leadership project and speeches)
 - eFolio (leadership philosophy, articulating an vision, welcome/introduction)
- Reading 90
 - eFolio (personal fitness goals)
 - PersonalPlan (adult learner and resiliency activity; mental health issues)
 - LearningPlan (Bloom's Taxonomy of Critical Thinking; learning styles)
- Marketing: Professional Development
 - LearningPlan (learning online; learning styles; goals and expectations)
 - GPS LifePlan (building awareness of a life plan)
 - EducationPlan (using the degree audit report)
 - PersonalPlan (cultural diversity; time management)
- Public Speaking
 - GPS LifePlan (GPS LifePlan impromptu speech)
 - LearningPlan (learning styles and study skills research)
 - PersonalPlan (mental health topics)
 - CareerPlan (personal interests, values, skills, possible careers, major of study)
 - FinancePlan (persuasive speech on finance)
 - LeadershipPlan (persuasive speech on leadership)

Section Four

Student Academic Profile and Outcome Indicators

Summary

It appears that GPS LifePlan is correlated with higher student persistence rates for students in both the overall college student population as well as those in a more intense and intentional experience with GPS LifePlan (Reading 80 Student Project). Regarding impact on individual course final course grades and withdrawal rates, it does not appear that GPS LifePlan has contributed to improved outcomes. However, there appears to be a positive impact on these indicators with the Reading 80 Mentor Project. Since the use of GPS LifePlan by faculty members is voluntary, it has some limitations upon its potential impact for the general student population.

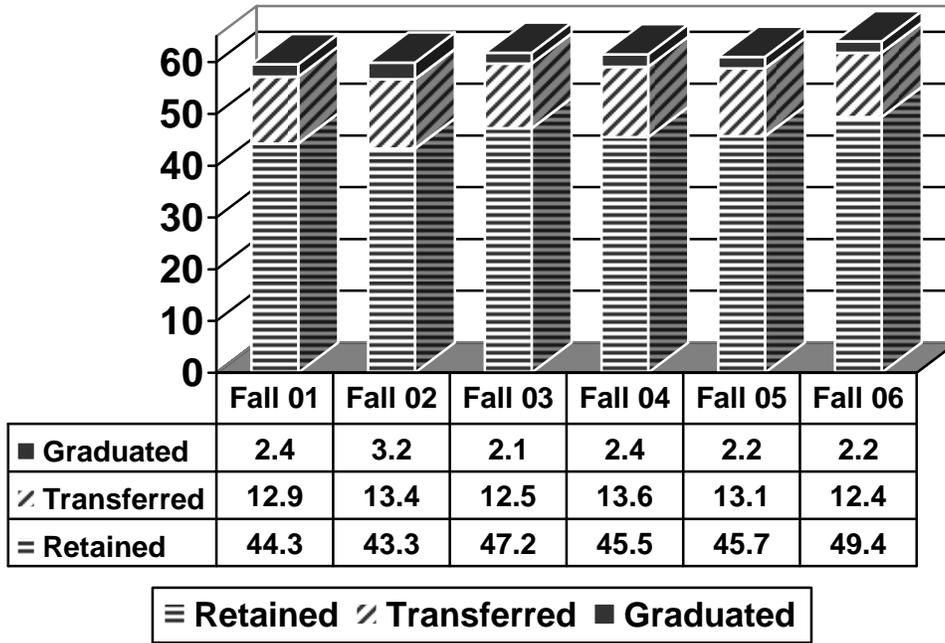
1. Student Success: Retained/Transferred/Graduated, General Population

When all student cohorts groups are combined, there has been a dramatic increase in student success over five years. The success rate was 59.5% with the fall 2001 combined cohort with an increase to 64.0% with the fall 2006 cohort. The trend line for increase dramatically increased at the same time as the introduction of GPS LifePlan (Chart 4-1). In comparing the success of student entering cohorts over the past six years, there was a dramatic increase for the part-time regular and transfer student cohort (Chart 4-3). In fall 2006, the combined success rate for this cohort was 64.0% (49.4% retained+12.4% transferred+2.2% graduated). This was the first student cohort to attend Century College since the introduction of GPS LifePlan in spring 2006. The preceding combined success rates were 59.5%, 59.9%, 61.8%, 61.5%, and 61.0%. The same pattern has not emerged for the full-time regular student cohort (Chart 4-4). It has remained essentially unchanged over the same time period with a slight decrease.

This success indicator will be an important one to monitor over the next five years to evaluate whether there is a sustained increase of student success in comparison to student cohorts before the introduction of GPS LifePlan. At the end of this section of the report are several student demographic variables that are monitored. These appear to be stable over the past five years except for an increasing percent of student of color attending Century College. (Century College, 2008).

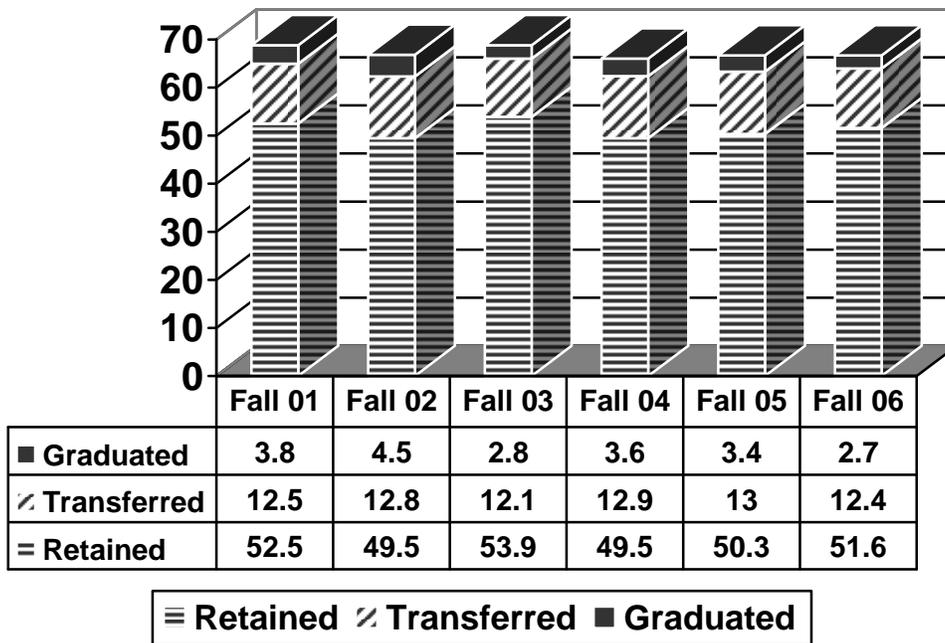
Note: Fall 2005 was the first fall term that students were assigned to the unclassified category. Previous to this term, these students were included in the regular or transfer categories. In fall 2005, 8% of the new entering students were assigned an unclassified admission status and in fall 2006, 10% of the new entering students were assigned an unclassified admission status. In the reports submitted for the GPS evaluation, the fall 2005 and fall 2006 cohorts did NOT include the unclassified students (as mentioned above, the reports were limited to only regular and transfer students) but in the cohorts previous to fall 2005, these students were included in the regular or transfer categories because the unclassified category was not used by the campus. The addition of this admission status is also an important factor that should be considered when looking at the retention rates for the cohorts before and after fall 2005.

Chart #4-1
Student Success: Percent Retained, Transferred, or Graduated
Full-time and Part-Time Students



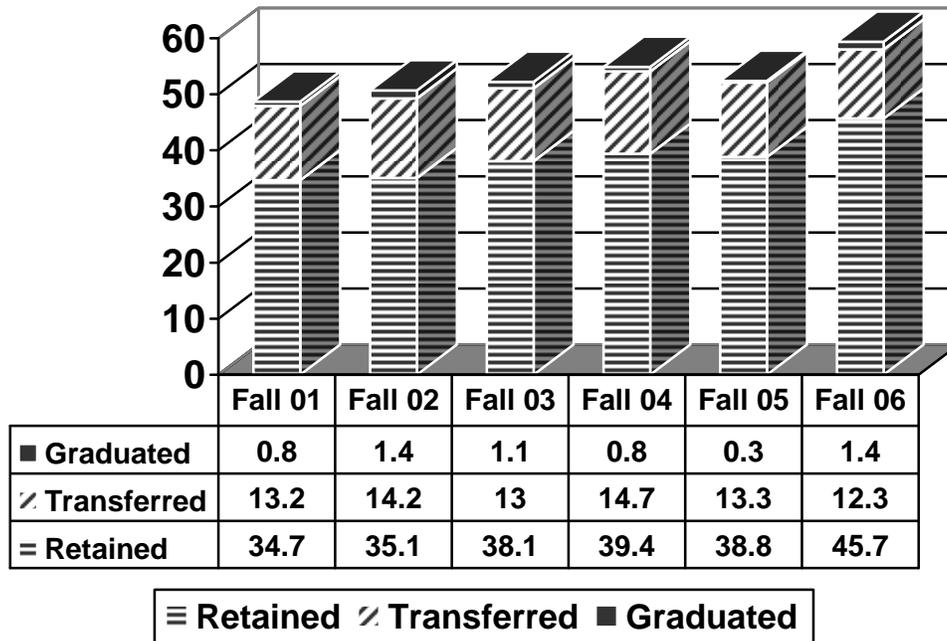
Data Source: Century College, 2008. Note: High school, previous degree and unclassified student admit statuses were not included in the 2005 and 2006 cohorts.

Chart #4-2
Student Success: Percent Retained, Transferred, or Graduated
Full-Time Students



Data Source: Century College, 2008. Note: High school, previous degree and unclassified student admit statuses were not included in the 2005 and 2006 cohorts.

Chart #4-3
Student Success: Percent Retained, Transferred, or Graduated
Part-Time Regular and Transfer Students



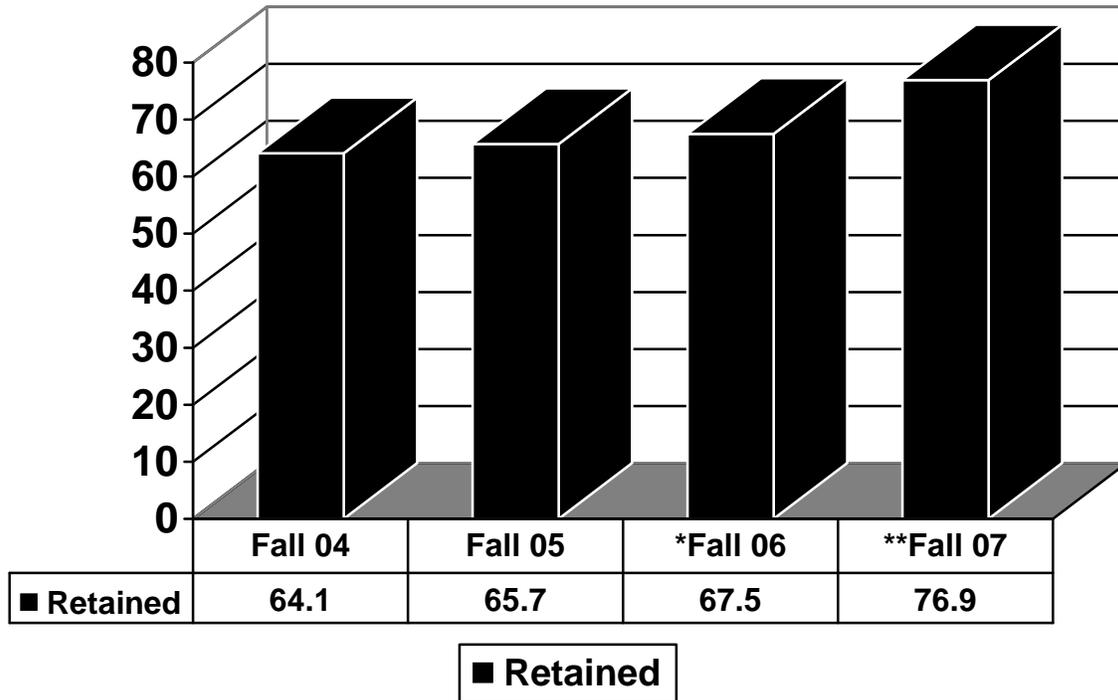
Data Source: Century College, 2008

Note: High school, previous degree and unclassified student admit statuses were not included in the 2005 and 2006 cohorts.

2. Student Success: Percent Retained for Reading 80 Mentor Cohort

A priority for Century College is improving the academic achievement of academically underprepared students. As described earlier in this report, a smaller group targeted for special attention was the Reading 80 Mentor Cohort. These students received a more intense experience with GPS LifePlan than the general student body during fall 2007. Their participation was mandatory with GPS LifePlan. Since this intense experience occurred during fall 2007, the comparison periods for reenrollment were adjusted. The time period was between fall and the succeeding spring term rather than the fall-to-fall comparison. There was a dramatic increase for the cohort that began in fall 2007. The reenrollment rate increased to 76.9% as compared to an average of 65% for the preceding three years. This success indicator will be an important one to monitor over the next five years to evaluate whether there is a sustained increase of student success in comparison to student cohorts before the introduction of GPS LifePlan and this more intense experience for the Reading 80 Mentor Cohort. At the end of this section of the report are several student demographic variables that are monitored. These appear to be stable over the past five years except for an increasing percent of student of color attending Century College (Matson and Clagget, 2008).

**Chart #4-4
Student Success: Percent Retained**



* = Regular GPS Operational; ** = Intense GPS Experience for this Student Cohort
Data Source: Matson and Clagget, 2008

3. Level of Student Satisfaction with the College Climate

The first administration of the Noel Levitz Student Satisfaction Inventory (SSI) was in the fall semester 2004. Century College was below the national group mean on all of the campus climate questions. In 8 of the 15 climate items, the mean difference between Century College and the national community, junior and technical college group were statistically significant. In the second administration of the survey in fall 2007, Century was below the mean on only 2 questions, with only one of the differences that were below the mean was statistically significant. When comparing the two survey administrations, Century showed improvement in the mean on every question and in all but one question the mean differences were statistically significant. This success indicator will be an important one to monitor over the next five years to evaluate whether there is a sustained increase of student satisfaction in comparison to previous administrations of the instrument before the introduction of GPS LifePlan. At the end of this section of the report are several student demographic variables that are monitored. These appear to be stable over the past five years except for an increase in the percent of student of color attending Century College.

Table #3-1
Comparison Between Institutional and National Data on Noel Levitz SSI 2007

Table 1 Comparison between Century and National Community College Noel Levitz SSI Climate Questions

Scale	Century College			National Community College			Mean Difference
	Import	Satis/SD	Gap	Import	Satis/SD	Gap	
1. Most students feel a sense of belonging here.	5.66	5.14 / 1.43	0.52	5.43	5.27 / 1.37	0.16	-0.13 *
2. Faculty care about me as an individual.	6.25	5.34 / 1.41	0.91	5.93	5.34 / 1.40	0.59	0.00
16. The college shows concern for students as individuals.	6.29	5.13 / 1.53	1.16	6.08	5.09 / 1.53	0.99	0.04
22. People on this campus respect and are supportive of each other.	6.22	5.37 / 1.41	0.85	5.89	5.22 / 1.38	0.67	0.15 **
27. The campus staff are caring and helpful.	6.30	5.45 / 1.39	0.85	6.01	5.38 / 1.33	0.63	0.07
28. It is an enjoyable experience to be a student on this campus.	6.41	5.54 / 1.45	0.87	6.08	5.46 / 1.41	0.62	0.08
31. The campus is safe and secure for all students.	6.55	5.71 / 1.26	0.84	6.24	5.50 / 1.34	0.74	0.21 ***
36. Students are made to feel welcome on this campus.	6.36	5.67 / 1.38	0.69	6.11	5.51 / 1.36	0.60	0.16 **
44. I generally know what's happening on campus.	5.66	5.16 / 1.52	0.50	5.50	4.88 / 1.52	0.62	0.28 ***
45. This institution has a good reputation within the community.	6.17	5.70 / 1.27	0.47	6.01	5.57 / 1.35	0.44	0.13 *
52. This school does whatever it can to help me reach my educational goals.	6.46	5.17 / 1.54	1.29	6.17	5.19 / 1.48	0.98	-0.02
57. Administrators are approachable to students.	6.25	5.32 / 1.48	0.93	5.96	5.20 / 1.47	0.76	0.12
59. New student orientation services help students adjust to college.	5.96	5.25 / 1.59	0.71	5.78	5.19 / 1.46	0.59	0.06
63. I seldom get the "run-around" when seeking information on this campus.	6.22	5.13 / 1.64	1.09	6.03	5.07 / 1.62	0.96	0.06
67. Channels for expressing student complaints are readily available.	6.10	4.91 / 1.66	1.19	5.90	4.87 / 1.58	1.03	0.04

Excerpted from Noel Levitz Student Satisfactory Inventory Survey Results, 2nd year administration Fall 2007. Importance 7 point scales: 1-not important at all, 2-not very important, 3-somewhat unimportant, 4-neutral, 5-somewhat important, 6-important, 7-very important. Satisfaction 7 point scale: 1-not satisfied at all, 2-not very satisfied, 3-somewhat dissatisfied, 4-neutral, 5-somewhat satisfied, 6-satisfied, 7-very satisfied. *Difference statistically significant at the .05 level. **Difference statistically significant at the .01 level. ***Difference statistically significant at the .001 level.

**Table #3-2
Comparison Between Institutional Data on Noel Levitz SSI 2004 & 2007**

Table 2 Comparison between Fall 2004 and Fall 2007 Noel Levitz SSI Climate Questions

Scale	Import	Fall 2007 Satis/SD	Gap	Import	Fall 2004 Satis/SD	Gap	Mean Difference
1. Most students feel a sense of belonging here.	5.66	5.14 / 1.43	0.52	5.20	5.00 / 1.32	0.20	0.14
2. Faculty care about me as an individual.	6.25	5.34 / 1.41	0.91	5.96	5.12 / 1.33	0.84	0.22 *
16. The college shows concern for students as individuals.	6.29	5.13 / 1.53	1.16	5.99	4.78 / 1.45	1.21	0.35 ***
22. People on this campus respect and are supportive of each other.	6.22	5.37 / 1.41	0.85	5.85	5.08 / 1.28	0.77	0.29 **
27. The campus staff are caring and helpful.	6.30	5.45 / 1.39	0.85	5.86	5.17 / 1.31	0.69	0.28 **
28. It is an enjoyable experience to be a student on this campus.	6.41	5.54 / 1.45	0.87	5.97	5.29 / 1.30	0.68	0.25 **
31. The campus is safe and secure for all students.	6.55	5.71 / 1.26	0.84	6.25	5.39 / 1.26	0.86	0.32 ***
36. Students are made to feel welcome on this campus.	6.36	5.67 / 1.38	0.69	6.02	5.39 / 1.25	0.63	0.28 **
44. I generally know what's happening on campus.	5.66	5.16 / 1.52	0.50	5.06	4.65 / 1.44	0.41	0.51 ***
45. This institution has a good reputation within the community.	6.17	5.70 / 1.27	0.47	5.81	5.41 / 1.26	0.40	0.29 ***
52. This school does whatever it can to help me reach my educational goals.	6.46	5.17 / 1.54	1.29	6.07	4.82 / 1.41	1.25	0.35 ***
57. Administrators are approachable to students.	6.25	5.32 / 1.48	0.93	5.72	4.72 / 1.43	1.00	0.60 ***
59. New student orientation services help students adjust to college.	5.96	5.25 / 1.59	0.71	5.40	4.95 / 1.43	0.45	0.30 **
63. I seldom get the "run-around" when seeking information on this campus.	6.22	5.13 / 1.64	1.09	5.98	4.75 / 1.66	1.23	0.38 ***
67. Channels for expressing student complaints are readily available.	6.10	4.91 / 1.66	1.19	5.75	4.32 / 1.51	1.43	0.59 ***

Excerpted from Noel Levitz Student Satisfactory Inventory Survey Results, Year to Year Report. Importance 7 point scales: 1-not important at all, 2-not very important, 3-somewhat unimportant, 4-neutral, 5-somewhat important, 6-important, 7-very important. Satisfaction 7 point scale: 1-not satisfied at all, 2-not very satisfied, 3-somewhat dissatisfied, 4-neutral, 5-somewhat satisfied, 6-satisfied, 7-very satisfied.

*Difference statistically significant at the .05 level. **Difference statistically significant at the .01 level. ***Difference statistically significant at the .001 level.

4. Completion Rates for All Courses by General Student Body

There has not been a significant change in the distribution of final student grades in courses over the past five years. During FY 2007, the first full year that GPS LifePlan was operating at Century College, there does not appear to have been a change in the final grade profile. This success indicator will be an important one to monitor over the next five years to evaluate whether there is a change of student success in comparison to student cohorts before the introduction of GPS LifePlan. At the end of this section of the report are several student demographic variables that are monitored. These appear to be stable over the past five years except for an increase in the percent of student of color attending Century College (Century College, 2008).

**Table #3-3
Completion Rates for All Courses**

Category	Completion of All Courses									
	FY2003		FY2004		FY2005		FY2006		FY2007	
	#	%	#	%	#	%	#	%	#	%
Successful (A, B, C, Audit, P)	39907	75%	42695	75%	42956	75%	41966	75%	41623	75%
Not Successful (D, F)	6979	13%	7578	13%	7542	13%	7384	13%	7104	13%
Withdrew (W)	5644	11%	6192	11%	6773	12%	6385	11%	6372	12%
Incomplete (I)	448	1%	403	1%	377	1%	307	1%	271	0%
Total	52978	100%	56868	100%	57648	100%	56042	100%	55370	100%

**Table #3-4
Completion Rates for College Level Courses**

Category	Completion of College Level Courses									
	FY2003		FY2004		FY2005		FY2006		FY2007	
	#	%	#	%	#	%	#	%	#	%
Successful (A, B, C, Audit, P)	35650	77%	37411	77%	37922	76%	36930	77%	36690	77%
Not Successful (D, F)	5609	12%	5997	12%	6056	12%	5792	12%	5472	12%
Withdrew (W)	4515	10%	4994	10%	5446	11%	5076	11%	5002	11%
Incomplete (I)	438	1%	381	1%	361	1%	294	1%	264	1%
Total	46212	100%	48783	100%	49855	100%	48092	100%	47428	100%

**Table #3-5
Completion Rates for ESOL Courses**

Category	Completion of ESL Level Courses									
	FY2003		FY2004		FY2005		FY2006		FY2007	
	#	%	#	%	#	%	#	%	#	%
Successful (A, B, C, Audit, P)	413	70%	867	76%	579	76%	393	68%	437	77%
Not Successful (D, F)	112	19%	152	13%	106	14%	111	19%	85	15%
Withdrew (W)	64	11%	116	10%	74	10%	66	11%	44	8%
Incomplete (I)	1	0%	8	1%	5	1%	6	1%	1	0%
Total	590	100%	1143	100%	764	100%	576	100%	567	100%

**Table #3-6
Completion Rates for Developmental Courses**

Category	Completion of Developmental Level Courses									
	FY2003		FY2004		FY2005		FY2006		FY2007	
	#	%	#	%	#	%	#	%	#	%
Successful (A, B, C, Audit, P)	3844	62%	4417	64%	4385	62%	4643	63%	4496	61%
Not Successful (D, F)	1258	20%	1429	21%	1380	20%	1481	20%	1547	21%
Withdrew (W)	1065	17%	1082	16%	1253	18%	1243	17%	1326	18%
Incomplete (I)	9	0%	14	0%	11	0%	7	0%	6	0%
Total	6176	100%	6942	100%	7029	100%	7374	100%	7375	100%

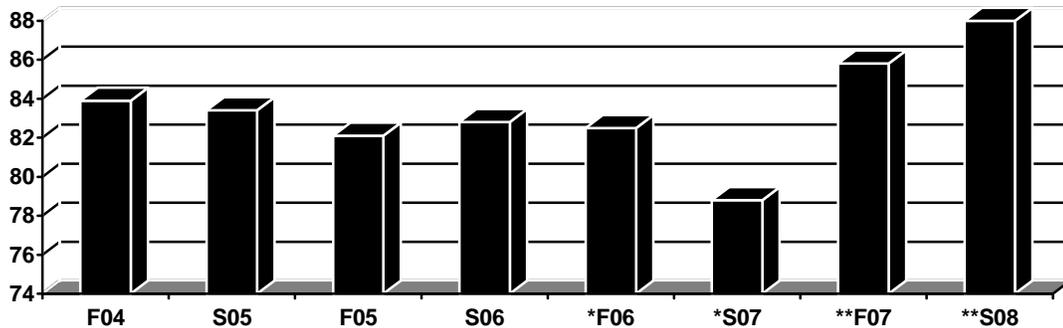
Data Source: Criteria for Program Review FY course tables.

5. Course Completion Rates & Final Course Grades, Reading 80 Cohort

While there has been no significant change regarding final course grades and withdrawal rates for the general student population, there appears to be a positive shift for the Reading 80 Mentor Cohort that received a more intense experience with GPS LifePlan. Graph 3-7 illustrates a positive shift in course completion rates for the Reading

80 Student Cohort group. While their completion rate increased during fall 07, it increased even higher for spring 08. There was also an increase in the percent of final course grades of “A” and decrease in “D” grades. Other results were mixed (Graph 3-8) (Matson and Clagget, 2008).

Graph #4-5
Reading 80 Mentor Cohort Reading Course Completion Rate

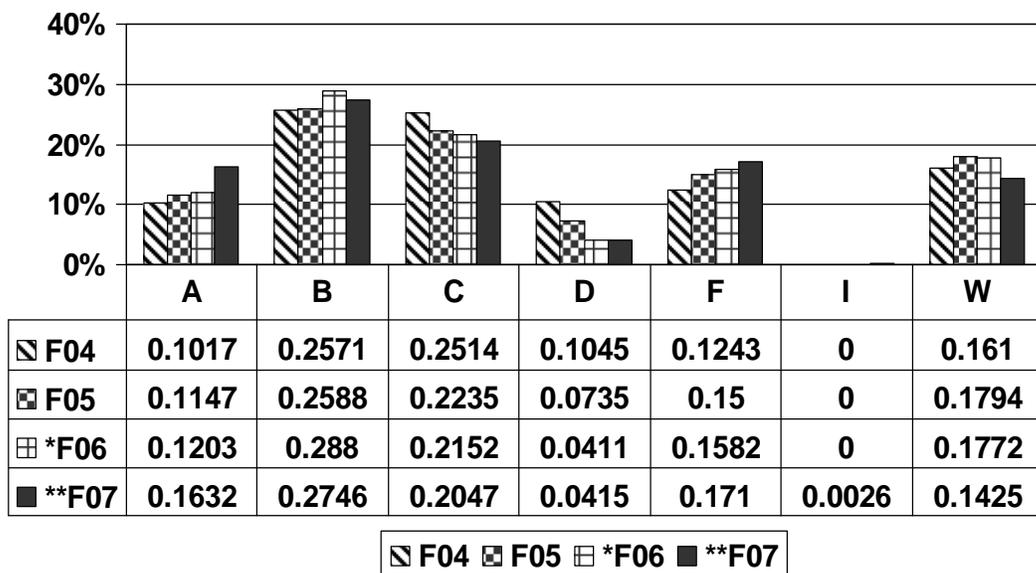


* = Regular GPS Operational; ** = Intense GPS Experience for this Student Cohort

Time Period	F04	S05	F05	S06	F06	S07	F07	S08
Percentage	83.9%	83.4%	82.1%	82.8%	82.5%	78.8%	85.8%	88.0%

Data Source: Matson and Clagget, 2008

Graph #4-6
Final Course Grade Distribution for Reading 80 Mentor Cohort



* = Regular GPS Operational; ** = Intense GPS Experience for this Cohort

Data Source: Matson and Clagget, 2008

6. Student Demographics

Century College has similar demographics to other open admission public community colleges. It enrolls a high proportion of first-generation college students that qualify for federal financial aid. A high percentage of the students enroll in developmental-level or ESOL courses. It has become more ethnically-diverse in recent years with a higher-than-average population of students of color in comparison with the general population in Minnesota. Except for the increasing ethnic/racial diversity of the institution in recent years, the other demographic indicators have not changed significantly. Therefore, it is unlikely that demographic shifts of the student population have contributed to changes in the data tables described previously in this report (Century College, 2008).

Ethnicity/Race

There has been a significant increase in the percentage of students of color over the past three years, an increase to nearly a quarter of students enrolled in fall 2007. In fall 2001, 50% of the students were of unknown ethnicity. For the past 3 years, the College's percentage of unknown ethnicity/race has been 3%.

Table #3-7
Student Ethnicity/Race

	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
American Indian	72	52	49	26	56	68	67	67	81	102
Asian	313	355	342	257	400	692	780	855	874	1100
African American/African Origin	218	293	264	195	334	556	672	648	631	746
Hispanic	117	130	98	68	77	119	135	136	145	161
Nat. Hawaiian/Other Pac. Islander						5	13	11	9	16
International	70					131	139	120	85	88
Caucasian	5265	5424	4505	3036	3603	5899	6461	6474	6252	6312
Unknown	86	248	1617	3652	3512	1008	383	242	246	303
Students of Color Percentage*	12%	13%	11%	8%	11%	17%	19%	20%	21%	24%

*Students of Color percentage includes the following categories: American Indian, Asian, African American/African Origin, Hispanic and Native Hawaiian/Other Pac. Islander

Data Source: F2007 Student Characteristics Report

Note: Ethnic category Native Hawaiian/Other Pacific Islander added in 2003. ISRS International field merged with ethnic in 2003.

Financial Need

Approximately half of Century College students are eligible for federal financial aid. The percent receiving financial awards has ranged from 44%-48% over the last five years.

Table #3-8
Students Receiving Financial Awards
Students Receiving Financial Awards

Award Year	# Receiving Financial Award	Unduplicated Headcount (Financial Aid Award Year)	% Receiving Financial Award
2003	5387	11696	46%
2004	5568	11696	48%
2005	5319	11839	45%
2006	5205	11712	44%
2007	5505	11538	48%

Data Source: Report FA0012CPAward Summary for Award Year. The number receiving financial awards = Total number receiving awards for an award year minus the number of students receiving 50012CE/CT Award. The percent receiving the financial award equals the number receiving the financial award divided by the unduplicated headcount from FISAP Financial Award Year (i.e Fall, Spring and Summer of next fiscal year[trailer]).

Developmental/ESOL Course Registrations (*Proxy indicator for percentage of first-time students placed in developmental courses*). In fall 2007, almost one-third of the new entering students registered for developmental reading and over one third of the new entering students registered for developmental English courses. Of new entering students, 43% registered for developmental math courses. The percentage of new entering students registering for ESOL courses has ranged from 3 to 5 percent during the past 5 years.

**Table 3-9
New Entering Students Developmental and ESL Course Registration**

Term	Developmental Reading		Developmental English		Developmental Math		ESOL	
	#	% New Entering* Students	#	% New Entering* Students	#	% New Entering* Students	#	% New Entering* Students
Fall 2003	472	25%	529	28%	732	39%	90	5%
Fall 2004	573	31%	459	25%	810	44%	78	4%
Fall 2005	609	29%	627	29%	839	39%	68	3%
Fall 2006	654	32%	676	33%	1060	52%	77	4%
Fall 2007	643	31%	716	35%	887	43%	101	5%

*New entering students for this report are students who are registered for their first term at Century and have an admit status of 11 (regular) or 31 (unclassified). New students who have the admit status 12 (Transfer) or 21, 22 (PSEO), or 14 (Previous Degree) are not included in this new entering student classification.

Data Source: Fall Tenth Day Term Records

Parental Education

In fall 2007, 59% of the new entering students reported that they are first generation college students. The College is working to reduce the number of unknowns. It was 23% in fall 2004 and reduced to 7% unknown in fall 2007.

**Table #3-10
New Entering Students, Parental Education**

	Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	#	%	#	%	#	%	#	%
Bachelor's Degree or Higher	832	28%	977	33%	1067	37%	1104	35%
First Generation	1468	49%	1871	63%	1690	58%	1851	59%
Unknown	672	23%	139	5%	156	5%	207	7%
Total New Entering	2972	100%	2987	100%	2913	100%	3162	100%

Data Source: Fall 2007 Student Characteristics Report. Definition of First-Generation Students: First-generation students are students who indicated on their application that their parent(s)/guardian(s) did not attend college or whose parent(s)/guardian(s) attended college but did not earn a bachelor's degree. New entering students for this table includes all admit statuses. New entering students for this indicator are all students with the MnSCU defined original enrollment term equal to the focus term.

Section Five

Surveys and Focus Groups with Key Stakeholders

Summary

To better understand the potential impact of GPS LifePlan, a mixed design evaluation plan was developed to analyze quantitative and qualitative data. So far in this report, quantitative data has been analyzed. This section of the report focuses on qualitative data gained from surveys, focus groups, and individual interviews with key stakeholders with this program. These stakeholder groups included: (a) students; (b) instructional faculty members; (c) faculty counselors; (d) GPS LifePlan Steering Committee members; and (e) Executive Cabinet-level administrators. Qualitative research protocols were followed in analyzing the data from these stakeholders. These are described in more detail in Appendix A

Four common themes emerged across all these stakeholder groups:

1. GPS has helped to create a common language that many use to more effectively communicate about student success.
2. Most everyone reports being more “planful” in all aspects of life and that this has become an important value and activity.
3. Incentives and support help students, instructional faculty, and staff to begin using GPS LifePlan. However, these groups report that continuing incentives are unnecessary once the new habits have been established.
4. A holistic approach fostered through GPS LifePlan brings together many campus resources to achieve higher student success.

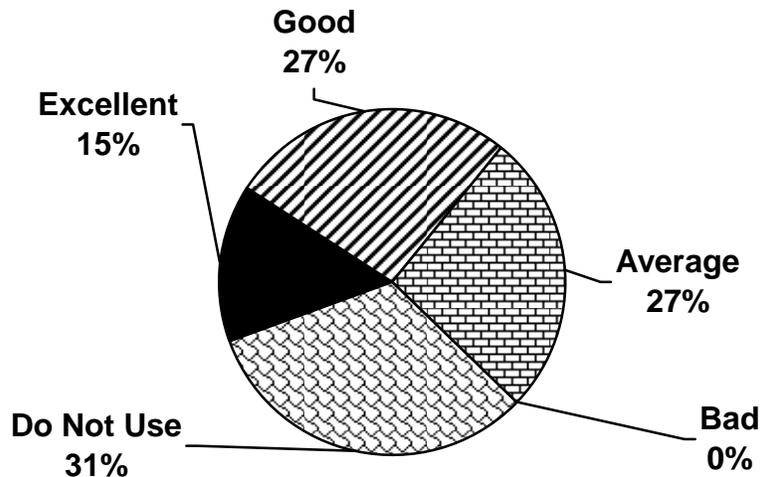
A. Students as Stakeholders

Students are the primary consumers and beneficiaries of GPS LifePlan. So far in this report their attitudes about and intentions to use GPS have been examined. This portion of the report investigates their attitudes and behaviors after exposure to GPS LifePlan at Century College.

Survey of Students Regarding Usefulness of GPS LifePlan

In a survey administered to Century College students during fall 2007 (GPS Faculty Communication Committee, 2007), nearly 70 percent rated GPS as “excellent”, “good”, or “average” as a tool for helping them to plan career goals and education plans.

Chart #5-1
Student Rating of GPS LifePlan as a Tool to Help Plan Career Goals and Education Plans



Student Rating of GPS LifePlan as a Tool to Help Plan Career Goals and Education Plans	Percentage Rating
Excellent	15%
Good	27%
Average	27%
Bad	0%
Do Not Use	31%

GPS Faculty Communication Committee, 2007

Themes Emerged from Focus Groups with Students

A series of focus groups were conducted with 45 randomly-selected students from Century College during late fall 2007 and early spring 2008. The participants were asked a series of questions about the GPS LifePlan and their awareness and use of it. The statements were analyzed and common themes identified by the external evaluator. The following themes emerged from the focus group. Comments from one or more individuals are provided to provide context for these themes. The comments from the students are based on accessing GPS LifePlan through the GPS Web site, participation at GPS workshops through the year, attendance at the Student Success Conference each semester, and use of the eFolio. There was no pattern of preferred workshops, online GPS components, or other elements of GPS. Few students directly mentioned the *eFolio* in their comments.

Summary

Several major themes emerged from analysis of the student comments.

- *Theme #1. GPS LifePlan was beneficial in a variety of ways both academically and personally.* Subthemes included: increased success in school and personal life; better preparation for the immediate and long-term future; know better how to plan for the future; made changes in future occupations; and personal attitudes towards college have improved and thereby increased personal success.
- *Theme #2. Use of GPS LifePlan was encouraged through diverse factors.* Subthemes included: mandatory attendance by the classroom instructor; extra credit points by the classroom instructor; and student perception of the immediate application and utility of GPS LifePlan to their personal and academic lives.
- *Theme #3. GPS LifePlan could be improved through several actions to increase its effectiveness and use by a wider number of Century College students.* Subthemes included: offer GPS workshops multiple times on different days of the week and at different times; increase publicity about GPS workshops; provide better notification system if GPS workshop schedules change or are cancelled; more one-on-one interaction with a Century College professional to help interpret and understand new ideas gained from GPS online Web site, workshops, and other activities; improve the online GPS Web site through prominent location on main Web link bar on main Century College Web site, better navigation aids, more interactivity, better search engine, video clips, and features provided through commercial and entertainment Web sites; and more workshops on how to use eFolio and other online GPS resources.

Theme #1. GPS LifePlan was beneficial in a variety of ways both academically and personally.

Subthemes included: increased success in school and personal life; better preparation for the immediate and long-term future; know better how to plan for the future; made changes in future occupations; and personal attitudes towards college have improved and thereby increased personal success.

1. The most frequently cited benefit of GPS LifePlan was a perception that it has increased their success in school and personal life. Student comments indicated that the topics and planning tools discovered through GPS LifePlan were new to them and had both immediate and long-term utility for them in school and their personal lives.

- *“Thanks to whomever started this GPS thing up. It made my transition into college a bit easier. It kind of helped me to realize that other people my age are going through the same stressful situations, and the sessions united us in a way. So thanks, and the focus group was good too, because it was a great follow up showing that people really do care about the students here at Century College. They really should start thinking of putting these workshops in high school, it would help out with a lot of confused people.”*
- *“The GPS LifePlan program is a network of tools that are available to students to help them achieve greater success in and out of the classroom. These tools range from online information to help you achieve your goals, workshops at the college itself that range from mapping out a life plan to building a career portfolio, and teachers encouraging students to use/do something affiliated with the GPS LifePlan program.”*
- *“I felt that some of the workshops allowed me to acquire skills that I could utilize outside of my academic goals. Aside from Tenseless test taking, I feel that the following two workshops of Public Speaking and Word 2007 can be applied in different endeavors of my life. In addition, I anticipate on attending additional workshops that will help develop skills outside of my academic life.”*

2. Students reported that they felt better prepared for the immediate and long-term future. GPS LifePlan served as a catalyst for planning that students perceived did not occur before, or to the same level of depth. Not only did students perceive an immediate benefit with a more informed choice of academic major, but also reported that they were making better choices that may impact them throughout their lives. They moved beyond just thinking about college and moved into life-long planning. This was a new experience for many of them.

- *“Yes. It enables you to do research on your long term goals. Career Plan: I did research on careers in case I don't find work in my program. Education Plan: I did research on the education I might need in another career I picked just in case I don't find something in the program I'm currently in.(I was thinking of applying it towards the health field) further down the road.”*
- *“I made my career goal decision using the career planning and educational planning portion of the GPS LifePlan website. I was able to look at several careers to see what the salary was, the working conditions were like, were there jobs available in a given field and then go to the educational portion to see what kind of education would be needed for a given career.”*
- *“I have used the career plan to look more fully into my chosen career of nursing. I was able to look more fully into the projected outlook for my career and to look for other additional areas of study that may also be centered around my career and to see where I may branch off into specialties.”*

3. GPS LifePlan provided guidance and support on how to plan for the future. Many of the students reported that they felt ill-equipped for such planning since no one had ever taught them how to do so. GPS LifePlan was not just a collection of information, but also a number of tools that could be used by them to make better decisions about the immediate and long-term future.

- *“They [the GPS workshops] also helped me plan for the future, which was great because some things I hadn’t even thought about until they were brought up in the sessions.”*
- *“I have used it as a tool in many ways. I have begun to plan my future more and to do more things that I would like to do in school. It has helped me figure out what I would like to do in my life and in my time at Century. The GPS sessions were helpful in many ways such as; giving me more information on how to transfer to a different institute of education, how to control my debts and try to keep them at a minimum and to stay on top of your school work.”*
- *“My attitudes [as a result of participation in GPS] have not changed but my actions have become more meaningful because I have a better plan for my future so I am no longer just going to school to take up time I have a real reason to go.”*

4. In addition to thinking more deeply about immediate and long-term decisions, some students reported that they had made new choices as a result for their future occupation. This was due to exposure to new occupations through class assignments, working speakers, personal exploration through the GPS Web site, and ensuring self-reflection.

- *“Prior to attending the education sessions on student success day, I was unaware that there was a program for aspiring teachers here at Century. Teaching is something I had always thought of doing, but I was unaware that I could get a good basis to do it at a community college. I thought I would have to have a four year degree to even get into a classroom as an assistant. After attending the seminar, I ended up changing my major to education. The classes I’ve taken this first quarter will likely not count toward my goal, but at least I’ve switched relatively early. Other than that, I haven’t attended any workshops that focused on life-long goals.”*
- *“I have decided to switch my major as a result of attending one of the workshops. I have also decided to take most of my classes as blended online courses next semester. The workshops on Student Success Day were surprisingly helpful to me in this regard.”*

5. Not only have student behaviors changed to be more focused academically, but also personal attitudes about college and academic activities have improved as well. These changed attitudes serve as a foundation for improved future personal success. Students reported that changed attitudes preceded changes in behaviors. According to them, mental barriers to success have to be overcome before academic performance can improve.

- *“My attitude of school has changed dramatically. I take school more seriously because I can see my future brighter and I know more things that I did not know before I was introduced to the GPS sessions at Century College. The education plan helped me overcome test anxiety and getting stressed before tests. The finance plan helped me figure out my money and how to plan my future finances.”*
- *“I was pretty stressed out the last couple of months, with starting college and all. I attended the scholarship essays workshop and it took a bit of stress away from my writing, and let me focus on who I really was, and so I was able to put that down on paper much easier. In a way it gave me hope, the session made me feel more confident writing about my self.”*
- *“Yes, I’m more confident in my learning. I know where to go if I need help in an area of learning. I know how to be more organized in my note taking, and I really like the idea of study groups.”*

6. A smaller group of students found that GPS LifePlan was not especially helpful since they were already very goal-directed and had a plan in place before arriving at Century

College. These students tended to be older and most were already employed full-time in the community.

- *“I came to College to help accomplish the goals that I have already set for myself prior to admission.”*
- *“No not really, I have always had the goals I have now, I just need a degree to get there.”*

Theme #2. Use of GPS LifePlan was encouraged through diverse factors.

Subthemes included: mandatory attendance by the classroom instructor; extra credit points by the classroom instructor; and student perception of the immediate application and utility of GPS LifePlan to their personal and academic lives.

Students often cited the importance of requiring attendance or providing incentives for voluntary use of the GPS LifePlan, especially the workshops. Many felt that the limited incentives were necessary to motivate students to make a time commitment to participate in the activities due to their heavy class load and outside employment obligations. Many of these students expressed that once that they had experienced some of the GPS activities due to the incentives, they would continue to use the services, even without continual incentives or required course assignment.

1. Mandatory attendance by the classroom instructor in a GPS LifePlan activity was cited as one of the prompts of students to use GPS for the first time. Students expressed that due to their heavy time commitments as a student and also working that the mandatory requirement was necessary to ensure use of GPS. Most students reported that such a requirement was not necessary in succeeding semesters since they perceived the inherent value of GPS and would adjust their time schedule to permit continued use of it since they found personal value in it.

- *“If I have not been made to go to at least one I probably would not have gone. I had to make time and put it into my schedule. Now that I have gone I think I will continue to use the program and hopefully grow with it. It's also a great way to get extra points from the instructors that make you go.”*
- *“I have used the study skills workshop, time management, and one more (but I can't remember the name of it...) I chose these workshops simply because one of the three was a business course requirement and the other two were for extra credit for that same business class. If it weren't for that class, I'm almost positive I wouldn't have ever attended one. Those three happened to barely fit my schedule and I wanted the extra credit so I made the time for them.”*
- *“I think it is useful already. Unfortunately, people do not really go to the workshops because sometimes they think they are boring. I think if they were required at least once, people will see what they are like and really take advantage of it.”*

2. Another option for promoting participation with GPS LifePlan activities cited by students was gaining extra credit points provided by a course instructor. After initial use, most students reported that they would continue using it regardless of availability of extra credit points or other incentives.

- *“I chose these [workshops] because my teacher gave out extra credit if I went to them and also because they fit my schedule.”*

- *“I went to the workshops that I went to for extra credit for another class I was taking.”*
- *“The best way to approach the workshops is that if teachers offer extra credit (like mine did) it gives you incentive to go to these and then on your own time maybe you'll want to seek out different ones because of how the past one helped. If there is incentive, students will go, and keep going.”*

3. Participation in GPS LifePlan activities occurred since many students perceived an immediate application to their personal or school life. The activities and planning tools were reported by the students to be user-friendly and immediately applicable since the topics were directly related to their immediate needs. Most commented that these tools were new to them.

- *“I attended the GPS workshop entitled "Achieving Excellent Academic Writing." I chose to take this particular workshop, because I had several upcoming papers to write. I have been out of high school for six years, so I needed a refresher. I also attended several different workshops on Student Success Day. They dealt with financial aid, online learning, and the education program. I chose to attend the financial aid workshop, because I've had issues with the financial aid at this school. I've been thinking about taking online classes next term, thus I took the online workshop. The educational workshops helped me to explore opportunities in teaching.”*
- *“The GPS life plan I used was the finance plan and I chose the finance plan because I thought it would be great for me and it could teach me how to manage my money and it can help me do many things with my finances. I did not choose others because I didn't feel like they applied to me and my life. I would have used others and I still will use others in the future. I seen other GPS life plans but I did not think that they were for me.”*
- *“I attended one on how to build your resume, and I also attended one on how to write scholarship essays. I chose these ones because they are the ones that would most benefit me at this point and time in my life. Especially the scholarship essays, the reason being that I need to write an essay, and I had no clue on how to start it. This one was the most important because I will not be able to return to school next semester unless I receive money from this scholarship. Other sessions simply did not appeal to me.”*

Theme #3. GPS LifePlan could be improved through several actions to increase its effectiveness and use by a wider number of Century College students.

Subthemes included: offer the same GPS workshops multiple times on different days of the week and at different times; increase publicity about GPS workshops; provide better notification system if GPS workshop schedules change or are cancelled; more one-on-one interaction with a Century College professional to help interpret and understand new ideas gained from GPS online Web site, workshops, and other activities; improve the online GPS Web site through prominent location on main Web link bar on main Century College Web site, better navigation aids, more interactivity, better search engine, video clips, and features provided through commercial and entertainment Web sites; and more workshops on how to use eFolio and other online GPS resources.

1. The most persistent and repeated request by students was for the same GPS LifePlan workshops to be offered multiple times on different days and different time zones each week. Many students perceived that the workshops tended to be offered only once and only during the same time zones each week. Many students cited this as

the major reason that they did not attend workshops that were of high interest to them. They report that they have very tight time schedules due to heavy commitments for school, family, and work.

- *"I would have liked to have gone to several others offered, however, they were all offered at times I was unavailable (for example, a lot of the workshops are offered Tuesday and Thursdays and I do not have child care available those days, I attend classes only on M,W,F)."*
- *"The biggest issue I have had with the GPS workshops is the scheduling. I was required to attend workshops for class. We had specific workshops that we were allowed to attend for points and most of these sessions happened either when I was off campus or in class. For example, one of the workshops I wanted to attend was only offered in the am on Fridays. It was offered every week, but at the same time and I was in class. They should vary the schedule times of the workshops. I also wish they would offer some of the workshops more than once. Most of them are only offered once a semester and if you are in class or otherwise occupied at that time, you can't go."*
- *"More workshops need to be given in the evening so people who work during the day can attend them."*

2. Students report that increased publicity about the GPS workshops is needed. Many students expressed that it was difficult to know about the many workshops. Many of these students listed this lack of knowledge as a major contributing factor in not participating in workshops that were of high interest to them. A smaller number of students expressed extreme frustration when they showed up for workshops that had been cancelled but no advance notice was provided.

- *"I might have used others, like finance and leaps if I would have know more about what they consisted of, the breakdown of them."*
- *"Have the workshops posted or do a mass email to everyone or make it more noticeable on your site. Give up-to-date info with teacher's name. Allow us to sign up for them."*
- *"They could possibly advertise more than they do throughout the school by putting bigger posters up. I find that when I'm trying to find out about a certain workshop it's like I'm on an Easter egg hunt to find a little piece of paper with times on it. I COULD reach the online resources however I didn't hear about them until tonight. Make the schedules more up to date."*
- *"There also needs to be schedules available as to where the workshops will be and when. I also have a hard time accessing the web site at home because I do not have high speed internet there. On the educational portion of the GPS I clicked on Century College and had a very difficult time trying to find classes. I think there needs to be a place to type in the class you are looking for and the computer can just take you there.."*
- *"I think it would be more useful if more people knew about it. I know that they do a presentation at SOAR about it, but thinking back on it I can't remember it. I was so swamped with information and I was scared about attending college that everything was going in one ear and out the other. I think they should make it more "out there". They should advertise it more and not just on the computer because some people are computer illiterate. I also think that they should make them easier to find the schedules and everything because there was a cancellation and we weren't informed until 30 minutes past. More class times would be a plus too."*
- *"To make the GPS better I think that it needs to be shared more with the students in a "personal" manner. Have teachers talk about it or have a faculty member come into a class room and discuss about it for 5-10 minutes. The more personal information you get, the better."*

3. Implement a more effective system for advance notice that a GPS LifePlan workshop has been cancelled. Students were extremely upset since it wasted their time which many said was overloaded already with commitments to college, family, and work.

- *“If a workshop is canceled, post notification posted on the door PRIOR to the scheduled time so that we are not wasting time waiting for an instructor that is not coming.”*
- *“Make that teacher responsible to notifying to students that it has be moved or canceled. Allow us to sign up for them.”*
- *“And maybe people should send out a memo to the staff saying if a workshop is cancelled.”*
- *“I also think that they should make them easier to find. the schedules and everything because there was a cancellation and we weren't informed until 30 minutes past. More class times would be a plus too.”*
- *“There needs to be a way for students to see if a seminar has been cancelled - I have walked across to the other campus only to have the seminar cancelled, and I have stayed at school 2 additional hours to attend a seminar and it turned out to be cancelled or at least no one showed up at the classroom when it was scheduled.”*

4. More one-on-one assistance with use of GPS LifePlan was requested by some students. While many students expressed major benefits were received from the workshops and the Web site, a smaller number also expressed a need for personal interaction with another professional at Century College to help interpret and have conversation about what they were experiencing and learning through the GPS LifePlan experience. Rather than diminishing the need for contact with faculty counselors, instructional faculty members, and other college staff, GPS served as a catalyst to increase the need for some students to seek more human interaction.

- *“I know that I have been able to benefit from GPS but it does need some improvement on doing one on one guidance to us as students.”*
- *“I had a hard time with e-folio when I tried to use it. I think it is not very user friendly. I wish there would be a phone number with help available.”*
- *“I wish that the LlifePlan was worked on one on one with the student and a counselor. There are too many options in the LifePlan, to know which workshops you should attend to help you with your goals. The plan should be more structured to each individual student. Then it may be possible to set up sessions with students with like minded goals. One of the workshops I attended, I was the only one who showed up. If these workshops were planned with specific students in mind, it would be less of a waste of time and resources.”*
- *“I think the GPS is a good tool for students. However I think it is overwhelming for students to learn how to use it. I think it would work best with 1 on 1 guidance from a counselor at the beginning of the year.”*

5. Improvements are needed with the GPS LifePlan Web site through better navigation to guide students to the information that they desire. Students often commented that they found useful the large amount of content on the Web site, but also noted it was sometimes difficult to effectively and efficiently move within the Web site.

- *“I have visited the website several times, but had a very hard time navigate through it.”*
- *“[Commenting on their use of the GPS LifePlan] Not really. Mostly because I had the hard time navigating through out the website section to educate myself more on the GPS, as well as the availability of GPS workshops(time issue).”*
- *“The computer portion was easy, but navigating through the overwhelming amount of information was difficult, and ultimately why I haven't been using it more.”*

6. Improvement is needed to directly access the GPS LifePlan Web site from the main Century College Web home page. Students expressed frustration with not finding a clear link on the college's home page and being forced to search for the main access point into GPS.

- *"Making it more visible on the college's home page or place it close to the things student use more like D2L and portal. Have a clearer schedule that tells about all the workshops because it's too cluttered and hard to read or put some in the school planner."*
- *"There should be a more readily available access to the LifePlan on the school's front page. There is an existing link to the LifePlan, though some students may have difficulty locating it."*
- *"I didn't even know that the GPS Life plan was online. I think they should make a very obvious and clear link right on the homepage with step-by-step instructions or have someone or someplace that you can go to if you don't understand how to use it."*

7. A smaller number of students expressed a need for an easier search box throughout the GPS LifePlan Web site to allow for easier finding of information.

- *"Could there possibly be a search function included instead of students having to hunt around endlessly trying to find what they are looking for under all of the plans?"*
- *"Speaking from point of view of someone who doesn't know how to use a computer, I think it would be useful to the students if we could have a website where everything is kind of organized in a way where everything is color-coded or just simply search engine or offer in different languages like Spanish and Swahili."*

8. Some students indicated that they were unable to effectively access the online GPS LifePlan Web site since they had slow, dial-up (non DSL) modem connection or had no Internet connection at their home. Informal polling of students during the focus groups identified that approximately a third of the students could be placed in this category. Many of these students expressed difficulty with using the Century College computer labs due to time pressures of leaving the campus for family and work obligations.

- *"As far as the online tools go, I have been unable to use them. The site is geared toward a more high-speed net audience and I have dial-up internet. The site is nearly impossible to access if you are working on a dial-up connection."*
- *"I have a slow internet connection, but that's my parents' fault, not GPS."*

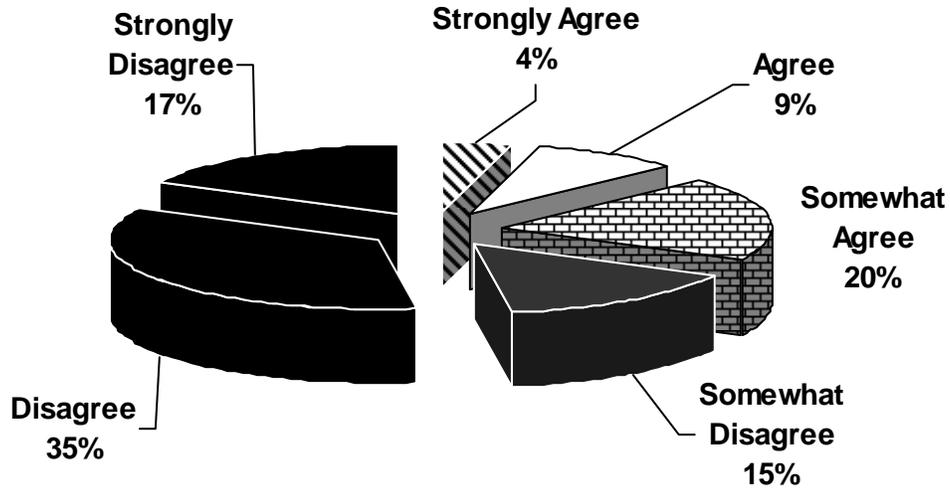
9. Some students suggested workshops on how to more effectively use the online components of the GPS LifePlan including the eFolio.

- *"I think a possible overview of the website and the links offered would be a great idea. I think many people do not go online to check it out because they do not know what is offered."*
- *"I personally do not need much help on the internet but a lot of people do not know it very well. Maybe a course on it or something would help or even a few workshops."*
- *"I never had an orientation on GPS, I think I might have found it to be more beneficial if I had."*

10. A number of students expressed needs regarding additional computer technical assistance to better access the online GPS and eFolio components (Chart #5-2). During these focus groups with Century College students, they were asked to what degree they needed additional computer technical help to use some of the GPS LifePlan components such as the Web page and eFolio. Approximately one-third of the students

expressed some level of agreement with the need for more help. Current computer technical services consist of: (a) college staff available at the college computer labs, (b) demonstrations of Web-based GPS LifePlan and eFolio services in some classes, fellow students, and (c) on-line samples of eFolio student Web sites.

Chart #5-2
Student Needs Regarding Additional Computer Technical Assistance



Student Needs Regarding Additional Computer Technical Assistance	Percentage
Strongly agree	4%
Agree	9%
Somewhat agree	20%
Somewhat disagree	15%
Disagree	35%
Strongly disagree	17%

Data Source: Survey of students during GPS LifePlan focus groups, 2007 and 2008

B. Instructional Faculty Members as Stakeholders

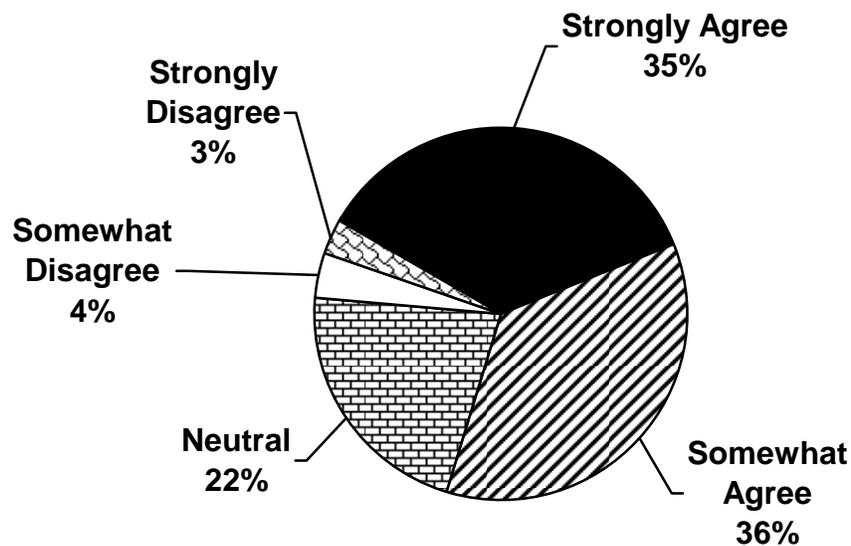
Instructional faculty members are a critical partner with GPS LifePlan since they contextualize the program for their diverse classes and help students to apply the GPS content and tools through meaningful class assignments and discussions. So far in this report their awareness of GPS, venues for using GPS, and use of GPS LifePlans has been examined. This portion of the report investigates their attitudes and behaviors after exposure to GPS LifePlan at Century College and beliefs about its utility for themselves and for students. Data for this analysis was drawn from a review of GPS-related curriculum materials, reports by faculty who used GPS, faculty surveys about GPS, and focus groups with instructional faculty members.

Surveys of Instructional Faculty Members

1. Faculty Evaluation of the GPS LifePlan Program

Faculty were asked to respond to several statements during fall 2007 regarding the program. In a survey of all faculty members, 100 responded to the survey question of “I support the GPS LifePlan initiative at Century College and think that it is a worthwhile tool for Century College students” with a rating of their agreement with the statement. More than two-thirds of the faculty strongly or somewhat agreed with the statement. Nearly a quarter were neutral in their position with the statement. Few were in the disagree categories (GPS Faculty Communication Committee, 2007).

Chart #5-3
Faculty Support for GPS LifePlan and View as a Worthwhile Tool for Students

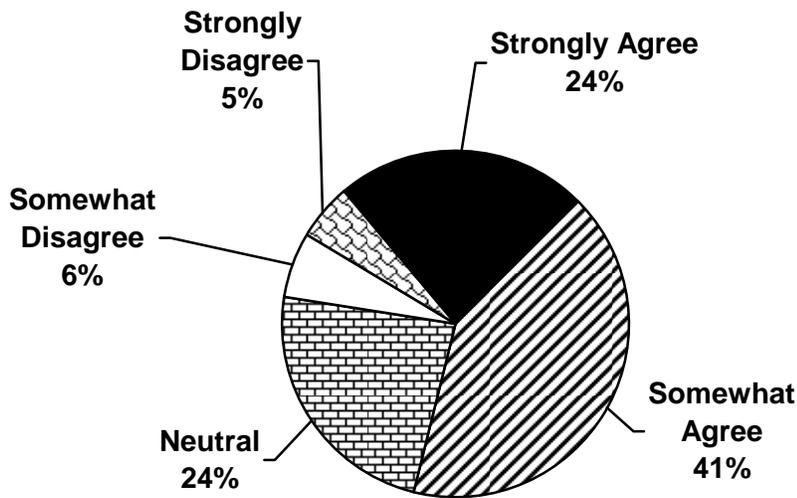


Faculty Support for GPS LifePlan and View as a Worthwhile Tool for Students	Percentage
Strongly agree	35%
Somewhat agree	36%
Neutral	22%
Somewhat disagree	4%
Strongly disagree	3%

Data Source: GPS Faculty Communication Committee, 2007

A second statement posed to the faculty members at the same time was “I believe that in order for the GPS to be effective at Century College, GPS LifePlan needs to be part of students’ lives both in and out of the classroom.” Ninety-seven faculty members responded to the survey question. Approximately two-thirds of the faculty strongly or somewhat agreed with the statement. About a quarter were neutral regarding the statement. Few disagreed with the statement (GPS Faculty Communication Committee, 2007).

Chart #5-4
GPS LifePlan Needs to be Part of Students’ Lives In and Out of the Classroom

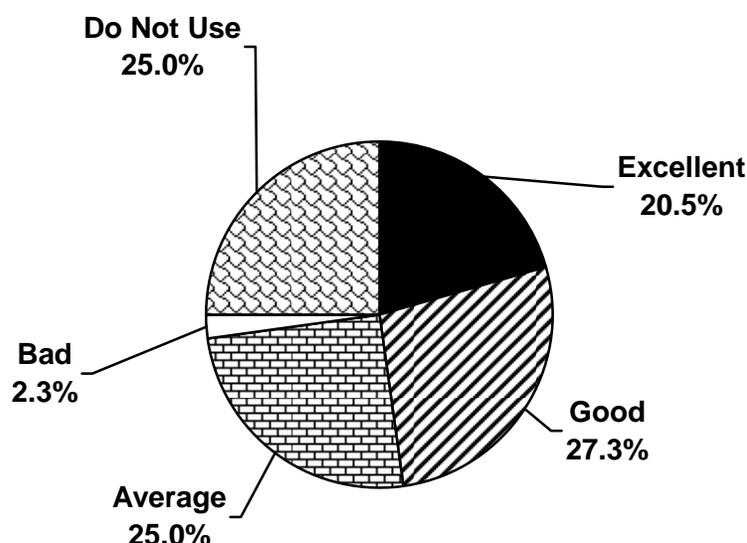


GPS LifePlan Needs to be Part of Students’ Lives In and Out of the Classroom	Percentage
Strongly agree	24%
Somewhat agree	41%
Neutral	24%
Somewhat disagree	6%
Strongly disagree	5%

Data Source: GPS Faculty Communication Committee, 2007

A survey of faculty members in spring 2008 asked them to rate the GPS LifePlan as a tool for helping them work with students on career goals and education plans. About half of them rated the tool as “excellent” or “good” with a quarter rating it average and another quarter reported that they did not use it. The survey was completed by 44 faculty members during the Student Success Day Conference in March 2008.

Chart #5-5
Faculty Rating of GPS LifePlan as a Tool for Working with Students on Career Goals and Education Plans



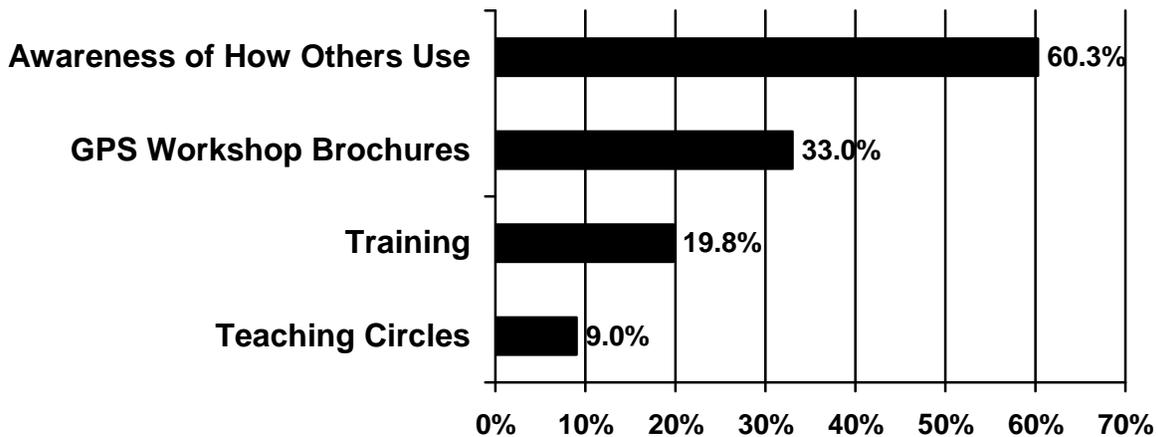
Faculty Rating of GPS LifePlan as a Tool for Working with Students on Career Goals and Education Plans	Percentage
Excellent	20.5%
Good	27.3%
Average	25.0%
Bad	2.3%
Do Not Use	25.0%

Data Source: GPS Faculty Communication Committee, 2007

2. Needed resources for more effective use of *GPS LifePlan*

The faculty reported a variety of resources that they needed to more effectively use the GPS LifePlan. The following graph records the needs expressed by a survey of 121 faculty members during fall 2007 (GPS Faculty Communication Committee, 2007). By far the leading resource requested by faculty members was information on how their colleagues had used GPS LifePlan. Data gathered through a focus group with faculty members confirmed this need as well. The faculty indicated that they wanted to review sample handouts, curriculum plans, and other materials that could be adapted, adopted, and served as models for use in other courses and academic disciplines. Promotional literature about the GPS workshops was cited by one-third of the faculty members. Provision of training to effectively use GPS was indicated by nearly 20%. Providing Teaching Circles and other structured user groups of GPS were indicated by about 10%. Multiple responses were possible by the survey respondents for this question.

**Chart #5-6
 Needed Resources for more Effective Use of GPS LifePlan by Faculty Members**



Needed Resources for more Effective Use of GPS LifePlan by Faculty Members	Percentage
Awareness of how others use	60.3%%
GPS workshop brochures	33.0%
Training	19.8%
Teaching circles	9.0%

Data Source: GPS Faculty Communication Committee, 2007

Note: Respondents could indicate one or more needed resources

Themes Emerged from Focus Groups with Instructional Faculty Members

A series of focus groups were conducted with 8 randomly-selected instructional faculty members from Century College during late fall 2007 and early spring 2008 who have used GPS LifePlan in some manner within their courses. The participants were asked a series of questions about the GPS LifePlan and their awareness and use of it. The statements were analyzed and common themes identified by the external evaluator. The following themes emerged from the focus groups. Comments from one or more individuals are provided to provide context for these themes and subthemes.

Summary

Several major themes emerged from analysis of the instructional faculty comments.

- *Theme #1. Instructional faculty members note that students speak with more intentionality and are more articulate when expressing themselves regarding planning for their personal, academic, and vocational lives.* Subthemes included: student conversations reflect more planfulness and goal directedness; and students talk more about how they will practically complete their short- and long-term goals.
- *Theme #2. Faculty members report that they have changed their course content and instructional delivery as a result of GPS LifePlan.* Subtheme included: dramatic revision of courses around GPS LifePlan for some faculty members; and some faculty members stated that GPS LifePlan impacted one or several of the course components and activities. GPS LifePlan became a tool that was

used occasionally or that they referred students to specific GPS subplans based on conversations with the faculty member.

- *Theme #3. Instructional faculty members have identified a number of additional key ingredients needed for more effective use of GPS LifePlan by themselves and potential others who are considering use in their courses.* Subthemes included: an on-going support system for users of GPS LifePlan is needed for continued use of the approach as well as continuous improvement; continuous announcements about changes and improvements to the Web GPS LifePlan would alert faculty members to new resources and activities that could be incorporated into their courses; faculty members cited the need for a communication system to update a calendar of GPS workshops and other events; the faculty members expressed a need for continual revision and improvement of the Web GPS LifePlan to make it relevant for use in their courses; more technical support to use the eFolio and other Web-based components of GPS LifePlan is requested; supplemental pay was essential to support faculty due to need to invest extra time in customizing GPS LifePlan for individual courses, creating new curriculum materials and implementing new class activities; and commitment of the individual faculty member is essential for effective use of GPS LifePlan.
- *Theme #4. Instructional faculty members identified that the online GPS component needed improvement for better use by students and faculty members.*

Theme #1. Instructional faculty members note that students speak with more intentionality and are more articulate when expressing themselves regarding planning for their personal, academic, and vocational lives.

Subthemes included: student conversations reflect more planfulness and goal directedness; and students talk more about how they will practically complete their short- and long-term goals.

1. Some faculty noted that informal and formal conversations with students now include language and concepts from GPS LifePlan. This new language reflects more planfulness and goal directedness for their lives. An equal number of other faculty members stated that they have not yet detected changes. They perceived that this may be due to the newness of GPS LifePlan.

- *“Because we are focused on students' career/professions, I find that students are more excited to share with one another. Students also can speak more enthusiastically and seriously (give speeches that relate to their career/professions) because they are familiar with the topics, passionate about the field, and invested in the career/profession.”*
- *“Students who have participated in using the GPS LifePlan seem more goal-directed. In talking with students outside of class, I have suggested that they take a look at the financial plan, or the education plan to help them make decisions about steps they may want to take to achieve future goals.”*
- *“The discussion in the classroom has changed were they are talking about where to find what resources, what plan they may be under, and how did they get to it? I also see*

students very involved and engaged in the class where it is absolutely silent for most of the hour while they work on their assignments. I do see a substantial difference in the tone of the class."

2. Students talk more about how they are going to practically complete their short-range and long-range plans rather than only talking about their future occupations. They appear more intentional and specific on what they need to do today to accomplish their goals for the short-term and the long-term.

- *"GPS LifePlan helps students think in a mindful way about their futures, instead of just letting life happen. They tend to set goals, and then think even beyond those goals to next steps they might want to take."*
- *"I also see them planning, most for the first time in their lives."*
- *"Mostly, I've seen a difference in students' discussions after class. We sometimes talk about future goals in class, and I urge students to go into the GPS LifePlan to develop their personalized plans. After class, students may ask questions about schools they may want to transfer to, or talk about their educational goals with me. They rarely did this before."*
- *"In adding GPS LifePlan to the course, I noticed the students simply more invested in their future. Many did not know they could go to a counselor. They had no idea they needed a plan for their education. And most were very relieved when they did set up their plan. I also found they were more confident as students and a number of failing students stayed in the class and discovered what they needed to do to be successful."*
- *"Feedback from students who have used the GPS LifePlan indicates that it gets them thinking more concretely about their futures. Rather than thinking about their futures in generalized ways, they begin planning specific goals and ways to achieve those goals."*
- *"I have collected information each semester. In general the students now have an introduction to life planning and this opens their eyes to the possibilities. They also responded to the fact that the workshops on student success day added to their knowledge of what they needed in college. Overall, a large majority of the students said they plan to use it in the future. None said it was useless and would not use it again."*
- *"I think one factor is that the LifePlan raises awareness in the student body about having a LifePlan...when they hear it at SOAR, see posters all around campus, have assignments for class, have faculty refer them to it, see it at Student Success Day...it raises awareness. It allows them to identify areas they may want to work on, and gives them a nice "package" with concrete tools."*
- *"GPS has been a wonderful tool for students to develop plans for various areas of their lives. I think the more we "require" them to use it as part of course assignments, the more benefits we all will reap in terms of students achieving their goals of completing their educations, becoming productive citizens, etc."*

Theme #2. Instructional faculty members report that they have changed their course content and instructional delivery as a result of GPS LifePlan.

Subtheme included: dramatic revision of courses around GPS LifePlan for some faculty members; and some faculty members stated that GPS LifePlan impacted one or several of the course components and activities. GPS LifePlan became a tool that was used occasionally or that they referred students to specific LifePlans based on conversations with the faculty member.

1. Some faculty members reported that they had dramatically revised their courses around the GPS LifePlan. Sometimes restructuring integrated new curriculum materials drawn from the online GPS components. Other times it may be taking the existing course curriculum content and rearranging it by using the structure of one or more of the GLS LifePlans.

- *"...I have total rewritten the class around the individual Life Plans. Students begin at the Personal plan using this for personal responsibility, and move on to the LearningPlan for learning styles and study skills. Next we do research in the Career Plan which leads into their Education Plan. Last we do a self-management project where they may incorporate any of the plans they choose that will be helpful to achieving their goals. My semester in a nutshell!"*

2. Some faculty members stated that GPS LifePlan had a more limited impact on the course through changes with one or several of the course components and activities. GPS LifePlan became a tool that was used occasionally or that they referred students to specific LifePlans based on conversations with the faculty member.

- *"LifePlan has become a capstone project of sorts -- bringing the course content together in a way that requires the student to produce a meaningful product for themselves and their class community."*
- *"I now "package" things differently. All of my students do an e-Folio and they minimally complete pieces of the CareerPlan, EducationPlan and WorkPlan. I did not do eFolio prior to the GPS LifePlan. I am also able to more easily refer students to different areas on campus through the GPS Life Plan...if they identify an obstacle to their career or education path, I might refer them specifically to the LearningPlan or the FinancePlan, etc."*

Theme #3. Instructional faculty members have identified a number of additional key ingredients needed for more effective use of GPS LifePlan by themselves and potential others who are considering use in their courses.

Subthemes included: an on-going support system for users of GPS LifePlan is needed for continued use of the approach as well as continuous improvement; continuous announcements about changes and improvements to the Web GPS LifePlan would alert faculty members to new resources and activities that could be incorporated into their courses; faculty members cited the need for a communication system to update a calendar of GPS workshops and other events; the faculty members expressed a need for continual revision and improvement of the Web GPS LifePlan to make it relevant for use in their courses; more technical support to use the eFolio and other Web-based

components of GPS LifePlan is requested; supplemental pay was essential to support faculty due to need to invest extra time in customizing GPS LifePlan for individual courses, creating new curriculum materials and implementing new class activities; and commitment of the individual faculty member is essential for effective use of GPS LifePlan.

1. An on-going support system for users of GPS LifePlan is needed for continued use of the approach as well as continuous improvement. Provision of a user group of fellow faculty members was cited as an important resource and support system beyond what some have experienced through the Teaching Circles.

- *“A teaching circle devoted to integrating GPS would be helpful.”*
- *“I was part of a GPS teaching circle. The ideas shared among colleagues were very valuable and it was helpful to be in a supportive structured setting to encourage me to find the time to make changes to my course. I think we need to figure out a more meaningful way for more faculty to be engaged in GPS LifePlan discussions without necessarily making the commitment to a teaching circle.”*
- *“It helps to talk about ideas for using the GPS LifePlan and see what other faculty have done or plan to do with it in their courses. At first glance, I saw limited opportunity to even talk about GPS within my course, but after seeing reports from faculty who were in a teaching circle that developed specific assignments using GPS, I realized that I could do more to get students to work toward developing their GPS LifePlans.”*
- *“Teaching circles really helped me to begin this journey of GPS. Without the circle I would probably thought it was just another new thing we are doing on campus.”*
- *“Perhaps one thing we could do is have specific workshops for staff and faculty to use the LifePlan, so that they are more aware of what is in it.”*

2. Continuous announcements about changes and improvements to the Web GPS LifePlan would alert faculty members to new resources and activities that could be incorporated into their courses.

- *“A summary of what each plan includes. I simply don't have the time to navigate each plan on a regular basis to see what has changed.”*

3. Faculty members cited the need for a communication system to update a calendar of GPS workshops and other events. They have been receiving complaints from students who found the information sometimes outdated and contributing to wasted time attempting to attend events that have been changed or cancelled.

- *“Fix the web site and actually keep the list of weekly seminars current with changes as they occur. It was hugely frustrating to tell students about seminars only to have them report back that the seminar was cancelled or moved without updating the web site.”*

4. The faculty members expressed a need for continual revision and improvement of the Web GPS LifePlan to make it relevant for use in their courses. This was especially important as use of GPS LifePlan is expanded to additional courses in the same or other academic disciplines. Online GPS resources must be significantly expanded and updated continuously to reduce the likelihood of different faculty instructors using the same content material for course activities and assignments with the same students.

- *“More continuity from [Web] site to site on the plan. Navigation on each site should be similar. All sites need to have the same quality of information. There should be relevant and up to date articles on the topics.”*

5. More technical support to use the eFolio and other Web-based components of GPS LifePlan is requested. Some faculty members found the richness of eFolio to take considerable time for them to learn and a major commitment of class time to demonstrate and train students to effectively use all of its potential.

- *“I also can’t stress enough the need to have more technical support for e-Folio. If I were teaching multiple sections of my class, I probably would not use e-Folio due to the time intensive nature of being available to help students with this tool.”*
- *“What I see needed most of all would be help in the computer labs for both the students and staff. The only resource my students have is me and as the instructor that takes a lot of time. It would also be good for the students to have other resource people. For instructor support a couple of things would be helpful. Support in the classroom and/or lab when the students have questions or need help navigating the system.”*

6. Supplemental pay was essential to support faculty due to need to invest extra time in customizing GPS LifePlan for individual courses, creating new curriculum materials and implementing new class activities.

7. Commitment of the individual faculty member is essential for effective use of GPS LifePlan. This was based on the belief by faculty members that they had a unique role with GPS by applying the content and tools in their courses and making it immediately applicable and relevant to the students.

- *“...it relies on the instructor's belief of the relevance of the Life Plan and willingness to be creative. I don't think it means you have to give up academic contact.”*

Theme #4. Instructional faculty members identified that the online GPS component needed improvement for better use by students and faculty members.

- *“More visual and interactive, and less text-heavy. Can also include videos and audio examples within LifePlan resources.”*
- *“Dedicated web master. Improved web content (layout, consistency of information, reduced number of click-throughs to get to content of interest, etc.)”*
- *“Updated site, current student view of seminars. Updated article and links.”*
- *“GPS is a good idea that needs someone to pay constant attention because anything with links into the web will be always falling behind. Whether this is good or bad, I don't know--it just is a fact.”*

C. GPS LifePlan Executive Steering Committee as Stakeholders

Themes Emerged from Focus Groups with GPS LifePlan Executive Steering Committee

A focus group was conducted with 10 members of the GPS LifePlan Executive Steering Committee during fall 2007. This group is composed of direct service providers to students and mid-level administrators at the college. This included instructional faculty members, student services staff members, faculty counselors, and other administrators. They were asked a series of questions about the GPS LifePlan. Their comments were analyzed and common themes identified by the external evaluator. The following themes emerged from the focus group. Comments from one or more individuals are provided to provide context for these themes.

Summary

Several major themes emerged from analysis of the steering committee comments.

- *Theme #1. GPS LifePlan is an effective and efficient program to meet the needs of students through a carefully coordinated approach that uses previous and newly developed resources.* Subthemes included: GPS LifePlan presents a holistic approach to meeting student needs since it addresses issues of student attitude, goal planning, knowledge acquisition, skills development, and a comprehensive self-appraisal of their skills and areas to develop. Rather than searching through Century College or the Internet, the GPS web site provides one location to find essential information; and flexibility of GPS LifePlan allows it to meet unique needs of individual students since not all students need to explore all the GPS material and work on all the skill areas.
- *Theme #2. There are a number of areas that need to be improved to increase the effectiveness of GPS LifePlan with students.* Subthemes include: more interactivity with the GPS Web site; reduce the number of GPS plans to simplify the experience and curtail overlap and confusion; provide more structure for students who seek more assistance with their experience with the GPS Web site; and update the GPS web links more frequently and improve and make consistent the navigation aids throughout the Web site.
- *Theme #3. More policies, procedures, and support systems are needed to integrate GPS more fully at the college. More structure is needed to increase the likelihood of improved outcomes for students and the institution. GPS requires continued investment and improvement to maintain its momentum.*
- *Theme #4. GPS LifePlan helps to fulfill the mission of Century College in particular and MnSCU in general with improving academic and personal success for students. It coordinates previous and new resources and provides an easy interface for students to access them.*

Theme #1. GPS LifePlan is an effective and efficient program to meet the needs of students through a carefully coordinated approach that uses previous and newly developed resources.

Subtheme included: GPS LifePlan presents a holistic approach to meeting student needs since it addresses issues of student attitude, goal planning, knowledge acquisition, skills development, and a comprehensive self-appraisal of their skills and areas to develop; Rather than searching through Century College or the Internet, the GPS Web site provides one location to find essential information; and flexibility of GPS LifePlan allows it to meet unique needs of individual students since not all students need to explore all the GPS material and work on all the skill areas.

1. GPS LifePlan presents a holistic approach to meeting student needs since it addresses issues of student attitude, goal planning, knowledge acquisition, skills development, and a comprehensive self-appraisal of their skills and areas to develop.

- *“Currently, the GPS LifePlan allows students to look at several different aspects of their life. This program allows students to develop a holistic approach to their life and academic career at a college. Often times, certain areas of a student's life are ignored. For instance, a student may not have much support with their finances or how to gain leadership skills.”*
- *“I refer students to different aspects of the Life Plan on a daily basis. Students have many tools at their fingertips...I no longer have to give them six or seven handouts, on resources, career assessments, transfer guides, etc. I can easily refer them to all of these places with one tool.”*

2. Rather than searching through Century College or the Internet, the GPS Web site provides one location to find essential information. This saves time and effort for the students and increases the likelihood of improved outcomes for them.

- *“The website - it is available 24/7/365. The workshops - they cover all 7 plans, are free, less than an 1-hour long. The idea that a student can be connected to all the resources on campus from one location. Faculty/staff are all coming on board with this idea and using it.”*
- *“As far as my unit, it has been a wonderful tool to promote to students. It has given Century one specific area students can go to for a wide variety of campus resources. It saves the student time trying to navigate the larger Century website.”*

3. Flexibility of GPS LifePlan allows it to meet unique needs of individual students since not all students need to explore all the GPS material and work on all the skill areas. Rather than providing a program with only one method of serving them, students gain control over the learning process and make choices on the number of topics explored and the depth of those investigations.

- *“The most useful component that I've seen so far with the GPS Life Plan is the flexibility the program offers for our students and instructors. There is a capability for students to utilize one plan and in depth or to look over all the different plans. This allows students with all different concerns, questions and interests to find information that will help connect them to campus when they need help.”*

Theme #2. There are a number of areas that need to be improved to increase the effectiveness of GPS LifePlan with students.

Subthemes include: more interactivity with the GPS Web site; reduce the number of GPS plans to simplify the experience and curtail overlap and confusion; provide more structure for students who seek more assistance with their experience with the GPS Web site; and update the GPS web links more frequently and improve and make consistent the navigation aids throughout the Web site.

1. More interactivity is needed with the GPS Web site to increase student engagement, integration of new ideas, immediate feedback from assessments, and attractiveness to a student body that is used to sophisticated computer interfaces through their entertainment and gaming Internet experiences.

- *“Students need to be able to interact with a particular planning tool (not print PDF) and have results easily dumped into e-Folio.”*
- *“I think the resources and links for each of the individual plans need to be kept up-to-date. In addition, it would be wonderful to add activities, assessments, or something to do/fill-out in each plan that will help students explore each area. This may include incorporating some on-line tools (i.e. DISC inventory, MBTI etc.) that Century students would be able to access, preferably at little or no cost to the student. Especially looking at the Leadership Plan- instruments like these may be able to better steer students into learning more about their leadership style and how to work with others that have different styles than their own.”*
- *“I think you have to spend both time and money on a project like this. Many students use technology so much in their everyday lives...they are not going to look at something that has outdated technology or is boring, even if it has good information. I would have liked to spend more money and time in the beginning of creating this tool to grab students attention. When we first rolled this out, it was very primitive with little information, which lost a lot of student interest.”*

2. Reduce the number of GPS plans to simplify for student use since it is creating confusion differentiating among the current plans and also the need to make the experience less complicated with presentation of too many options.

- *“Reduce the number of plans from 7 to 5.”*

3. Provide more structure and direction for students to better use the GPS Web site.

The nondirectedness of the Web site benefits some students who desire an unstructured and self-directed experience. However, other students report that the same experience can also evoke feelings of confusion, frustration, and encouragement to discontinue.

- *“Usability of the website. It is not the most intuitive program; students are confused as to where to go to get help on a particular interest of theirs. Additionally, navigating the website can be very confusing as all of the “plans” have a different feel or look to them.”*

4. The GPS Web links need to be frequently updated, navigation improved, and made consistent throughout all the GPS plans. Students have expressed extreme frustration with broken Web links and the difficulty with easily moving through the Web site.

Revisions are needed to improve the experience or some students will shun the site.

- *“The website. At the time it provided the needs that were required at the time, but now it needs attention to improve the users needs. Better navigation and more consistent content structure. It also just needs to be a bit more inviting, instead of just the facts.”*

Theme #3. More policies, procedures, and support systems are needed to integrate GPS more fully at the college. More structure is needed to increase likelihood of improved outcomes for students and the institution. It requires continued investment and improvement to maintain momentum.

- *“I think there are people on campus who really support the LifePlan and promote it to new and returning students and then there are others who look at it as more work and something else they need to do and don't have time for. We need to change the culture, which I think we are doing slowly. However, everyone needs to be on board with the program to be a campus-wide success. We need to get more buy in from staff on campus, especially the people who first meet students. They need to know what is it and how to use it in order to promote this tool to students. We did try a marketing campaign to staff, but it was quite awhile ago.”*
- *“The GPS LifePlan has been introduced at SOAR (orientation), as well as into many classrooms. I don't know that it's used with consistency. Some folks do a lot with it, and others do very little-to-none with it. The Faculty and Student Services areas can do a better job of integrating it into our daily work, but it's going to require a culture change. It also will require some improvements before it will have more campus buy in (from students, faculty and staff). Incorporate it into Continuing Education would be great, too.”*

Theme #4. GPS LifePlan helps to fulfill the mission of Century College in particular and MnSCU in general with improving academic and personal success for students. It coordinates previous and new resources and provides an easy interface for students to access them.

- *“The GPS LifePlan relates to Century College's mission in several ways. The program is set-up to help students be successful in their academic, personal and career goals. Student success is at the heart of Century's mission. In addition, it is helping our students learn how to be life-long learners. It helps the students grow to become well-rounded citizens and leaders.”*
- *“I see Century College using GPS as a service to both our students and the surrounding communities and schools. We provide a support system for future, current, and past students in offering them opportunities to continue in their lifelong learning opportunities. I see retention as a major problem for most community colleges. Using the GPS LifePlan has helped most of my students to decide what their goals are, what is involved in getting to those goals, and is higher education the right place for them right now. Most have found it to be extremely helpful to have a direction they see themselves going and being able to make educated decisions about their future in many areas. I know nothing about the MnSCU's mission or work plan.”*
- *“I believe the GPS LifePlan has impacted two important items: culture and student retention. Although the LifePlan has room for growth in terms of developing a culture, more and more students understand what staff and faculty mean when they refer them to their "lifeplan." Also, I believe the GPS LifePlan encourages students to stay in school, get the help or support they need, and help them be more in charge of their own education and learning. It provides a central location for all students to go to find support or assistance.”*

D. Faculty Counselors as Stakeholders

Counseling faculty members were the early leaders with developing GPS LifePlan. This portion of the report investigates their attitudes and behaviors after exposure to GPS LifePlan at Century College and beliefs about its utility. Data for this analysis was drawn from a focus group with faculty counselors.

Themes Emerged from Focus Groups with Faculty Counselors

A focus group was conducted with 8 faculty counselors from Century College. The participants were asked a series of questions about the GPS LifePlan and their awareness and use of it. The external evaluator analyzed all comments and identified common themes that emerged from the focus group. Comments from one or more individuals are provided to provide context for the themes.

Summary

The following themes were mentioned by comments from a number of participants in the focus group. Comments from one or more individuals are provided to provide context for these themes.

- *Theme #1. GPS LifePlan provided complimentary processes and tools for use by faculty counselors to enhance their services to students. These assisted with increasing student learning outcomes and life decisions with personal, vocational, and academic pursuits.* Subthemes included: the online GPS Web site is frequently used by the faculty counselors, GPS has provided a common language for use by faculty, staff, and students to communicate more effectively and provoke deeper thinking; GPS LifePlan has been useful to faculty counselors for making their work more efficient and effective; more students are using counseling services as a result of GPS; and GPS has served as a catalyst and bridge for more interaction and collaboration among academic and student affairs.
- *Theme #2. There were a number of areas to enhance within the current GPS LifePlan to increase its effectiveness and efficiency.* Subthemes included: enhance the GPS LifePlan Web site with more Web links, easier navigation aids, more interactivity, and more graphics; revise the narrative portions of the GPS Web site with expanded and updated content; provide more training and support for use of eFolio; and provide release time for some counselors to assist with revision and expansion of the online GPS Web site.

Theme #1. GPS LifePlan provided complimentary processes and tools for use by faculty counselors to enhance their services to students. These assisted with increasing student learning outcomes and life decisions with personal, vocational, and academic pursuits.

Subthemes included: the online GPS Web site is frequently used by the faculty counselors, GPS has provided a common language for use by faculty, staff, and students to communicate more effectively and provoke deeper thinking; GPS LifePlan

has been useful to faculty counselors for making their work more efficient and effective; more students are using counseling services as a result of GPS; and GPS has served as a catalyst and bridge for more interaction and collaboration among academic and student affairs.

1. The online GPS LifePlan Web site was a helpful information and self-discovery tool for students to continue and expand issues explored with faculty counselors. The CareerPlan component was most often cited as the strength of the online GPS LifePlan. A close second for frequency of use was the WorkPlan component. EducationPlan was mentioned third in frequency.

- *“The components that I use most often in the counseling office are the CareerPlan and the WorkPlan. Students are often in need of direction and the CareerPlan helps give them a step by step resource to follow.”*
- *“I use the GPS lifeplan in my counseling sessions with students to show them resources to assist them in making a career decision. I also use the GPS LifePlan in my career studies class as a tool that they will be able to continue to use after the class is over.”*
- *“I think it has added excitement to have more online resources to offer and several faculty have embraced its use with their courses. It has been a great resource for me to offer students for a variety of reasons. It has also added more collaborative efforts between the Counseling Center and classroom faculty - we have been invited in to several classrooms to offer specialty sessions to suit their needs. It has allowed the campus to have more 24/7 online resources than ever before.”*

2. GPS LifePlan provides a common language that students and faculty counselors could use to talk about and plan for their future. This language allowed for quicker engagement with planning issues and fostered deeper thought by students on critical life planning decisions.

- *“The holistic approach to student development. It also helps the various units on campus and the students have a common language for the content and to discuss future planning.”*
- *“Yes. I have made an intentional decision to refer to it [GPS LifePlan] as much as possible and often use it as a starting point to help model to students how they can use it and how they can find their own answers to questions by navigating the GPS. I use the language of the "plans" and the language of the idea of GPS, such as finding your way, navigation, pathways, goals, plans, success, technology, taking it with you etc.”*
- *“Although it is still a bit early to tell, I have begun to notice that students refer to the LifePlan. For instance, students might tell me that their instructor told them to go on "their LifePlan." Or, in some cases, students have asked me how the "GPS thing" or "Lifeplan" thing can help them and how to use it.”*
- *I think an aspect of GPS that is hard to measure is the fact that more faculty and staff are tuned in to the importance of students making plans. It is helpful to have a common language for a campus to be able to speak--GPS has been great for that “thing” or “Lifeplan” thing can help them and how to use it.”*
- *“GPS has provided synergy, common language, common sense of purpose among Century employees.”*

3. GPS LifePlan is a tool that is used often and deeply by many counselors. It has improved both the efficiency and effectiveness of their work.

- *“I use it with almost every student I meet with every day. Many of their questions can be a teaching moment for me to show them the GPS. Even though I could go directly to*

some websites, I walk the student through from the Century College website to the GPS so they see the whole GPS LifePlan and all the resources available to them in that process. As I said before, I use it as the portal so they learn to do it themselves later, we hope! I also use it as SOAR, introducing it to students and also when we refer to CAS, ISEEK, and other websites, Financial aid, FAFSA, scholarships etc.”

- “Much of the information I use with students on a daily basis is now organized into one unit. Easy access. I use it as a supplement to my counseling session and career exploration class.”
- “I demo the GPS LifePlan every week in my Career Planning class. I demo it with individual students on a daily basis who see me for walk-ins or appointments. Sometimes it is in a general way, sometimes it is to promote a specific link that might meet their needs.”
- “Occasionally [refers to GPS LifePlan] but not often. You need to remember that the GPS LifePlan is basically what counselors in community colleges have been using as a framework for their thinking, questioning/advising/counseling for decades since the idea of Career/Life Planning was first promoted. If a student has looked at GPS in advance it does facilitate the work we can do together.”

4. Some counselors report increased initiative by students regarding use of counseling services and deeper thinking by themselves about life planning issues.

- “I have noticed that some students seem more proactive in terms of their education. For example, it seems like more and more students are asking for an academic plan of the courses they will take over the next couple of years.”
- “Yes, students are curious about it and often come in and ask to see a counselor about the LifePlan.”
- “I think there is an increase in student interactions with counseling. I think the increase is because of many factors including GPS LifePlan, but also DARS, referrals, increased student numbers, and the complexity of students' lives.”
- “I think more students are referred to us do develop Educational Plans because of faculty who are using it in and out of the classroom. I also think the Student Experience Directors do a great job of referring students to counseling. I am sure their positions and their work with GPS (including Reading 0080 AQUIP) has brought more students our way. I can't say that I actually see more students than before GPS....our calendars are always full and have been ever since I started here.”

5. Creation and ongoing support of the GPS LifePlan has served as a catalyst for academic affairs and student services units across the campus to work more closely together to more effectively meet the needs of students.

- “The GPS LifePlan has definitely encouraged many different units to work together/collaborate/value the contributions of others while focusing on this very large and comprehensive project. It serves as a model/tool/common point of reference/meeting place/resource hub/“common-drive” of sorts for students and all staff. If a resource is there, you know where it is and can find it quickly and can refer students/staff to it. That makes us more efficient.”

Theme #2. There were a number of areas to enhance within the current GPS LifePlan to increase its effectiveness and efficiency.

Subthemes included: enhance the GPS LifePlan Web site with more Web links, easier navigation aids, more interactivity, and more graphics; revise the narrative portions of

the GPS Web site with expanded and updated content; provide more training and support for use of eFolio; and provide release time for some counselors to assist with revision and expansion of the online GPS Web site.

1. Enhancement of the overall GPS LifePlan Web site with more Web links, easier navigation aids, more interactivity, and more graphics is needed. The faculty counselors identified this need with many of the individual LifePlan components.

- *“We need to add more links to enhance the plan and give the students using it further guidance to resources both on and off campus.”*
- *“[The various plans] could use more development, added resources, links, information, some restructuring in some cases. I think people just need the time to do this.”*
- *“We need to connect the online tool more with on campus resources and vice versa. There is a gap between these components which I think lends some confusion for users.”*
- *“I would like interactivity. It would be great if a student could pull up a GPS Plan worksheet and point and click and drag goals they have in each area and print out a Plan at SOAR or in a Counseling appt or as an assignment. This could be a great starting point that could be somewhat individualized, but quick and easy too. I like the plan that is in process to have SOAR using GPS as the underlying structure.”*
- *“Many of our students are in need of the resources there, but I don't think they instinctively know how to get there....”*

2. Narrative within the individual GPS plans need to be revised. Several of the faculty counselors noted the intense effort to produce the current version of the GPS Web-based LifePlan components. Now that the Web system is operational, a second major wave of revision was needed for all the components to expand the detailed narrative with guidance in the larger planning issues.

- *“Communications tend to be short and to the point rather than bigger picture or process oriented. All really need some weeding out, fine tuning, polishing, and better use of web format.”*

3. The eFolio component, due to its complexity, receives mixed evaluations. Comments often centered around providing additional resources and training for effective use of this component by both the faculty and the students.

- *“We need a much better tool for students to store information. Efolio is too cumbersome. I don't think we will ever reach a stage where a lot of students use it on their own because it is too much work. We need a more streamlined approach for information storing.”*

4. A number of counselors would like to be more involved with development and revision of the online GPS Web site. Due to heavy work load commitments, release time is needed to allow for this involvement.

- *“My main concern is we need more release time to further develop the plan - our professional lives are very full each day, we work many hours from home, and it is hard right now to add to and improve our parts of the plan without special release time.”*

E. Senior Cabinet-Level Administrators as Stakeholders

Individual Interviews with Senior-Level Campus Administrators

Individual interviews were conducted with 21 members of the Century College Executive Cabinet-level Administrators. The participants were asked a series of questions about the GPS LifePlan and their awareness and use of it. The external evaluator analyzed all their statements and identified common themes that emerged. Comments from one or more individuals are provided to provide context for these themes.

Summary

Several major themes emerged from analysis of the interviews with the senior-level campus administrators at Century College. Comments from several individuals are provided to provide context for these themes.

- *Theme #1. GPS LifePlan provides a common language that is used by administrators, faculty, staff, and students to communicate more efficiently and effectively with each other.*
- *Theme #2. GPS LifePlan helps students to be more mindful and planful about their lives today and in the future.* Subthemes include: due to its modular design, GPS LifePlan can be used by faculty, staff, and students in part or in whole; GPS LifePlan provides tools to make practical plans and to reflect on the impact of personal decisions on their present and future lives; as a result of their involvement with GPS LifePlan, most students now perceive planning as an important skill to use now and in the future to help them accomplish immediate needs and pursue long-term goals
- *Theme #3. Students understand themselves better as a result of GPS LifePlan since they engage in individual inquiry as well as engage GPS through assignments from the classroom.*
- *Theme #4. The collaboration of academic affairs and student services is essential for GPS LifePlan to be successful with students and the institutional planning.*
- *Theme #5. GPS LifePlan provides a framework and a structure for the college to create synergy among existing programs and new resources to increase student success.*
- *Theme #6. Constant innovation and improvement of GPS LifePlan is essential for it present and continued service to students and the wider community.* Subthemes include; the online GPS Web site needs to build on its current strengths through enhancements and improvements; GPS LifePlan needs to be more intentionally integrated and structured by instructional faculty into their courses; GPS LifePlan could be expanded to serve more learners within the larger community such as Century College employees, parents, and secondary school students; improvement with the marketing and visibility of GPS LifePlan; incentives are needed to encourage initial experimentation and integration of GPS LifePlan into the classroom or the student services area at the college; and more assessment of GPS LifePlan and dissemination of that information may encourage more Century College faculty and staff to pilot it with their work.

Theme #1. GPS LifePlan provides a common language that is used by administrators, faculty, staff, and students to communicate more efficiently and effectively with each other. The common language helps to create a common vision among Century College employees for service to students and the wider community. It provides more clarity and consistent messages when communicating with students.

- *“GPS brings us together as a college with a common terminology. We are all talking about the same thing. Even more than a language used by the administrators and faculty members, students now share this common language as a result. Students get introduced during student orientation. They get reintroduced in different classrooms. It is something that they get exposed to constantly.”*
- *“GPS is a culture of innovation for students and I can’t wait to see what it evolves into to better serve students.”*
- *“Keep pulling GPS back into the major initiatives of the college. GPS could be the driver, if we give some thought to it. I think if we make GPS the driver for change, that is where the real power comes in. Because then whoever the student speaks, all of us will be speaking the same thing.”*
- *“Building culture is much easier to build at the staff and faculty level. Community has to begin with faculty and staff. Students pick up on that. They watch us as we are conversing with one another. It helps to build their community. It is more challenging with students since they are not residential.”*
- *“You can’t have a GPS LifePlan if you do not have a trustful environment so that people can experiment and be supported.”*

Theme #2. GPS LifePlan helps students to be more mindful and planful about their lives today and in the future. Planning is not a skill that is often possessed with great proficiency or valued by incoming students. Too often students think only of the present and not often consider short-term and long-term consequences of their actions. Without a belief in the value of planning, students will not engage in it. Planning is perceived to be foundational for student academic success, persistence towards degree completion, and success later in life.

Subthemes include:

1. Due to its modular design, GPS LifePlan can be used by faculty, staff, and students in part or in whole. As a result, GPS does not have to be an overwhelming experience. Students are introduced to the plan early in their college experience. Except for classroom assignments, students have choices concerning which plans and tools to investigate and the depth and length of that exploration.

- *“Because GPS is broken down into parts, it allows the student to structure their lives, or at least take time to consider structuring their lives. Maybe they won’t live by it, but at some point in their life they have taken time to do some part of that planning, whether it be for finance, education, or personal gain. The thing that I like about GPS is that it does not say “plan your life” but these are the areas that people need some planning in. You don’t have to do it all at once. Even if you just do planning in one small area, you are making progress for where you want to be someday.”*
- *“You don’t have to do all of GPS at once. Tiny steps can be powerful. I don’t know, but sitting a student down and telling them to plan out all aspects of their life might just scare them away. Whereas if we ask them to consider their finances, they can think about their finances for today and in a month. You can do it in gradual, small steps. Anytime that*

you do not overpower students, you are making headway. I think that is why I like the way that GPS is laid out, you can do it in little steps. And you should feel good about it. If all I can do is tell you about how my finances are laid out for the month, that is not all bad. If I know how they are this month, maybe I can project how they will be next month and what I could do different to cause change."

2. GPS LifePlan provides tools for students to make practical plans and to reflect on the impact of personal decisions on their present and future lives. Many students do not possess these tools upon entrance into college. Students are often assigned to complete tasks using these tools to see the applicability to their lives in school and beyond.

- *"I like the reassurance that there are lots of GPS tools and resources for my students to better students and persons."*
- *"GPS is a tool. It focuses the conversation."*
- *"With GPS LifePlan, it is an easy tool to use and direct students to. Easy to relate to any portion of the plan to the student. That is what makes it so easy. No matter what you hear from the student, you can help them with a component of GPS LifePlan. You can guide them through a problem with GPS."*
- *"If students have a solid plan, their life is more meaningful. A lot of the success of incorporating GPS into the fabric of the institution. The faculty and staff care about students. If that is the case, the availability of a tool to help students get their arms around is a great thing."*

3. As a result of their involvement with GPS LifePlan, most students now perceive planning as an important skill to use now and in the future to help them accomplish immediate needs and pursue long-term goals.

- *"Some of these students have not been planners, to see the big picture. GPS helps them to look out and plan."*
- *"GPS helps students to think about their whole life, not just their academic component. Something to help them start thinking about the questions that need to be thinking about before they arrive and after they leave Century College and how they play out in their lives."*
- *"GPS makes students stretch. Students need to think beyond just taking their general education courses at Century."*
- *"Instructors let students know that planning is a very important part of their experience at Century College. We have often been concerned about the ability of our students to plan. GPS provides the structure for individual planning. Many of the students with whom I deal really don't have a plan. Students are very demanding about their academic plan. They sometimes do not understand the amount of work needed to achieve that plan. GPS not only provides the structure, but a time to reflect and think about some things that they have not already thought about."*
- *"I think that GPS is a way for students to move from kids at home, the typical student who had most matters handled by the parents, to helping the students to see all the parts of life and how to balance. Get them to think the big picture and take responsibility which they did not have to do so far."*
- *"If we are successful at exciting the student about creating a plan for themselves, as a result the student will take what they develop through their exercise with GPS LifePlan and will have the ability to evolve that plan as they age. In five or ten years, they will always have access to the plan and have the ability to grow that plan as a response to their life. When students come to Century College, it is the first step in a lifelong pursuit. It is different than what they thought of before. Typical high school students will go a few*

more years and then be through with education. What we have got to do, as early as we possibly can, we have got to instill the mindset that education is a way of life. Students need to accept that it is not a one shot deal. They have to take an interest in improving themselves for the rest of their lives if they want to keep up with society. They can't succeed if they don't stay on track. It is important that we use GPS as the infrastructure and framework to help students use it to use it for their lives."

Theme #3. Students understand themselves better as a result of GPS LifePlan since they engage in individual inquiry as well as engage GPS through assignments from the classroom. Self assessment and reflection activities are important activities with many of the GPS LifePlan activities and tools.

- *"I think that GPS allows them to get a better understanding of themselves, their learning methods, and develop a plan without having to ask questions that might be difficult for them or reluctant to ask. If you think everyone else knows something, and you do not, you might not ask it. For example, with a finance plan. You may not want to ask a counselor about it. But if everyone is working on the finance plan, you don't have to ask the question. Students do not have to self-disclose to anyone else."*
- *"Students better understand themselves as a result of self assessment, reflection, and consideration of issues that they had not considered before or at a deeper level."*
- *"GPS helps students to bring forth their own strengths, interests, and skills rather than being directed by others about occupations. I think that is a big strength."*

Theme #4. The collaboration of academic affairs and student services is essential for GPS LifePlan to be successful with students and the institutional planning. Just as it is understood that student retention is everyone's business at the institution, GPS works best when it can draw upon and enjoy the buy-in from across the campus. GPS requires the coordinated resources and integration throughout the college's services and learning experiences.

- *"Some think that student retention sits in student affairs. At this institution that is not true."*
- *"It's that buy-in from the community as a whole that makes the difference. It is the involvement of the counselors, faculty members. It is not a threat. Having the students services people see this as an enhancement of what they already do. There is always a fear that technology will replace me. With GPS, that is not true. The key is having the buy-in from faculty and having it take place within their learning environment. Those are the conversations that make the most difference."*
- *"GPS transcends academic and student affairs. It has the very important endorsement by the Century College president. That is the best way to move beyond traditional institutional divisions and silos."*
- *"For other colleges who are considering adopting GPS, it started in student services here. But it was led by counselors who held faculty positions. Sometimes faculty are put off by programs that begin in student services. Sometimes they perceive that student success is their responsibility. Place responsibility for a new GPS initiative with the faculty counselors since they represent both academic and student services. Provide really good sound examples of how to use GPS for others. Create a list of all the things that can do. When you have a small initial success, make a big thing out of it. Share it with other units. Lay it all out there on what made you successful with the GPS activity."*

Theme #5. GPS LifePlan provides a framework and a structure for the college to create synergy among existing programs and new resources to increase student success. GPS LifePlan brings together the college and focuses its current resources in a more efficient and effective manner to better meet the needs of students and the institution. Complicated needs and problems require a comprehensive and coordinated set of resources and intentionally-designed experiences.

- *“While other colleges have similar services, GPS packages it.”*
- *“GPS provides a framework, putting all the existing student services together, helping students to recognize a comprehensive plan to achieve their success. Students do not have to go to individual college offices and potentially hear conflicting information. GPS puts it all together into one comprehensive package.”*
- *“If you have something to help them understand a framework, a personal plan, show them step by step, they end up with a plan. This whets their appetite for the next plan. GPS becomes the framework. Students become more planful with school and their lives.”*

Theme #6. Constant innovation and improvement of GPS LifePlan is essential for its present and continued service to students and the wider community. Since it is an institution-wide initiative, it requires continued investment, evaluation, integration, and revision. The same campus-wide efforts that were required to create it will also be needed to improve and increase relevance for students.

Subthemes include:

1. The online GPS Web site needs to build on its current strengths through enhancements and improvements. Due to its rapid development by a wide range of persons throughout the campus, considerable effort is needed to make all the components similar in appearance, interactiveness, and attractiveness. Users of the online GPS LifePlan components naturally compare the Web site with those that they frequently experience throughout the day. These other commercial, educational, and entertainment sites are supported by large technology staffs with large budgets.

- *“There are so many links. Not enough to keep me going. Need more graphics and interactivity. Maybe too many click throughs to get to where you want to be.”*
- *“GPS is so text intensive. It does not draw you in to read. Not with this generation of students, unless they are really driven. Integrate something like YouTube and other graphics.”*
- *“From my perspective, building more interactiveness, flash into the online GPS component will require more staff. Move beyond words on a screen to engage students more. Find a way to save everything over into the student’s eFolio Web site.”*
- *“More customization of the eFolio platform. It is rather static. It was developed for another purpose than GPS. It could use some interactive applications that could lie on top of it. If you want technology to make a difference, you have to keep making investments in it early on.”*
- *“Make GPS easier to find. A lot easier to find through the college main web site. Make the GPS web link more prominent and locate it throughout other college Web sites as well.”*

2. GPS LifePlan needs to be more intentionally integrated and structured by instructional faculty into their courses. A number of administrators believe that the more intentional and practical use of GPS by more instructional faculty is key to making GPS relevant and meaningful for students. There is recognition by administrators of the need to provide incentives and support systems to encourage instructional faculty to experiment with GPS LifePlan within their courses.

- *“The benefit of GPS will be that it is worked into the classroom and the students have to work in it. It may take some time before the real value appears, maybe after they leave the institution and begin their careers.”*
- *“Teachers need to spend considerable time during class on the technical skills for using eFolio like how to upload files and the like. The same needs to be true for the online GPS components. Another way to encourage teachers to use GPS is to have a technical expert come to the classroom to demonstrate, train the faculty member, and help the class to use the online components.”*
- *“If you assign use of eFolio or the GPS online components, they know that it is not just something extra, but is required for the class. They may grumble about it, but they will do it.”*

3. GPS LifePlan could be expanded to serve more learners within the larger community such as Century College employees, parents, and secondary school students. These administrators suggest that the basic content and tools of GPS could be either adapted or repackaged for use by others outside of the students at Century College.

- *“The finance plan has turned out to be very helpful. I think it is a goal of Governor Palenty for all high school students to have a finance plan. I remember scratching my head about that. It is odd of government to be involved like that. But with all the news about the housing market, students with massive tuition debt, and credit card spending. Good lord, if no one else is doing something about this, this happy little tool may be helpful. It seems odd to have government mixing in with education, but this issue pushes society up and down.”*
- *“I would like to see a way to get the Century College employees involved with GPS. It would be helpful for career pathing here at the college. The GPS workshops would be very helpful to employees as they consider the next step that they want to take. It is hard to get the employees involved, to get them involved in their own personal and professional development.”*
- *“GPS could be of benefit to parents, especially those who did not complete college or even high school.”*
- *“GPS is long overdue. Finances is a major reason for dropping out of school. They are working, supporting the family. They hardly have a minute to think about themselves. GPS is their retirement portfolio. GPS helps students to start at the front end about life issues before they face them after college. It is the thinking process, it is more than academic advising. GPS helps the students to move forward. I think that it should be offered earlier prior to college, high school would be a good place to start.”*

4. Improvement with the marketing and visibility of GPS LifePlan. A number of the administrators suggested that the marketing venues and messages need to change periodically in order to reach students due to the many other messages that they are being bombarded with every day.

- *“Regarding what next is needed, I think we are on the right trail. We need someone to help us enhance the image of the product and provide some continuity across the seven different plans so that it is a truly connected LifePlan. Putting the pieces together along with branding it. More people on the project will help it to move along even faster.”*

- *“Students tell me that they know about GPS, but had not used the online tool yet. Maybe we need to change the message. Sometimes the message is out there so much it becomes background and people overlook it. Change up the marketing message from time to time.”*

5. Incentives are needed to encourage initial experimentation and integration of GPS LifePlan into the classroom or the student services area at the college. Many of these incentives come from existing professional development programs offered by Century College.

- *“Another incentive for faculty participation in GPS is that we leverage the Awards for Excellence grants. It provides some modest incentives for integrating GPS LifePlan into their specific curriculum and sharing that with others. These awards also allowed for some release time for more significant involvement by faculty with development of GPS.”*
- *“The best way to help faculty have time to integrate GPS into their courses is through the Teaching Circles with a stipend. Someone needs to facilitate that discussion about GPS. There needs to be outcomes from that experience. They have to produce something to integrate into their class. The GPS facilitator has been in a Teaching Circle before and received additional training.”*

6. More assessment of GPS LifePlan and dissemination of that information may encourage more Century College faculty and staff to pilot it with their work. It was cited by several of the administrators that sharing data about Century College student performance was critical for building early support for the development of GPS LifePlan. This will require measurement of key student outcome indicators and evaluation of how well GPS LifePlan is contributing to improved outcomes for students.

- *“If you are working with people, having some data on how on the online GPS component is working would be helpful to encourage others to use it. Right now, it feels like you are checking out a book with all the chapters on career planning, and unless you give them homework assignments on how they are using it, you would not know if they found it to be helpful. It is sort of like the next step in inventing something, figuring out if it is working.”*
- *“The Noel Levitz data told us that many students are in the same position, things have not changed much. Characteristics of these students: no engagement. It tells us that if we can get those students engaged and planning, it accomplishes a tie between the institution, a link to the future, something for them to hang their hat on. A ray of sunlight. They know if they persist, they can achieve their plan. That is what the core of the GPS LifePlan is. We need to think about the individual. We know when students continue to change their plan, or have no plan, they are high risk for failure and dropping out.”*
- *“People on the campus saw that there were real problems with student success and retention. They see GPS as central to addressing these issues.”*

Section Six

Next Steps with Evaluating GPS LifePlan

After the initial phase of evaluation of GPS LifePlan, additional research questions can be investigated to more fully understand the impact of the program. Some of these questions will require development of new student tracking systems and assessment tools. All will require more personnel, time, and resources to complete. Following are questions and issues that should be investigated in the upcoming years.

1. What are the explicit, tangible experiences (attitude, knowledge, behaviors, and skills) for the students, staff, and faculty members as a result of each of the components of GPS LifePlan?
2. What life skills did students develop while at Century College? How do we measure them? Do they continue to use them after they leave Century College?
3. How do individuals use the GPS LifePlan web site? In the initial phase of program evaluation, the number of “hits” on key web pages were measured. Building upon that data, this question examines how students move through the web site.
 - a. How much time do they spend in particular modules?
 - b. How do they flow between particular modules within one of the GPS subplans?
 - c. How do they flow between the GPS subplans?
 - d. What variables predict which online GPS modules are and GPS subplans are more useful to students based on their demographics, preentry attributes, college academic performance, learning segment, or other possible factors.
4. What is the level of involvement and the ways that students use the e-Folio component of GPS LifePlan? Access would be gained through permission of sample of students. Materials would be scored under a matrix system to systematically evaluate them regarding:
 - a. Level of completion (number of modules)
 - b. Thoroughness (number of individual questions answered and depth of answers)
 - c. Developed goals and objectives (number, appropriateness and achievability)
 - d. What promoted completion of the modules: voluntary, encouragement by Century College faculty or staff member, integrated into class expectations by a faculty member
 - e. Review student eFolio developed materials upon permission
5. Are students more engaged with the college learning environment? This could compare data from the *Community College Student Engagement Survey* from before and after the introduction of GPS LifePlan.

6. What are the intensity levels of engagement with individual modules and subplans and the overall GPS LifePlan?
 - a. What is the unduplicated headcount and amount of time spent with individual GPS LifePlan activities? This would require a tracking system that merges involvement with workshops, attendance at Student Success Day conferences, on-line work with modules, enrollment in classes that integrate GPS LifePlan activities, participation with academic support center activities and classes, appointments with counselors, etc.
 - b. How do students interact among the on-line GPS LifePlan resources? How do they flow between learning modules and activities? How much time is spent by individual students with particular learning modules?

7. Compare and contrast the 7 student learning subpopulations that currently attend Century College regarding their awareness, use, and outcomes of GPS LifePlan. Why are there differences? What can be done to enhance the experience for each of the segments? What additional resources are needed to serve each of the learning segments?
 - a. Pre-college (K-12) learners
 - b. Remediation and test prep learners
 - c. Degree completion adult learners
 - d. Professional enhancement learners
 - e. Corporate learners
 - f. College experience learners
 - g. Life fulfillment learners

8. What structures of policy and practice at the college influence the use of GPS LifePlan? This involves instructional faculty members, counseling faculty members, administrators, staff and other individuals. What systemic policies could or should be implemented to increase the effectiveness of GPS LifePlan?

9. How can the evaluation process be used for continuous monitoring and improving of GPS LifePlan?

10. How could evaluation data be compared among other institutions that adopt GPS LifePlan with baseline data from Century College?

11. What factors influence student use of individual components of GPS LifePlan?
 - a. Student input variables could include:
 - i. student motivation
 - ii. preentry academic preparation
 - iii. personal demographics: gender, age, ethnicity
 - iv. student declaration and level of commitment to program of study
 - v. socio-economic: Pell grant eligibility, first-generation college status
 - vi. student learner segment
 - b. Institutional input variables could include:
 - i. Faculty member integrates GPS LifePlan into their classes.
 - ii. Policies and procedures
 - c. Evaluation protocols could include:

- i. Inclusion of student college preentry attribute information gained through the admissions process
- ii. Online survey of student motivation

12. How could the assessments and data collected through the evaluation process be used as a new tool to intervene for students that are predicted to be at risk for academic difficulty or failure? For example, an assessment tool may be used to understand student motivation variables that impact whether they use GPS LifePlan. This data may also be predictive of their use of other campus resources. If it is correlated that similar behavior often leads to drop out, how does the institution use the data to intervene earlier with the student? This data could be added to that gathered through the assessments for newly admitted students.

13. What is the longer-term impact of GPS LifePlan with students? This could be accomplished through one or more of the following:
- a. Online graduation survey
 - b. One year follow-up online or telephone survey after graduation or transfer to another institution
 - c. Five year follow-up online or telephone survey after graduation or transfer to another institution

Appendices

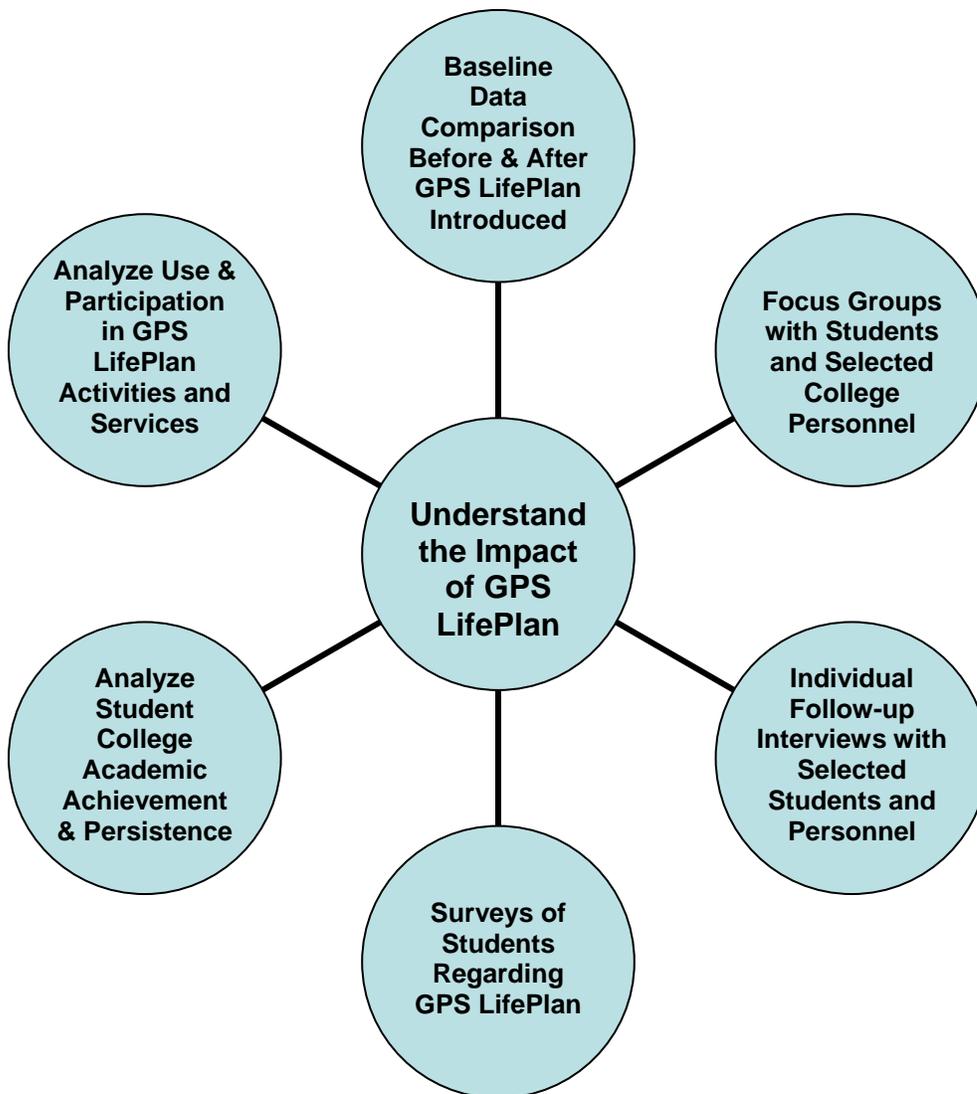
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Appendix A

Research Methodology

Century College GPS LifePlan Evaluation Plan

Due to the complexity of the GPS LifePlan, the evaluation plan needed to investigate it through both qualitative and quantitative methods. The data analyzed included previously collected information by Century College as well as new information collected by the external evaluator with partnership with Century College personnel. Below is a visual representation of the evaluation plan.



Evaluation Goal: To understand the impact of the GPS LifePlan approach with students, GPS LifePlan Steering Committee members, counselors, faculty members, and administrators.

The goal is not only to understand if the entire GPS LifePlan worked, but also which parts of the program were the most effective for achieving desired outcomes. In addition, this evaluation report creates an assessment tool for continuous quality monitoring and improving of the program which leads to higher student and institutional outcomes. Validation of the effectiveness of the GPS LifePlan will encourage adoption of its best practices with other institutions in Minnesota and the nation.

While there are a variety of questions that are investigated through this evaluation plan, three fundamental questions guide the design.

1. To what degree do students know about GPS LifePlan?
2. What components of GPS LifePlan are used and to what intensity?
3. Does GPS LifePlan make a difference with desired student and institutional outcomes?

Evaluation Design: A comprehensive evaluation study of this nature requires a mixed design of both quantitative and qualitative data. The complex questions will investigate not only utilization of the GPS LifePlan, but also its effectiveness. Baseline data will be collected for the three years before the introduction of GPS LifePlan during fall 2006. While there are seven learning segments served by Century College, two are selected during this initial evaluation phase: (a) remediation and test prep learners, and (b) degree completion adult learners. The complexity of the evaluation requires that it to be conducted in phases. The most essential elements will be completed by late spring 2008 to meet the institution's deadline for initial evaluation. Additional phases would be conducted in succeeding years.

The national evaluation model adapted for use at Century College comes from the work of Dr. Sandy Astin at UCLA. It is one of the most frequently used models for program evaluation. [Astin, A. W. (1993). *What matters in college: Four critical years revisited*. San Francisco: Jossey-Bass Publishers.]

The *Input-Environment-Outcome (I-E-O) Model of Evaluation* is based on a dynamic evaluation of three major elements within the college environment:

1. *Input:* Characteristics of student at time of initial entry into college.
2. *Environment:* Various programs, policies, faculty, peers, and educational experiences to which the student is exposed.
3. *Outcomes:* Characteristics of the student after exposure to the environment. These outcomes are examined both during and after college. The domains are both cognitive and affective. This requires both behavioral and psychological data.

The magnitude of effect is proportional to the degree of exposure. In many ways it acts as a mathematical equation: Quality of the experience times the quantity of the experiences equals its impact upon student outcomes. An increase in both the quality and the frequency results in higher outcomes. Additional elements that influence the outcomes are when students have an experience with the institutional experience (when did it start and stop) and how intense was the exposure (frequency/quantity and quality

of the interaction). All these dynamic elements influence the student outcomes. This understanding can guide institutions to make adjustments to the experiences.

Focus Group Procedures

An important part of the GPS LifePlan evaluation was a deeper understanding of the perceptions of each of the stakeholders regarding GPS LifePlan: students, faculty counselors, instructional faculty members, GPS Steering Committee members, and cabinet-level campus administrators. This required a qualitative approach to the data.

Methodology

Phenomenology is a research methodology to better understand an experience by another person. This approach assists a researcher to more deeply understand the meaning and understanding of another person with a particular experience. The focus is how a person experiences the world as the phenomenon is occurring (Husserl, 1970). There are many methods to conduct this investigation. For this study, Colaizzi (1978) was selected. His protocol uses a structured approach to gathering data and analyzing it. It is one of the most widely used procedures with qualitative research studies. There are six steps to the process:

1. Record the conversation by the subjects regarding their perceptions of the phenomena. In the case of this study, the focus was on their perceptions of the GPS LifePlan. The subjects were the students and employees from the focus groups at Century College.
2. Read a transcript of the conversations by the subjects.
3. Identify significant phrases pertaining to the phenomenon from the transcript.
4. Create meaning of each of the significant statements.
5. Organize the meanings into larger themes.
6. Develop a description of the phenomenon through integrating the results of the data analysis and draw conclusions.

Sample

Focus groups were conducted with five sets of stakeholders at Century College during late fall 2007 and early winter 2008.

- Students. A random selection of students were invited to participate. Forty-five students participated in one of several focus groups.
- Instructional faculty members. A random selection of instructional faculty members who had participated in the GPS-related Awards for Excellence or Teaching Circles were invited to participate. Eight participated in one of several focus groups.
- Faculty counselors. All members were invited to participate. Eight participated in the focus group.
- GPS Steering Committee members. All members of this group were invited to participate. Ten participated in the focus group.
- Cabinet-level administrators. Twenty-one members of the Century College's Executive Cabinet-level administrative team participated. Rather than a focus group, each member was individually interviewed by the external evaluator.

Procedure for Data Collection

During the focus groups, the external evaluator facilitated the group in gathering information. The following steps were taken to elicit statements from the participants. (a) Group engaged in initial warm-up discussion about themselves and introduction of the external evaluator. (b) Conversation is recorded as the group begins to discuss GPS following prompts from the external evaluator. (c) Periodically the external evaluator requests that group participants record their individual comments on the computer regarding GPS questions that are prompted by the external evaluator. (d) After a period of time of individual work on the computer, the external evaluator brings the group back to share the comments that they had just recorded. Focus group participants were permitted to not share such written statements as they preferred. (e) Following more group discussion which was recorded, the external evaluator redirected the group back to the computer to modify or add to their comments on the basis of the preceding group discussion and additional time for reflection on the question or issue. (f) This same cycle of activities were repeated with each of the question or issue prompts by the external evaluator. Most focus group sessions lasted between 60 and 90 minutes. The recorded discussions were converted into transcripts and responses from the typed comments of the focus group members were collected.

Procedures for the Cabinet-level Administrator group were different. Each administrator was interviewed separately and privately in a small meeting room. The conversation between the external evaluator and the administrator was recorded and a transcript produced.

Data Analysis

Responses were analyzed using Colaizzi's (1978) data analysis methodology. The phenomenological method requires that the researcher not interject any of their own personal biases or preconceived understanding of the phenomena to the analysis process. The data analysis followed the traditional method identified by Colaizzi.

1. Each statement by the person was read carefully several times.
2. Significant phrases or statements were identified from the transcripts for each individual that related to GPS.
3. Meaning was determined for each of the significant phrases or statements.
4. The meanings were carefully analyzed and merged to create themes that clustered together similar meanings. In some cases, subthemes were identified due to the complexity of the overarching themes. Descriptions and interpretations of these newly created themes were created. Several direct quotations from the transcripts were coupled with these themes to help contextualize them and provide deeper insight by providing the actual words of the people.

Appendix B

GPS LifePlan Committee Structure

Initial Working Group for Development of GPS LifePlan

Name, Title	Area		
Jennifer Robey Reading/Study Skills Faculty	Academics	Aarin Distad Student Experience Director	Student Services
Kathy Matel ESL Faculty	Academics	Andrea Junso Student Experience Director	Student Services
Kristine Peleg English Faculty	Academics	Anthony Rubis Financial Aid Specialist	Student Services
Mark Felsheim Academic Dean	Academics	Dara Hagen Director of Career Services	Student Services
Pakou Vang Speech Faculty	Academics	Janet Wacker Dean of Students	Student Services
Charlotte Nordstrom Counselor	Counseling	Jessica Twiest Resource Coordinator	Student Services
Karen Machlica Counselor	Counseling	Katie Svoboda New Student Coordinator	Student Services
Linda Baughman-Terry Counselor	Counseling	Katie Pierre Peer Tutor Coordinator	Student Services
Michele Jersak Counselor	Counseling	Katie Vadnais TRIO	Student Services
Mark Vukelich Director of Marketing	Other Staff	Kristin Hageman Dean of Student Life	Student Services
Pat Claggett Planning/Institutional Research	Other Staff	Mike Bruner VP of Student Services	Student Services
Francis Gedang Student	Student	Jason Huisheere IT Web Master	Technology*
Lisa Maldonado Student	Student	John Rohleder Associate VP of IT	Technology*
		Scott Simenson ITT Faculty	Technology*
		Tiffini Deeb IT Manager	Technology*

Creation and implementation of GPS LifePlan required an enormous commitment by Century College and by individuals throughout the institution. The table above provides an illustration of this commitment and some of the individuals who were involved in this process. Many others are not listed here due to space limitations.

Sub-Committees

Century College established content sub-committees (one for each module) charged with researching and creating content. Since the GPS content has been already determined, new adopting institutions will not need to do this. But, other groups are needed to customize and implement GPS LifePlan.

1. Campus Resources: Each institution will be able to customize the “Campus Resources” section for each of the five online modules – Career, Education, Finance, Leadership, and Personal. Someone at each adopting institution needs to determine the specific campus resources and the corresponding links needed.
2. Communication:
 - a. Define what message you want to send to students and faculty and staff about LifePlan

- b. Identify what resources and suggestions to provide to faculty about how to use in the classroom
 - c. Communicate with faculty and staff (newsletters, emails, presentations)
 - d. Encourage and support Teaching Circles, faculty and staff development, and mentoring
 - e. Attend faculty and other department meetings
 - f. Create and implement incentives for students, faculty, and staff
3. Technology:
- a. Prepare campus for all students, faculty and staff to use eFolio; includes training
 - b. Plan for and execute revisions to current school web site as well as customize and update GPS site
4. Marketing:
- a. Establish total marketing plan including budget
 - b. Create marketing materials using logo, graphics and content from the GPS Website
 - c. Identify marketing channels – who advertise to, when, using what medium, etc
5. Faculty Involvement/Academic Initiatives:
- a. Focus on how to get GPS to students via the classroom
 - b. Research what other colleges have done and consider adapting to your school
 - c. Consider how to motivate and possibly compensate faculty efforts (Awards of Excellence)
 - d. Collect and disseminate sample assignments and other course integration suggestions

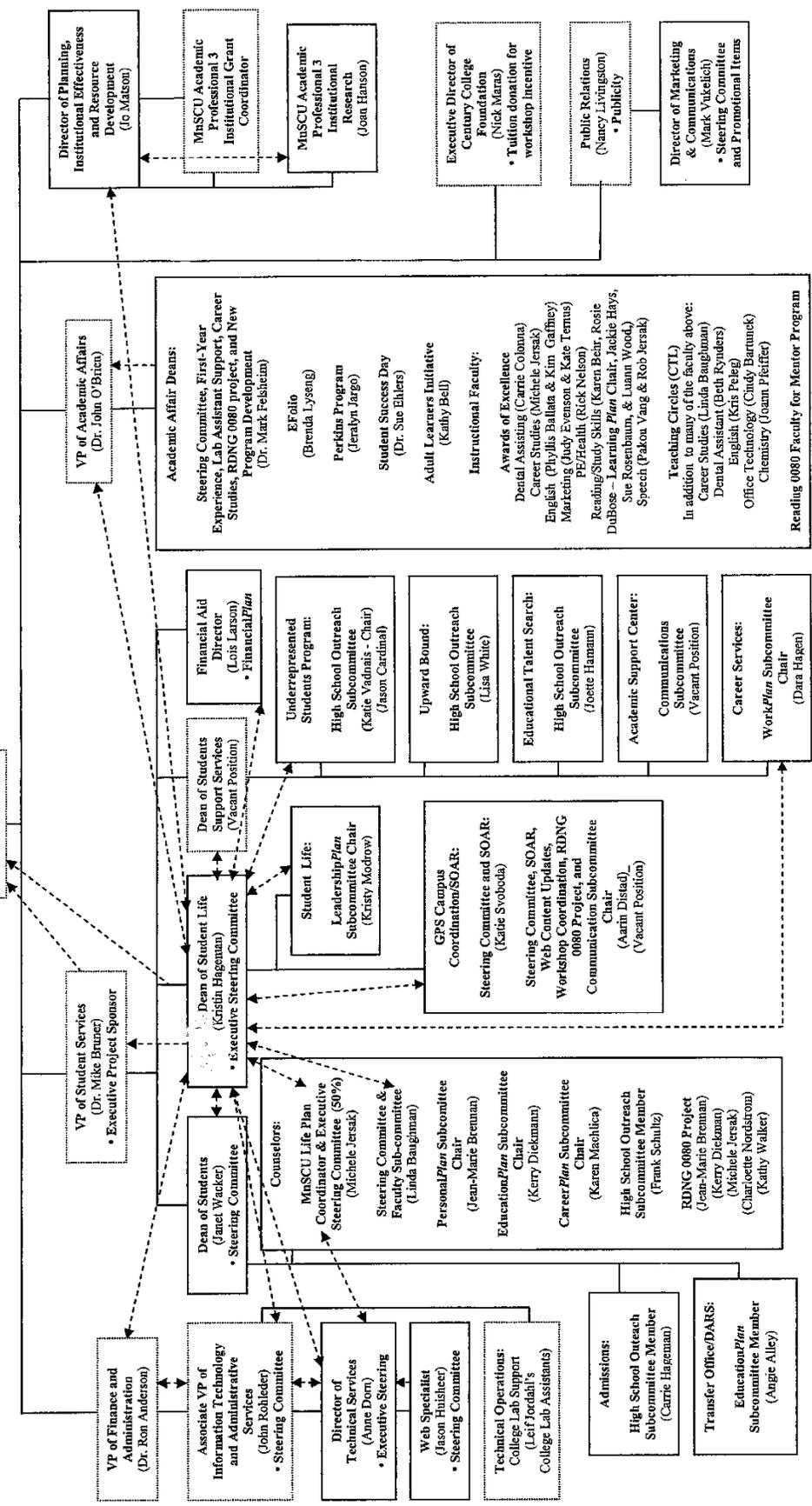
Other Suggested Roles/Responsibilities

The following tasks and responsibilities are important. None are full time jobs and some may be part of the committees listed above.

1. Institutional Research - responsible for evaluation and data collection regarding use and impact of GPS
2. Web site content advisor(s) - identify where GPS is linked to and from current school site
3. Web site coordinator - updates and maintains customizable portions of GPS website
4. Campus Contact - point person on campus for questions and comments to be directed to
5. eFolio master/trainer – person who knows all about eFolio as it relates to GPS, responsible for assisting and training students, faculty and staff
6. Workshop Coordinator –gathers all workshops under GPS umbrella, put events in one of the five modules, promotes workshops as part of GPS
7. Student Success Day Coordinator – integrates GPS into campus culture though this event each semester
8. Advisory/User Group participant(s) - sits on MnSCU group designed to share and support campus efforts regarding GPS

GPS LifePlan Organizational and Communication Flow Chart

KEY: Line of Supervision = Line of GPS LifePlan Communication = Active Project Participants =



Appendix C

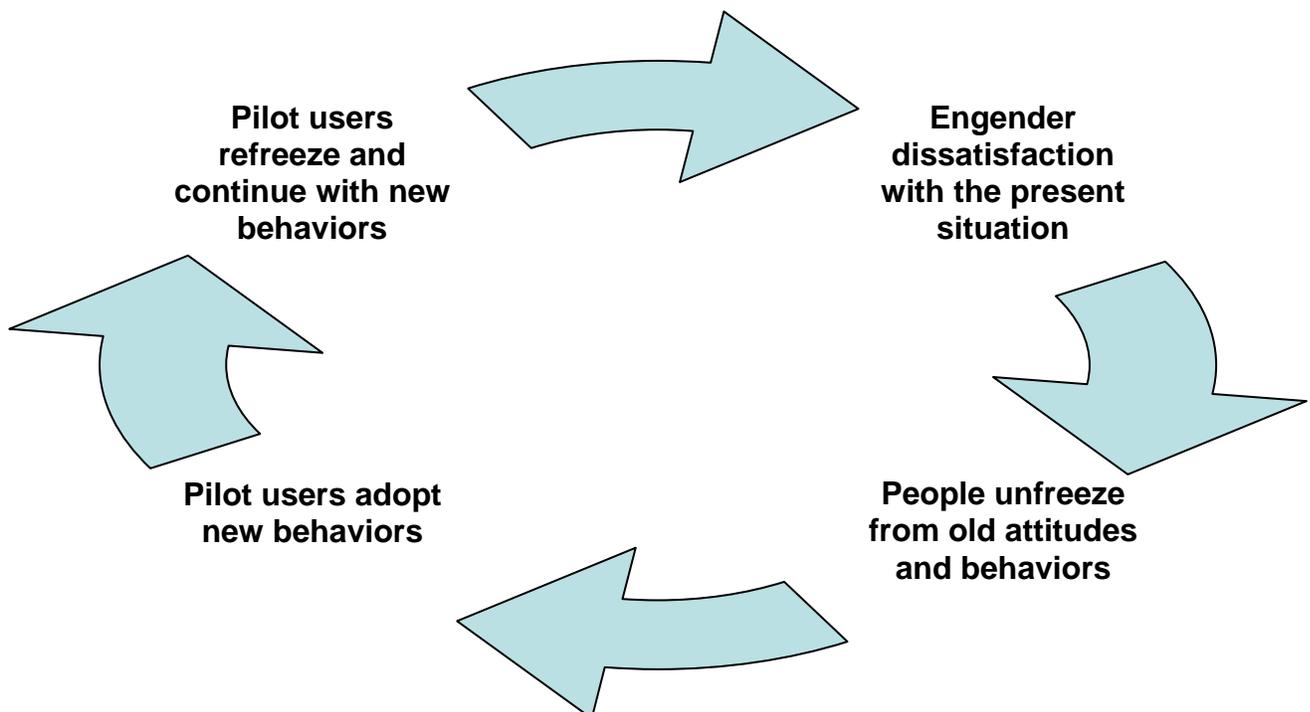
Kurt Lewin and Sequencing Change

The following narrative is adapted from Arendale, D., & Poch, R. (2008). Using Universal Instructional Design for administrative leadership, planning, and evaluation. In J. I. Higbee & G. Goff (Eds.), *Pedagogy and student services for institutional transformation: Implementing Universal Design in higher education* (pp. 419-436). Minneapolis: University of Minnesota, College of Education and Human Development.

Employing an Effective Change Model

College administrators have a wide variety of responsibilities that are demanding: budget manager, strategic planner, student learning leader, personnel manager, and catalyst for change. Change is often difficult not because of lack of interest by others, but rather because of the energy and resources needed for change itself. Every day new management books are being published with a subset focused on higher education management. A key issue for a successful leader is not only leading others to a desired outcome, but also understanding the complicated stages of change that must occur before arriving at that destination.

A classic model for organizational and personal change is provided by Kurt Lewin. Professor Kurt Lewin (1890-1947) was one of early leaders in social psychology and focused his research heavily on organizational dynamics. Lewin's *Force Field Analysis* (1947, 1951) provides a model for understanding the forces that either foster or hinder change. He described a multi-stage process.



The first stage requires the early leaders of the innovation to help engender dissatisfaction with the present system. Lewin argued that people would not even consider change unless the status quo was demonstrated to be seriously lacking. Applying this principle to higher education, this activity might include reports about the number of students with disabilities enrolled on campus, drop-out rates for students, student satisfaction survey data, and so on.

The second stage occurs when people “unfreeze” from customary behaviors and implement new ones. Activities at this stage might include a few people at the institution experimenting with several practices as a pilot-test. Data are collected from this pilot test, such as student survey data, changes in grade performance, and increase in utilization by students.

The next stage builds upon the pilot stage by the campus change agents, in this case senior student affairs administrators, presenting a comprehensive model for implementing UID. This stage requires not only advocacy from the administrators for change, but sustained attention and resources such as training.

The final stage, according to Lewin, is the most important and also the most challenging. “Refreezing” occurs when people have deeply adopted the new behavior and feel as comfortable with it as they were with the previous behaviors before the change model began. It requires continued support and rewards for people to continue the new behaviors. He argued that this stage is the one where well intentioned pilot programs sometimes are not continued. Applying this principle to postsecondary education, practices would include supplemental pay for additional work outside of the normal job scope or work-week, recognition of performing the new practices through the annual performance review system, and so on, etc. The new practices must not only be advocated, but ‘valued’ in a practical way from the perspective of the front-line implementers of the practice.

This comprehensive model of change requires not just advocating for adoption of the new practices. The entire cycle of change, especially the final stage of supporting ongoing implementation, is essential for systemic and sustained change. The four stages are arranged in a circle since change within an organization or for an individual is continuous. After reaching stage four of the process, the organization or individual needs to carefully reflect on their current performance indicators, engender dissatisfaction with the status quo, and engage in another round of quality improvement.

Appendix D

Sample GPS LifePlan Student Success Conference Agenda

One of the venues for experiencing GPS LifePlan is through the Student Success Conference that is held each semester. The academic calendar is planned so that no classes are offered during this day. Students are expected to participate in the conference through attending plenary sessions, visiting information booths, participating in one-hour workshops, and individual sessions with student affairs staff members, faculty counselors, and faculty instructors. It is estimated that about one-fourth of Century College students participate in the conference.

On the following pages is a schedule from the March 2008 conference. The schedule is also useful for understanding the one-hour GPS LifePlan workshops. Many of the workshops offered during the conference are also presented each semester as well.



STUDENT SUCCESS DAY SCHEDULE

March 5, 2008—*We Want You Here!*

INTRODUCTION: Student Success Day is a day set aside each semester to support and celebrate student success. The day provides time for you to meet with your teachers to discuss your academic progress. Our faculty members use the college's Early Warning System to let you know before Student Success Day if you are not progressing in a given class and expect you to meet with them on Student Success Day to address concerns. Additionally, you can attend a variety of sessions and activities that support student success. Century College also encourages you to develop an individual GPS LifePlan. In "GPS Lifeplan," GPS stands for *Goals + Plans = Success*. The Student Success Day schedule provides opportunities for you to focus on conferences, sessions, and activities for any or all of the following dimensions of your GPS LifePlan: LearningPlan, EducationPlan, PersonalPlan, CareerPlan, WorkPlan, FinancePlan, and LeadershipPlan.

(SOMETHING NEW: We are going to be using a tool called WebEx to simultaneously stream a few of our sessions out to students in their homes using the Internet. WebEx allows you to view real-time sessions the same as if you were in the room for each presentation. The tool delivers the voice and presentation over the Internet using a computer!)

How to Invest in Your Success:

On Student Success Day talk with each of your teachers to find out how you can improve and attend sessions that will help you create or support your GPS LifePlan. Remember: **Goals+Plans = Success.**

Have a success-full day!

- Write your Student Success Day schedule in the space provided on the next page. If you have questions, talk to your teachers. Have an enjoyable, SUCCESS-FULL day!
- Make an appointment for a conference with each of your teachers—see how you are doing in each of your classes. Find out what you can do to improve.
- Arrive early to enjoy a breakfast bar and juice box. (FOOD!—in the West Main Commons Area).
- Choose sessions, workshops, open houses, and information tables that help you with your LifePlan needs.
- Visit with a counselor and relax in the open gymnasium and Fitness Center.
- Plan to attend the keynote presentation at either of two times, 12:00 OR 5:00, in the West Campus Theatre. The event is sponsored by Student Life.
- After attending one of the keynote presentations, enjoy pizza and beverage! (FOOD!—in the Theatre Lobby). **Please turn this page over ->**

FILL IN YOUR SCHEDULE FOR STUDENT SUCCESS DAY

TIME	SUPPORT YOUR ACADEMIC SUCCESS-- HAVE CONFERENCES WITH YOUR TEACHERS	SUPPORT YOUR GPS LIFEPLAN—ATTEND PRESENTATIONS, OPEN HOUSES, INFORMATION TABLES, WALK-IN COUNSELING, OPEN GYM	ROOM
8:00-8:50 AM			
9:00 AM		Pick up a breakfast bar and juice box in Main Commons	West Main Commons
9:00-9:50 AM			
10:00-10:50 AM			
11:00-11:50 AM			
12:00-1:00 PM		Guest Presentation, sponsored by Student Life.	West Theatre
1:00-1:15 PM		After guest presentation enjoy FOOD in the Theatre lobby—pizza and beverage	
1:15-2:05 PM			
2:15-3:00 PM			
5:00-5:45 PM		Guest Presentation, sponsored by Student Life.	West Theatre
5:45-6:00 PM		After guest presentation enjoy FOOD in the Theatre lobby—pizza and beverage	
6:00-6:50 PM			

ATTENDANCE INFORMATION FOR STUDENT SUCCESS DAY/WEEK:

*CONFERENCES—check with all of your teachers:

- Check to see when your teachers will be available for conferences; make appointments, if necessary.

*CLASS START TIMES ON STUDENT SUCCESS DAY AND DURING THAT WEEK

- **IMPORTANT:** Students are expected to meet with teachers and participate in the activities on Student Success Day
- Classes that would usually meet **BEFORE 3 PM** on Student Success Day will **not be held** on Student Success Day.
- **Late Afternoon Classes Starting AT or AFTER 3:00 PM** on Student Success Day will devote the first hour of class to conferences with the teacher or activities planned by the teacher.

EVENING CLASSES on Student Success Day

- **Students in evening classes on Student Success Day** are expected to meet with teachers and participate in evening activities and class. Students are expected to attend the 5:00 presentation by the keynote speaker then meet with teachers from 6:00 to 6:50, participate in activities planned by teachers from 6:00 to 6:50, and/or attend sessions available from 6:00 to 6:50 PM, and then attend regular class sessions that will begin at 7 PM.
- **Days Before and After Student Success Day (Monday, March 3rd; Tuesday, March 4th; Thursday, March 6th; or Saturday, March 8th) Late Afternoon/Evening Classes Starting At or After 3:00 and Saturday classes:** Although Student Success Day is held on March 5th, **late afternoon, evening, and Saturday classes during the week will devote the first hour of class to student success activities or conferences planned by faculty members.**

DIRECTIONS FOR JOINING A WEBEX SESSION

For this Student Success day we are going to be using a tool called WebEx to simultaneously stream a few of our sessions out to students at their homes using the Internet. If you cannot make it in person to the sessions marked WebEx, you can join the sessions on the Internet using WebEx. WebEx allows you to view our real-time sessions the same as if you were in the room for the presentation. The voice and presentation are delivered through WebEx, over the Internet, using a computer. **Note:** Please try to join the session 5-8 minutes before the start time of each WebEx session.

1. Launch **Internet Explorer**
2. Enter the **address** of the session you wish to attend. This can be found on the Student Success Day schedule or below on this page.
3. This will take you to a page that asks for your **Name** and **Email**. Enter them both and click on "**Join Now**"-- it is a blue button
4. A new web page will appear and you will need to follow the directions on the screen.
 - a. Click the yellow **Information Bar** at the top of the page.
 - b. Choose **Install ActiveX Control...**
 - c. In the security warning dialog box that appears, click **Install**.
 - d. Note this install will take a few minutes-- just wait
5. A dialog box will appear asking you to join the integrated **VoIP**. You will need to click on the **Yes** button. This will allow you to hear the presenter.
6. A dialog box titled **WebEx Audio Setup Wizard** will appear-- you can just cancel this window.
7. If you have any questions, please type them in the box near the lower right of the screen and click **Send**.

Note: If the presenter goes into full screen mode you will see a flash and your chat window will be minimized to an icon in the lower right corner of the screen. If you wish to chat, you will need to click on the icon that looks like a chat balloon-- that will restore the chat window.

Links for the available WebEx sessions (also found in the session descriptions found on pages 4-10 of this schedule):

8 am: **Do You Have a Desire2Learn Online?**

Presenter: Jodi Elliot

<http://tinyurl.com/264awl>

9 am: **The Century College Online Writing Center—a Great Opportunity for You!**

Presenters: Laurie Lykken, Brian Lewis, and Gordy Pueschner

<http://tinyurl.com/26q74u>

10 am: **D2L Support**

Presenter: Paul Coyan

<http://tinyurl.com/25ferc>

11 am: **Online Courses: What Can You Expect?**

Presenter: Carol Reid

<http://tinyurl.com/24yy4v>

1:15 pm: **Thriving in College—How to Work With Your Instructors to Be Successful**

Presenters: Jodi Elliot and Mark Felsheim

<http://tinyurl.com/29zd4t>

TIME	TITLE AND PRESENTER	8:00 SESSIONS	ROOM	GPS LIFEPLAN DIMENSION
CONSULT TEACHERS	CONFERENCES WITH YOUR TEACHERS	Make appointments with your teachers to see how you are doing in your classes and find out strategies that might make you more successful.	ASK TEACHERS	LearningPlan
8:00-8:50	CONFERENCES WITH COUNSELORS	Walk-in counseling is available	West 2410	LearningPlan
8:00-8:50	Presentation: Stress and Depression: Impact and Coping Strategies for Students (for all students-- LIMITED TO 32 STUDENTS) Presenter: Roberta Cullen and Chris Caulkins	Mental health issues affect many students at Century College. Stress and depression, for example, often go untreated. Maintaining grades, coursework, and attendance can be real challenges when stress is present. Chris Caulkins talks about the impact of depression. Roberta picks up the topic of stress. The presenters will interact with students and provide current information on these serious issues. Students will learn about available resources on and off campus. LIMITED TO 32 STUDENTS. (Session repeated at 10 AM in West 2490)	East 1225	PersonalPlan
8:00-8:50	Presentation: Listening and Note-taking (for all students) Presenter: JoAnn Heinsch	Learn to listen actively and how to prepare for exams from the moment your first lecture begins by using the Cornell Note-taking and Study System.	West 1006	LearningPlan
8:00-8:50	Presentation: Navigating the GPS LifePlan (for all students-- LIMITED TO 25 STUDENTS) Presenters: Aarin Distad and Laura King	Goals + Plans = Success (GPS). Learn how to navigate the seven dimensions of the GPS LifePlan. The GPS LifePlan can help you to: develop your career and life goals, increase your motivation and focus to succeed in college, effectively plan your class schedule, manage your time and money wisely, and maximize your use of Century College resources. LIMITED TO 25 STUDENTS. (Session also given 6:00 PM, same room.)	West 1325 Computer Lab	GPS LifePlan
8:00-8:50	Presentation: Counseling and Career Services—What's In It For You! (for all students) Presenters: Julie Johnson and Dara Hagen	What career is right for you? Need help with your resume or finding that first job? Not sure where to start? Career assessment inventories can assist you with career decision-making. Learn about the help available in Career Services (like resume and cover letter assistance, job search tips, job postings interviewing skills, online career resources).	West 2400 Counseling and Career Center	WorkPlan
8:00-8:50	Presentation: Transfer—The What, Why, and How --Information You Need to Know (for all students interested in transfer to another school-- LIMITED TO 28 STUDENTS) Presenters: Angie Alley and Kerry Diekmann	Learn what you need to know about transferring and how to use CAS (Course Applicability System), an online tool to assist in transfer planning. LIMITED TO 28 STUDENTS.	West 3470 Computer Classroom	EducationPlan
8:00-8:50	Presentation: Succeed in Math—One Class Period At A Time (for all students) Presenter: Alvina Frahm	Learn what you should do before, during, and after each mathematics class to be successful.	West 3340	LearningPlan
8:00-8:50	Presentation: Achieving Excellent Academic Writing: The Top Five Things to Review Before Submitting A Paper (for all student writers) Presenter: Loli Dillon	Students will get an inside look at common writing errors that may quickly bring down grades. Students will get explanations and practical examples of how to repair these errors. (Sponsored by the Writing Center.)	West 2180	LearningPlan
8:00-8:50	Presentation: Graphic Organizers for Your Learning (for all students) Presenter: Sandra Block	What do a spider, a fishbone, a grid, a man named Venn, and a web have in common? All graphic organizers—pictures—you can use to help think, problem solve, and write. Come to this session and get a chance to try them out. (Sponsored by the Writing Center)	West 2160	LearningPlan
8:00-8:50	Presentation: Do You Have a Desire2Learn Online? (for all students interested in online learning) Presenter Jodi Elliot	Do you want to learn your way around an online classroom? This session is for students planning to enroll in or currently enrolled in an online or blended course. (Note: See special information on joining a WebEx session for this information. You will need: http://tinyurl.com/264aw if you want to participate in this session as a WebEx session. Complete directions on Page 3 of this schedule.)	West 2120	LearningPlan

TIME	TITLE AND PRESENTER	9:00 SESSIONS	ROOM	GPS LIFEPLAN DIMENSION
CONSULT TEACHERS	CONFERENCES WITH YOUR TEACHERS	Make appointments with your teachers to see how you are doing in your classes and find out strategies that might make you more successful.	ASK TEACHERS	LearningPlan
9:00-9:50	CONFERENCES WITH COUNSELORS	Walk-in counseling is available	West 2410	LearningPlan
9:00-10:50	Presentation: IP Addressing and Subnetting (especially for ITT and MCST students—all welcome) Presenter: Scott Simenson, Thomas Prescott, and Luke Andresen	This hands-on session introduces students to the IP addressing framework and the theory and structure of IP addressing, including address identification and subnetting. Join us to learn simple and proven methods of how to subnet.	East 1718-1719	CareerPlan
9:00-9:50	Presentation: Navigating Nursing School (for 1st year nursing students or those starting or considering nursing) Facilitator: Kerry Keenan	A panel of nursing students and/or recent nursing program graduates shares their experiences of being a nursing student. What was beneficial to them? What recommendations would they share with students entering the program in the near future or considering applying for the nursing program?	East 1421 Bruening Room	LearningPlan
9:00-9:50	Student Forum (for all students) Facilitators: Century College Student Senate Members	Please join fellow students to discuss important student issues.	West 2090	EducationPlan
9:00-9:50	Presentation: Surviving and Thriving in Your First Year at Century College (for all students)Facilitator: Kathy Matel	Students share stories about their success at Century College—how they used paired classes, peer tutoring, counseling, learning communities, SSS, and lots of other opportunities to enhance their academic success during their first year at Century College.	West 2140	LearningPlan
9:00-9:50	Presentation: How to Get Your Engineering Degree (for all students interested in studying engineering) Presenters: Tim Grebner, Bob Klindworth, Kathy Walker, and Bill Young	This workshop focuses on what students need to do in order to successfully complete the Century College Engineering Program and transfer to the university of their choice. Topics covered: curriculum and scheduling, study skills, student organizations, and transfer institutions.	West 2180	EducationPlan
9:00-9:50	Presentation: Persepolis: A Graphic Novel, a Movie, and Century's Common Book (for all students) Presenter: Carl Gerriets	Curious about <i>Persepolis</i> , the graphic novel by Marjane Satrapi chosen by Century College as this year's Common Book? Please join us in a lively conversation about the book, the genre of graphic novels, and the purpose of our Common Book Project. Come with questions/comments to share. Note: You need not have read the book to attend.	West 1006	LearningPlan
9:00-9:50	Presentation: Empower Yourself for Success (for all students) Presenter: Pakou Vang and Kim Gaffney	This interactive session provides helpful hints on how to make the most of two valuable resources in your classroom: instructors and other students. It will help you empower yourself to take control of your education and make the most of time at Century College.	West 2160	PersonalPlan
9:00-9:50	Presentation: Gender Matters! (for all students) Presenters: Women and Gender Studies faculty/students	Learn how gender stereotypes influence your life and your learning experiences. Also, learn how courses focused on gender provide a definite advantage for many majors and careers for both women and men. (Session repeated at 6 PM, the same room.)	West 3340	EducationPlan
9:00-9:50	Presentation: Paraeducation: An Opportunity to Be a School District Employee With a Two-Year Degree! (for all students interested in being educational assistants or paraeducators) Presenter: Andrea Coffey	Paraeducators (educational assistants) work with teachers to meet the needs of public school students. The average salary of an educational assistant in the St. Paul School District is \$42,600 plus benefits. Students will explore the exciting opportunities in the field of paraeducation.	West 2010	CareerPlan
9:00-9:50	Presentation: Orientation to the Fitness Center (for all students) Presenter: Matt Ruhland	Learn about the college's Fitness Center. Get a full tour of the center, including a description of its equipment, weights, and accessories. Take this orientation so you can come in and work on your own!	West 1610	PersonalPlan
9:00-9:50	Presentation: The Century College Online Writing Center—a Great Opportunity for You! (for all students interested in online writing assistance) Presenters: Laurie Lykken, Brian Lewis, and Gordy Pueschner	Do you want online help with your writing, 24-7? Would you like another option for accumulating Writing Center minutes for your English courses? The speakers will explain how to access the center, discuss the activities that students may complete in the center, describe the current policy for awarding minute credit for English courses, and answer student questions about it. (Note: See special information on joining a WebEx session for this information. You will need: http://tinyurl.com/26q74u if you want to participate in this session as a WebEx session. Complete directions on Page 3 of this schedule.)	West 2120	LearningPlan

TIME	TITLE AND PRESENTER	10:00 SESSIONS	ROOM	GPS LIFEPLAN DIMENSION
CONSULT TEACHERS	CONFERENCES WITH YOUR TEACHERS	Make appointments with your teachers to see how you are doing in your classes and find out strategies that might make you more successful.	ASK TEACHERS	LearningPlan
10:00-10:50	CONFERENCES WITH COUNSELORS	Walk-in counseling is available	West 2410	LearningPlan
10:00-10:50	Presentation: Critical Thinking in Nursing (for nursing students or those considering nursing) Presenter: Nursing faculty	The presentation will define critical thinking and explain the importance of critical thinking in nursing. The relation between critical thinking and the nursing process will be explored	East 1421 Bruening Room	CareerPlan
10:00-10:50	Presentation: Stress and Depression: Impact and Coping Strategies for Students (for all students) Presenter: Robert Cullen and Chris Caulkins	Mental health issues affect many students at Century College. Stress and depression, for example, often go untreated. Maintaining grades, coursework, and attendance can be real challenges when stress is present. Chris Caulkins talks about the impact of depression. Roberta picks up the topic of stress. The presenters will interact with students and provide current information on these serious issues. Students will learn about available resources on and off campus. (Session also given at 8 AM in East 1225)	West 2490	PersonalPlan
10:00-10:50	Presentation: TI84 + Calculator Workshop (for beginner-level—MATH 30 and MATH 70) Presenter: Beth Hentges	Learn how to effectively use a graphing calculator for college coursework (at the beginner-level—for MATH 30 and MATH 70 students).	West 3280	LearningPlan
10:00-10:50	Presentation: Life Happens: How to Deal With Setbacks and Challenges So You Can Stay in School (for all students) Presenters: Kathy Walker and Mark Felsheim	Identify some of the issues that can make college success challenging and strategies for success and Century College services that may help you be successful. Current and former students share about their experiences and college resources that helped them..	West 2090	EducationPlan
10:00-10:50	Presentation: Plagiarism vs. Paraphrasing (for all students-- LIMITED TO 25 STUDENTS) Presenter: Kim Gaffney and Peter Saiz	Learn how to acknowledge your sources fairly and accurately! Learn how to cite outside sources when writing, thereby avoiding unintentional plagiarism. Faulty paraphrasing, the most common type of plagiarism, is the central focus of this seminar. LIMITED TO 25 STUDENTS. (Sponsored by the Writing Center.)	West 2180	LearningPlan
10:00-10:50	Presentation: Scholarship Opportunities and Information Presenters: Nick Maras and Carrie Dieveney	Ever wonder why some people get scholarships and you don't know where to start? Learn how to navigate college money opportunities.	West 1006	FinancePlan
10:00-10:50	Presentation: Careers & Graduate School in Science (for all students) Presenters: Joann Pfeiffer and Bob Klindworth	Did you know you can get paid to go to graduate school? In this session we will discuss graduate school as well as explore various careers in science. Do you have what it takes to be a scientist?	West 2160	EducationPlan
10:00-10:50	Presentation: The Century College Honors Program (for academically successful students) Presenters: Members of the Honors Council	Are you an excellent student with a high degree of intellectual curiosity? Highly motivated? Want a small-class experience? Learn about Century College's Honors Program and the summer Honors Institute. (Session repeated at 6:00 PM, same room.)	West 2140	EducationPlan
10:00-10:50	Presentation: What Should I Do With the Rest of My Life? (for all students) Presenters: Linda Baughman-Terry and Karen Machlica	A panel of professionals in a variety of careers will talk to you about their own career journeys. Panelists will talk about transferrable job skills, how academic majors relate to different careers, and how to network and build your resume.	West 2010	CareerPlan
0:00-10:50	Presentation: Dealing With the Diversity: GLBT Issues in College (for all students) Presenters: Susannah Dolance and Brian Lewis	This session will answer students' basic questions about how gay, lesbian, bisexual, and transgender (GLBT) issues relate to college life. Any question students have about GLBT issues that pertain to the college experience will be addressed.	West 3340	PersonalPlan
10:00-10:50	Veterans Service Providers in the Twin Cities Metro Area: A Panel Discussion (for all veterans, their families, and significant others)	Many veterans attend Century College. Students and staff who have served or are serving in the Armed Forces, along with families and significant others, are invited to this panel presentation about veterans service providers in the Twin Cities Metro area. Please plan to stay for networking during the session following the discussion. (Sponsored by the Counseling Department.)	West 2510	PersonalPlan
10:00-10:50	Presentation: D2L Support (for all students interested in using Desire2Learn or D2L) Presenter: Paul Coyan	Learn about the support available for Desire2Learn (D2L). (Note: See special information on joining a WebEx session. You will need: http://tinyurl.com/25ferc if you want to participate in this session as a WebEx session. Complete directions on Page 3 of this schedule.)	West 2120	LearningPlan

TIME	TITLE AND PRESENTER	11:00 SESSIONS AND GUEST ESENTATION	ROOM	GPS LIFEPLAN DIMENSION
CONSULT TEACHERS	CONFERENCES WITH YOUR TEACHERS	Make appointments with your teachers to see how you are doing in your classes and find out strategies that might make you more successful.	ASK TEACHERS	LearningPlan
11:00-11:50	CONFERENCES WITH COUNSELORS	Walk-in counseling is available	West 2410	LearningPlan
11:00-11:50	Presentation: ITT Student Session (for ITT Program students and those interested in ITT) Presenters: Scott Simenson, Thomas Prescott, and Luke Andresen	This session's discussion will focus on clarifying career and course planning issues for the ITT Program students. LIMITED TO 24 STUDENTS.	East 1718-1719	EducationPlan
1:00-11:50	Presentation: Tests Make You Tense? (for all students) Presenters: JoAnn Heinsch	Lower your exam stress. Learn about proper test preparation, what to look for in true-false questions, and how to analyze multiple-choice problems.	East 1331	LearningPlan
11:00-11:50	Presentation: TI84 + Calculator Workshop (for intermediate-level—MATH 1061) Presenter: John Gingerich	Learn how to effectively use a graphing calculator for college coursework (at the intermediate-user level—for MATH 1040 and MATH 1061 students).	West 3280	LearningPlan
11:00-11:50	Presentation: Procrastination: Understanding and Conquering the "Beast" (for all students) Presenter: Michele Jersak	Procrastination can be a "beast" that eats into your time and success. Learn what leads to procrastination and strategies you can use to conquer the beast." (Session repeated at 6:00 PM, same room.)	West 1001	LearningPlan
11:00-11:50	Presentation: We're All Smart In Different Ways: Multiple Intelligences Theory (for all students) Presenter: Sue Rosenbaum	Dr. Howard Gardner's Theory of Multiple Intelligences focuses on the idea that intelligence is not a single, static, born-with-it ability. Instead, our intelligences are many, varied, and open to constant improvement	West 2490	LearningPlan
11:00-11:50	Presentation: Study Abroad Opportunities (for all students) Presenters: Cullen Bailey-Burns, Melissa Borman, Joe Richards, and Tracey Wyman	How can you earn college credit for living and studying in another country? Learn about programs in Costa Rica, Ireland and England and others around the globe. Learn how to add a certificate in Global Education to your transcript	West 2010	EducationPlan
11:00-11:50	Presentation: Century Alumni Share Career Paths for all students) facilitator: Brent Brommer, Alumni Associ. President, Panel Members: Century College Alumni Members	Members of the Century College Alumni talk about their educational experience at Century College and their life experience after Century College. They will answer questions and share advice on how to get where you want to go!	West 2140	CareerPlan
11:00-11:50	Presentation: Raising Readers: Reading to Children (for all students) Presenter: Laurie Lykken	Learn about the benefits of reading to children, what to read at what ages, and where to find good books. It is never too early or too late in a child's life to read to her/him!	West 2160	PersonalPlan
11:00-11:50	College Success and Faith: A Panel Discussion Facilitator: Jennifer Robey; Panelists: Phyllis Ballata, Andrea Coffey, Rich Kuss, MaryBeth O'Halloran, and John Oughton.	Panelists talk about issues of religious faith that may affect your college success: how to learn from and alongside people of different faiths, how to respond to challenges to your faith, and how to succeed in a secular college environment.	West 2180	LearningPlan
11:00-11:50	Presentation: Relationships and Dating Presenters: Michele Neaton, Pakou Vang, Rob Jersak, and John Anderl	A panel of Century College faculty discusses contemporary issues in relationships (from gender differences to why relationships go bad) and tries to answer student questions.	West 1006	PersonalPlan
11:00-11:50	Veterans Networking (Continued from 10 AM) (for all veterans, their families, and significant others)	Approximately 200 veterans attend Century College with fellow students. Plan to enjoy this time for networking. (Sponsored by the Counseling Department.)	West 2510	PersonalPlan
11:00-11:50	Presentation: Online Courses: What Can You Expect? (for all students interested in online learning) Presenters: Carol Reid	An online class is a great opportunity for students. This session will focus on what the student should know about online learning BEFORE ENROLLING in an online course. (Note: See special information on joining a WebEx session for this information. You will need: http://tinyurl.com/24yy4y if you want to participate in this session as a WebEx session. Complete directions on Page 3 of this schedule.)	West 2120	LearningPlan
12:00-1:00	GUEST PRESENTATION: Strange Like Me By GTC Dramatic Dialogues	GTC Dramatic Dialogues will engage you in lively dialogues about date rape, diversity, or substance abuse. Laugh, get angry, sympathize, identify, and most of all, express your views! Sometime sfunny, sometimes dramatic, always entertaining, GTC Dramatic Dialogues will grab you both emotionally and intellectually and consider what you can do to create the kind of world in which you want to live. (Sponsored by Student Life) NOTE: Pizza will be available after the session!—FOOD!	West Theatre	PersonalPlan

TIME	TITLE AND PRESENTER	1:15 SESSIONS	ROOM	GPS LIFEPLAN DIMENSION
CONSULT TEACHERS	CONFERENCES WITH YOUR TEACHERS	Make appointments with your teachers to see how you are doing in your classes and find out strategies that might make you more successful.	ASK TEACHERS	LearningPlan
1:15-2:05	CONFERENCES WITH COUNSELORS	Walk-in counseling is available	West 2410	LearningPlan
1:15-2:05	Presentation: Home Networking Technologies (for all students- LIMITED TO 24 STUDENTS) Presenters: Thomas Prescott and Scott Simenson	Learn how to build your home network and interconnect your PC, MAC, Internet phone, and iPod using wireless and wired technologies. This session will introduce wireless routers and switches, DSL, and cable connections and include how to best set up your home for gaming and what the future might hold. LIMITED TO 24 STUDENTS.	East 1718-1719	LearningPlan
1:15-2:05	Presentation: Special Workshop on WORD 2007 (for all students) Presenter: Carol Libson	Do you have questions about WORD 2007 ? Learn about the new features available in word processing through WORD 2007 .	Kopp Center East 1733	LearningPlan
1:15-2:05	Presentation: Question and Answer Session Following the Keynote Presentation Presenter: GTC Dramatic Dialogues	Following the keynote presentation entitled <i>Strange Like Me</i> , join members of GTC Dramatic Dialogues and your student colleagues in a question and answer session. Ask questions. Share your thoughts and your reactions.	West Theatre	PersonalPlan
1:15-2:05	Presentation: Career Opportunities in Corrections and Law Enforcement (for all students interested in careers in corrections/law enforcement) Presenter: Kerry McIntyre	Tremendous growth has occurred in the field of corrections, resulting in opportunities for employment in jails, prisons, and probation. Opportunities are available through various federal law enforcement agencies and in the private sector. Learn about the Century College courses that may help you prepare for careers in corrections or law enforcement.	West 2090	CareerPlan
1:15-2:05	Presentation: Computer Science—It's Not Dilbert! (for all students interested in Computer Science) Presenter: Mike Gaffney	Thinking about studying Computer Science? Learn about the wide variety of interesting and rewarding educational and career opportunities available through a major or minor in Computer Science.	West 1250	EducationPlan
1:15-2:05	Presentation: Is Speaking English Enough? (for students interested in world languages) Presenters: Peiyun Su, Kelly Wray, and Moussa Traore	Do you want to be more marketable? Do you want to speak more than one language? Join us for a fun, interactive workshop designed to help you increase your intercultural communication skills. Participants will learn key phrases in a non-English language.	West 2180	LearningPlan
1:15-2:05	Presentation: 10 Reasons to Choose an Education Associate in Science Degree! (for all students interested in becoming educators) Presenter: Andrea Coffey	Students will explore why choosing the Education Associate in Science Degree is the best option for future teachers. Career opportunities, professional portfolios, field experience opportunities, and articulation agreements will be discussed.	West 2010	CareerPlan
1:15-2:05	Presentation: Yoga (for all students- LIMITED TO 20 STUDENTS) Presenter: Julie Gleason	Relax—Rejuvenate—Revive! Learn yoga poses to improve muscular strength and endurance, balance, flexibility and focus. Learn breathing and relaxation techniques to calm the mind, relax the body, and release stress. NOTE: LIMITED TO 20 STUDENTS	West 1420 Cafeteria Conference Room	PersonalPlan
1:15-3:15	Presentation: Are You READY For An Online Class? (for all students interested in online learning) Presenter: Brenda Lyseng	Find out if you have the right skills, motivation, and organizational skills for online learning. Take the READI (Readiness for Education at a Distance Indicator), a tool that helps you determine your level of readiness for taking online courses. How well can you use a computer? How do you learn? How are your reading skills? Receive personal scores and feedback to help you decide if online classes are for you. Try it out at http://century.readi.info where User name = centurystudent and Password = century.	West 1325 Computer Lab	LearningPlan
1:15-2:05	Presentation: Finish Young, Fabulous, and Wealthy! (for all students interested in personal finances) Presenter: Leanoria R. Johnson, Xcellent Information Seminars	Think you are too young to be concerned about money and building wealth through saving and investing to defray your college expenses? The time to start securing your financial future is now! Join us for an interactive session designed to help participants learn about every day real world strategies to help you manage your finances, build wealth, and increase your financial literacy. (Session repeated at 2:15 PM, same room.)	West 1006	FinancePlan
1:15-2:05	Presentation: Thriving in College—How to Work With Your Instructors to Be Successful (for all students) Presenters: Jodi Elliot and Mark Felsheim	Review key strategies for success in the classroom, including getting organized, note-taking, and memory. Find out about other classes and resources where students can learn and practice skills for success. (Note: See special information on joining a WebEx session for this information. You will need: http://tinyurl.com/29zd4t if you want to participate in this session as a WebEx session. Complete directions on Page 3 of this schedule.)	West 2120	LearningPlan

CLASS START TIMES FOR CLASSES STARTING BEFORE and AFTER 3:00 PM

BEFORE 3 PM on Student Success Day students are expected to meet with teachers and participate in Student Success Day activities.

STARTING AT or AFTER 3:00 PM on Student Success Day students are expected to spend the first hour of class meeting with their teachers, participating in activities planned by their teachers, and/or attending the 5:15 presentation by the keynote speaker. Regular class will start one hour late.

TIME	TITLE AND PRESENTER	2:15 SESSIONS	ROOM	GPS LIFEPLAN DIMENSION
CONSULT TEACHERS	CONFERENCES WITH YOUR TEACHERS	Make appointments with your teachers to see how you are doing in your classes and find out strategies that might make you more successful.	ASK TEACHERS	LearningPlan
2:15-6:00	CONFERENCES WITH COUNSELORS	Walk-in counseling is available	West 2410	LearningPlan
2:15-3:00	Presentation: Interior Design for the Future (for students enrolled or interested in the Century College Interior Design Program) Presenters: Sandy Anderson, Sarah Rodriguez, and Sheree Vincent	Hear all about the exciting changes that the Interior Design Program is about to embark. New classes. New opportunities. Sustainable Design, Commercial Design, and more! Please join us!	East 1421 Bruening Room	EducationPlan
2:15-3:00	Presentation: Making the Most of Your College Education: Preparing for Scholarships and Beyond (for all students) Presenter: Ernest Boswell	Learn about things you can do to help prepare yourself for the vast array of scholarship, stipend, and graduate school opportunities.	West 2090	PersonalPlan
2:15-3:00	Presentation: Resumes & Cover Letters: Marketing Yourself for Success (for all students) Presenter: Dara Hagen	Learn the basics of cover letter and resume writing, as well as strategies to increase the quality of these important documents.	West 2180	WorkPlan
2:15-3:00	Presentation: Opportunities in Phi Theta Kappa—Your Honor Society (for all interested students) Presenters: Michele Jersak and Wade Warner	Century College's Phi Theta Kappa Honor Society was named the most distinguished chapter of the 60 chapters in Minnesota, North Dakota, South Dakota, and Wisconsin. The chapter also received five-star status and first place awards for service, leadership, scholarship, and its regional service project. Learn about the opportunities available in your honor society!	West 2490	EducationPlan
2:15-3:00	Presentation: Ideas for the Undecided (for all students who are undecided about a major) Presenter: Karen Machlica	Uncertain about a major? Need ideas as to how to become more decided? Attend this session to discover strategies for decision-making that may help you to decide on your major.	West 2160	EducationPlan
2:15-3:00	Presentation: Buzzed: What Every Student Should Know About Being Trashed (for all students) Presenter: Beth Jansen-Bonde	Frank discussion about binge drinking, alcohol, and drug overdoses and a plan of response. In other words, how would you help a friend in an emergency?	West 3510	PersonalPlan
2:15-3:00	Presentation: GRADUATION Orientation (for all students graduating in spring 2008) Presenter: Kristin Hageman	If you are graduating in spring 2008, determine if you are really ready; learn about the application process, graduation ceremony, and more.	West 2140	EducationPlan
2:15-3:00	Presentation: Be a Century College Ambassador --Develop Your Leadership Skills While Helping Century College Students! (for all students interested in leadership) Presenter: Katie Svoboda	Interested in getting paid for representing Century college on and off campus by assisting with new student orientations, campus tours, and serving as a mentor for new students? Consider applying to be a Century College Student Ambassador. Learn about the responsibilities of our Student Ambassadors, how you can make a difference in the lives of new students at our college, and the application process.	West 2510	LeadershipPlan
2:15-3:00	Presentation: Finish Young, Fabulous, and Wealthy! (for all students interested in personal finances) Presenter: Leanoria R. Johnson, Xcellent Information Seminars	Think you are too young to be concerned about money and building wealth through saving and investing to defray your college expenses? The time to start securing your financial future is now! Join us for an interactive session designed to help participants learn about every day real world strategies to help you manage your finances, build wealth, and increase your financial literacy. (Session repeated at 1:15 PM, same room.)	West 1006	FinancePlan

CLASS START ON STUDENT SUCCESS DAY FOR EVENING CLASSES

For evening classes STARTING AT 6:00 PM on Student Success Day students are expected to attend the 5:15 presentation given by the keynote speaker, meet with teachers from 6:00-6:50, participate in activities planned by teachers from 6:00-6:50, and/or attend sessions available from 6:00-6:50 PM. Regular classes start at 7PM on Student Success Day

TIME	TITLE AND PRESENTER	5:00 GUEST SPEAKER AND 6:00 SESSIONS	ROOM	GPS LIFEPLAN DIMENSION
CONSULT TEACHERS	CONFERENCES WITH YOUR TEACHERS	Make appointments with your teachers to see how you are doing in your classes and find out strategies that might make you more successful.	ASK TEACHERS	LearningPlan
5:00-6:00	CONFERENCES WITH COUNSELORS	Walk-in counseling is available	West 2410	LearningPlan
5:00-5:45 (or when you can arrive)	GUEST PRESENTATION: <i>Strange Like Me</i> By GTC Dramatic Dialogues	GTC Dramatic Dialogues will engage you in lively dialogues about date rape, diversity, or substance abuse. Laugh, get angry, sympathize, identify, and most of all, express your views! Sometime sfunny, sometimes dramatic, always entertaining, GTC Dramatic Dialogues will grab you both emotionally and intellectually and consider what you can do to create the kind of world in which you want to live. (Sponsored by Student Life) NOTE: Pizza will be available after the session!—FOOD!	West Theatre	PersonalPlan
6:00-6:50	Presentation: Thriving In College—How To Work With Your Instructors To Be Successful (for all students) Presenter: Mark Felsheim	Review key strategies for success in the classroom, including getting organized, note-taking, and memory. We'll also talk about other classes and resources where students can learn and practice skills for success.	East 1331	LearningPlan
6:00-6:50	Presentation: Memory Workshop (for all students) Presenter: Joann Heinsch	Learn about techniques that will assist you to memorize and remember information.	West 1006	LearningPlan
6:00-6:50	Presentation: The Century College Honors Program (for academically successful students) Presenters: Members of the Honors Council	Are you an excellent student with a high degree of intellectual curiosity? Highly motivated? Want a small-class experience? Learn about Century College's Honors Program and the summer Honors Institute. (Session also given at 10 AM, same room.)	West 2140	EducationPlan
6:00-6:50	Presentation: Gender Matters! (for all students) Presenters: Women and Gender Studies faculty/students	Learn how gender stereotypes influence your life and your learning experiences. In addition, learn how courses focused on gender provide a definite advantage for many majors and careers for both women and men. (Session also given at 9 AM, same room.)	West 3340	EducationPlan
6:00-6:50	Presentation: <i>Persepolis</i>: A Graphic Novel, a Movie, and Century's Common Book (for all students) Presenter: Cullen Bailey-Burns	Curious about <i>Persepolis</i> , the graphic novel by Marjane Satrapi chosen by Century College as this year's Common Book? Please join us in a lively conversation about the book, the genre of graphic novels, and the purpose of our Common Book Project. Come with questions/comments to share. Note: You need not have read the book to attend	West 2160	LearningPlan
6:00-6:50	Presentation: Procrastination: Understanding and Conquering the "Beast" (for all students) Presenter: Michele Jersak	Procrastination can be a "beast" that eats into your time and success. Learn what leads to procrastination and strategies you can use to conquer the beast." (Session also given at 11:00 AM, same room.)	West 1001	LearningPlan
6:00-6:50	Presentation: Navigating the GPS LifePlan (for all students-- LIMITED TO 25 STUDENTS) Presenters: Aarin Distad and Laura King	<u>G</u> oals + <u>P</u> lans = <u>S</u> uccess (GPS). Learn how to navigate the seven dimensions of the GPS LifePlan. The GPS LifePlan can help you to: develop your career and life goals, increase your motivation and focus to succeed in college, effectively plan your class schedule, manage your time and money wisely, and maximize your use of Century College resources. LIMITED TO 25 STUDENTS.	West 1325 Computer Lab	GPS LifePlan
6:00-6:50	Presentation: Your Guide to A+ Interviewing (for all students) Presenter: Dara Hagen	Learn what you need to know about job interviews, including how to prepare for them and good interviewing techniques.	West 2180	WorkPlan
6:00-6:50	Presentation: Orientation to the Fitness Center (for all students) Presenter: Chris Bjork	Learn about the college's Fitness Center. Get a full tour of the center, including a description of its equipment, weights, and accessories. Take this orientation so you can come in and work on your own!	West 1610	PersonalPlan

STUDENT SUCCESS DAY

OPPORTUNITIES TO SUPPORT YOUR SUCCESS AND YOUR GPS LIFEPLAN:

OPEN HOUSES, CENTERS, and LABS; INFORMATION TABLES; WALK-IN COUNSELING; AND OPEN GYMNASIUM

TIME	OPEN HOUSES, LABS, CENTERS, INFORMATION TABLES , WALK-IN COUNSELING, AND OPEN GYMNASIUM	ROOM	GPS LIFEPLAN DIMENSION
8:00-6:00	Academic Support Center Open House	West 2460	LearningPlan
9:00-6:00	Connection Open House (near Student Senate Office/Fitness Center west campus)	Connection Area, 1 st floor	LeadershipPlan
10:00-2:00	DARS/CAS Open House	West 2291	EducationPlan
8:00-4:00	East Campus Student Support Center Open House	East 2523	LearningPlan
8:00 -12:00; 1:15-7:00	Fitness Center Open House	West 1610	PersonalPlan
10:00-2:00	Greenhouse Open House—Horticulture (located behind East Campus Building)	Greenhouse (East Campus)	LearningPlan
9:00-11:00; 1:30-3:30	Language Lab--Open Lab	West 1190	LearningPlan
10:00-2:00	Library Open Houses (Both Campuses!)	East and West Libraries	LearningPlan
8:00-6:00	Mathematics Resource Center Open House	West 3315	LearningPlan
9:00-2:00	Reading/Study Skills Lab Open House	West 3250	LearningPlan
9:00-4:00	Technology Labs—Open Lab	East 1710 and West 1320	LearningPlan
8:00-12:00; 1:15-7:00	Writing Center Open House and Open Center	West 3370	LearningPlan
9:00-11:30	Century College Campus Conference: "REVOLUTION" Information Table	West Main Commons	GPS LifePlan
9:00-11:30	CHECK YOUR MAJOR!	Main Entrance (East/West)	EducationPlan
9:00-2:00	Course Planning Assistance Information Table	West Main Commons	EducationPlan
9:00-11:30	Education Programs Information Table	West Main Commons	LearningPlan
9:00-11:30	ESOL Information Table	West Main Commons	LearningPlan
9:00-11:30	GPS LifePlan Information Table	West Main Commons	GPS LifePlan
9:00-11:30	Honors Program Information Table	West Main Commons	LearningPlan
9:00-11:30	Learning Communities Information Table	West Main Commons	LearningPlan
9:00-11:30	Phi Theta Kappa Honors Society Information Table	West Main Commons	LeadershipPlan
9:00-11:30	Student Senate Information Table—Meet and Greet Student Leaders	West Main Commons	LeadershipPlan
9:00-11:30	Study Abroad Opportunities/Global Education Information Table	West Main Commons	LearningPlan
8:00-6:00	Walk-In Counseling	West--Counseling Center	GPS LifePlan
10:00-2:00	Intramural/Open Gymnasium	West Gymnasium	PersonalPlan

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Profile of External Evaluator

David Arendale, Ph.D., is an Associate Professor in the Department of Postsecondary Teaching and Learning within the College of Education and Human Development (CEHD) at the University of Minnesota-Twin Cities. He also is an Affiliate Graduate faculty member in Higher Education with the Department of Education, Policy, and Administration of CEHD. In addition to teaching history and peer learning courses, Arendale investigates the history of postsecondary college access, learning assistance, and academic interventions that support improved student achievement and persistence. Arendale formerly served at the University of Missouri-Kansas City in several capacities including Senior Research Fellow for the Office of the Vice Chancellor of Student Affairs and Enrollment Management, National Project Director of Supplemental Instruction, and Interim Director for the Center for Academic Development. He served as President of the National Association for Development Education from 1996 to 1997. In 2000 Arendale was recognized by the American Council of Developmental Education Associations for induction as a *Founding Fellow* of the profession.

For the past two decades Arendale has been extensively involved with programs related to college student success. He has made more than 300 keynote and concurrent presentations and conducted workshops at international, national and regional professional conferences related to the historical impact of postsecondary access, developmental education, and research-based practices that support increased academic access, achievement, and student persistence. Arendale has often conducted workshops to enable other institutions to start their own Supplemental Instruction programs. He has authored or edited more than 200 publications or video programs. Arendale has either co-developed or worked within programs at three postsecondary institutions that have been national recipients of the Noel/Levitz National Awards for Exemplary Student Retention: (a) Highland Community College (KS) for their Academic Intervention Monitoring System; (b) University of Missouri-Kansas City for their Supplemental Instruction program; and (c) University of Minnesota-Twin Cities for the General College.

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