AGENDA

ST. PETERSBURG COLLEGE BOARD OF TRUSTEES
TUESDAY, DECEMBER 15, 2015

EPICENTER – Collaborative Labs. Tropics Labs
13805 – 58TH STREET N.
LARGO, FLORIDA

REGULAR MEETING: 9:00 A.M. - 12:00 P.M.

I. **CALL TO ORDER**

 A. Invocation
 B. Pledge of Allegiance

II. **COMMENTS**

 A. Public Comment, §286.0114, Florida Statutes

III. **NEW BUSINESS - NONE**

IV. **STRATEGIC PLANNING WORKSHOP**

 A. **Topic One: Quality Enhancement Plan (QEP)***
 The session will review recent progress on identifying the potential topics proposed for the College's QEP, a critical part of the upcoming reaccreditation by the Southern Association of Colleges and Schools (SACS). During the Fall Semester, a series of workshops, forums, and open discussions have been held to develop an appropriate short list of proposed topics to be presented to the Board for its feedback.

 This session will result in guidance from the Board suitable to finalize the topic that will be proposed to SACS.

 B. **Topic Two: The College Experience***
 This session will provide a summary of the impact of the ongoing 5-part College Experience Project. Particular attention will be given to changes in the orientation component and in the career support and placement activities. Overall impact of the plan will be discussed and next steps in the evaluation and design of the components will be presented.

 This session will result in guidance from the Board on areas of emphasis for the College Experience components in the 2016-17 academic year.

C. **Topic Three: The Classroom Experience***
    This session will be new in its scope and presentation. The Board will be guided in its review of the experience of students in courses and programs. Rather than focus on support services (as contained in The College Experience), this new focus will begin to build a sharpened focus on the experience of students in the classroom, toward a better understanding of student preparedness, changing student demographics, new technologies available for learning, and the refinement of courses within the recently established Academic Pathways. This session will also identify the kinds of data, information, and metrics desired to support faculty classroom efforts.

    This session will result in a renewed focus on the successes and challenges of faculty in the delivery of instruction, toward the goal of identifying appropriate changes in policies, procedures, or allocation of resources

D. **Topic Four: Learning Beyond the Classroom***
    This session will provide an overview of the growing list of opportunities to expand their learning beyond the classroom. Programs that nurture student participation in travel, internships, capstones, civic engagement, and academic competition will be reviewed and detailed. The impact and cost of these initiatives will be presented; additional reporting desired by the Board will be identified.

    The outcome of this session will be to identify appropriate changes in policies, procedures, or allocation of resources needed to expand the college's commitment to Learning Beyond the Classroom.

E. **Topic Five: Employee Development***
    This session will bring current the initiatives created in the past several years to enhance the growth, development, training, and preparedness of all employees at St. Petersburg College. Of particular note will be updates on the reclassification of the college's advisors, the extensive redesign of the annual evaluation of Career Service Employees, the progress that has occurred in the Faculty Portfolio Project and the overall expansion of training and support initiatives that has now been put in place.

    The outcome of this session is to receive feedback from the Board on the fiduciary responsibility of the college to evaluate employees and to strengthen their relevant skills for the improvement of college operations.

V. **NEXT MEETING DATE AND SITE**

Tuesday, January 19, 2016, EpiCenter

VI.   ADJOURNMENT

If any person wishes to appeal a decision made with respect to any matter considered by the Board at its meeting December 15, 2015 he or she will need a record of the proceedings. It is the obligation of such person to ensure a verbatim record of the proceedings is made, §286.0105, Florida Statutes.

Items summarized on the Agenda may not contain full information regarding the matter being considered. Further information regarding these items may be obtained by calling the Board Clerk at (727) 341-3241.

*No packet enclosure

Date Advertised: Confirmation of Publication

Notice of meeting

SPC Board of Trustees - Strategic Planning Workshop
St. Petersburg College, Epi Center, 13805 58th Street N. Clearwater, FL 33760
Collaborative Labs (Tropics Lab)
Tuesday, December 15, 2014, 9am – 12pm

Building SPC's 2016-17 Strategic Direction

Time	Agenda Items	Collaborative Activity
8:45am – 9:00am	**Highlighting SPC's 2015 Successes:** • The College Experience • The Classroom Experience • Learning Beyond the Classroom • Employee Development	Board of Trustee Members, as well as Faculty, Staff and Students will be asked to capture and highlight **SPC's 2015 Successes**
9:00am – 9:10am	**Call to Order** • Invocation • Pledge of Allegiance	
as needed	**Comments** • Public Comment, 286.0114, Florida Statutes	
9:10am – 9:20am	**Welcome, Objectives and Successes** • Welcome: Chairman Oliver, Trustees, and Dr. Law • Objectives & SPC's 2015 Successes: Andrea Henning	Board of Trustee Members and volunteers will highlight **SPC's 2015 Successes**
9:20am – 9:50am	**Quality Enhancement Plan (QEP)** The session will review recent progress on identifying the potential topics proposed for the College's QEP, a critical part of the upcoming reaffirmation by the Southern Association of Colleges and Schools (SACS). During the Fall Semester, a series of workshops, forums, and open discussions have been held to develop an appropriate short list of proposed topics to be presented to the Board for its feedback.	**Topic 1** (30-min.): • 20-min. Overview of the QEP process and the short list of proposed topics • 10-min. **BOT discussion**
9:50am – 10:20am	**The College Experience** This session will provide a summary of the impact of the ongoing 5-part College Experience Project. Particular attention will be given to changes in the orientation component and in the career support and placement activities. Overall impact of the plan will be discussed and next steps in the evaluation and design of the components will be presented. This session will result in guidance from the Board on areas of emphasis for the College Experience components in the Spring 2016 semester and in the 2016-17 academic year.	**Topic 2** (30-min.): • 5-min. "Just the Facts" Overview • 20-min. Collaborative Discussion in teams • 5-min. Team Reports: **Top 5 Considerations for 2016**

Time	Agenda Items	Collaborative Activity
10:20am – 11:00am	**The Classroom Experience** This session will be new in its scope and presentation. The Board will be guided in its review of the experience of students in courses and programs. Rather than focus on support services (as contained in The College Experience), this new focus will begin to build a sharpened focus on the experience of students in the classroom, toward a better understanding of student preparedness, changing student demographics, new technologies available for learning, and the refinement of courses within the recently established Academic Pathways. This session will also identify the kinds of data, information, and metrics desired to support faculty classroom efforts. This session will result in a renewed focus on the successes and challenges of faculty in the delivery of instruction, toward the goal of identifying appropriate changes in policies, procedures, or allocation of resources**.**	**Topic 3** (40-min.): • 5-min. "Just the Facts" Overview • 25-min. Collaborative Discussion in teams • 10-min. Team Reports: **Top 5 Considerations for 2016**
11:00am – 11:30am	**Learning Beyond the Classroom** This session will provide an overview of the growing list of opportunities to expand their learning beyond the classroom. Programs that nurture student participation in travel, internships, capstones, civic engagement, and academic competition will be reviewed and detailed. The impact and cost of these initiatives will be presented; additional reporting desired by the Board will be identified. The outcome of this session will be to identify appropriate changes in policies, procedures, or allocation of resources needed to expand the college's commitment to Learning Beyond the Classroom.	**Topic 4** (30-min.): • 5-min. "Just the Facts" Overview • 20-min. Collaborative Discussion in teams • 5-min. Team Reports: **Top 5 Considerations for 2016**
11:30am – 11:50am	**Employee Development** This session will bring current the initiatives created in the past several years to enhance the growth, development, training, and preparedness of all employees at St. Petersburg College. Of particular note will be updates on the reclassification of the college's advisors, the extensive redesign of the annual evaluation of Career Service Employees, the progress that has occurred in the Faculty Portfolio Project and the overall expansion of training and support initiatives that has now been put in place. The outcome of this session is to receive feedback from the Board on the fiduciary responsibility of the college to evaluate employees and to strengthen their relevant skills for the improvement of college operations.	**Topic 5** (20-min.): • 10-min. Overview of efforts underway and planned • 10-min. **BOT discussion**
11:50am – 12:00pm	**Wrap-Up and Next Steps**	Dr. Law and the BOT will wrap-up by sharing **highlights** and **next steps**.

SPC Board of Trustees - Strategic Planning Workshop

Team Assignments

The College Experience

Team 1

- **Dale Oliver**, Board of Trustees
- **Jason Krupp**, Director of Workforce Services
- **Jesse Coraggio**, VP Institutional Effectiveness and Academic Services
- **Jonathan Steele**, Dean College of Humanities and Fine Arts
- **Marvin Bright**, Provost
- **Richard Flora**, Dean School of Veterinary Technology
- **Sharon Setterlind**, Dean College of Computer and Information Technology

Team 3

- **Anne Cooper**, SVP Instruction and Academic Programs
- **Deveron Gibbons**, Board of Trustees
- **Heather Roberson,** Academic Director, Center of Excellence for Teaching and Learning, Academic Programs
- **John Chapin**, Dean Natural Science
- **Joseph Smiley**, Dean Social and Behavioral Sciences
- **Rebecca Ludwig**, Dean College of Health Sciences
- **Theresa Kontodiakos**, Student Services Manager

Team 2

- **Brian Frank**, College of Public Safety Administration
- **Bridgette Bello**, Board of Trustees
- **Greg Nenstiel**, Dean College of Business
- **Kimberly Hartman**, Dean College of Education
- **Susan Demers**, Dean College of Policy Ethics and Legal Studies
- **Tonjua Williams**, SVP Student Services
- **Tyrone Clinton**, Associate Provost

Team 4

- **Doug Duncan**, SVP Business Services and Information Technology
- **Jamelle Conner**, Provost
- **Jimmy Chang**, Dean Mathematics
- **Martha Campbell**, Dean Communications
- **Robert Fine**, Board of Trustees
- **Susan Baker**, Dean College of Nursing

The Classroom Experience

Team 1

- **Anne Cooper**, SVP Instruction and Academic Programs
- **Brian Frank**, College of Public Safety Administration
- **Dale Oliver**, Board of Trustees
- **Jamelle Conner**, Provost
- **Joseph Smiley**, Dean Social and Behavioral Sciences
- **Kimberly Hartman**, Dean College of Education
- **Theresa Kontodiakos**, Student Services Manager

Team 3

- **Bill Law**, President
- **Deveron Gibbons**, Board of Trustees
- **Jennifer Haber**, QEC Lead Faculty
- **Jesse Coraggio**, VP Institutional Effectiveness and Academic Services
- **Jimmy Chang**, Dean Mathematics
- **Martha Campbell**, Dean Communications
- **Rebecca Ludwig**, Dean College of Health Sciences
- **Tyrone Clinton**, Associate Provost

Team 2

- **Bridgette Bello**, Board of Trustees
- **Doug Duncan**, SVP Business Services and Information Technology
- **Frank Biafora,** Consultant
- **Marvin Bright**, Provost
- **Richard Flora**, Dean School of Veterinary Technology
- **Sabrina Crawford**, Executive Director, Institutional Research & Effectiveness
- **Susan Baker**, Dean College of Nursing
- **Susan Demers**, Dean College of Policy Ethics and Legal Studies

Team 4

- **Greg Nenstiel**, Dean College of Business
- **Jason Krupp**, Director of Workforce Services
- **John Chapin**, Dean Natural Science
- **Jonathan Steele**, Dean College of Humanities and Fine Arts
- **Robert Fine**, Board of Trustees
- **Sharon Setterlind**, Dean College of Computer and Information Technology
- **Tonjua Williams**, SVP Student Services

Learning Beyond the Classroom

Team 1

- **Brian Frank**, College of Public Safety Administration
- **Dale Oliver**, Board of Trustees
- **Greg Nenstiel**, Dean College of Business
- **Jesse Coraggio**, VP Institutional Effectiveness and Academic Services
- **Martha Campbell**, Dean Communications
- **Tonjua Williams**, SVP Student Services
- **Tyrone Clinton**, Associate Provost

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- **Jason Krupp**, Director of Workforce Services
- **Kimberly Hartman**, Dean College of Education
- **Richard Flora**, Dean School of Veterinary Technology
- **Scott Fronrath**, Provost
- **Susan Demers**, Dean College of Policy Ethics and Legal Studies

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- **Jonathan Steele**, Dean College of Humanities and Fine Arts
- **Theresa Kontodiakos**, Student Services Manager

Team 4

- **Bill Law**, President
- **Brian Miles,** Associate VP, Administrative Planning & Operations Support, Administration
- **Joseph Smiley**, Dean Social and Behavioral Sciences
- **Marvin Bright**, Provost
- **Rebecca Ludwig**, Dean College of Health Sciences
- **Robert Fine**, Board of Trustees
- **Susan Baker**, Dean College of Nursing

The Quality Enhancement Plan (QEP) as part of our
2018 Accreditation Reaffirmation Process

According to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), a Quality Enhancement Plan (QEP) is:

- A *carefully designed* course of ACTION.
- Chosen by the college through a collaborative process.
- A *well-defined* focused topic or issue related to enhancing student learning and/or the environment that supports student learning.

The QEP document will:
- Focus on one singular topic.
- Include broad-based involvement (including the BOT) in the development and implementation.

The QEP Document is submitted to SACSCOC in August 2017 with the on-site committee visit in October 2017.

Top Broad-based Concept Area summaries:

#1   College Readiness for Long-term Success

This topic could include many of the ideas related to the possible focus area of the first-year in college experience but could also incorporate support for fundamental skills in math, reading and/or writing through faculty-led learning communities/student cohort groups to include mentoring ideas. This could also include integrated advising, career/transfer, & tutoring resources that could be further enhanced with coaching for college success skills in a way that provides students with better study skills, time management strategies, awareness of personal responsibility, and gains in life/school balance. Overall, the goals of this broad-based focus area would be to enhance student learning in critical areas with measurable outcomes that support long-term student success.

#2   Strengthening Writing

This topic could include a focus on successful writing in different disciplines rather than just communication courses with the possibility of creating a fabric of support for critical skills for long-term success in writing. Strategies that might be considered would be assigned writing coach for certain classes/groups as a way to integrate writing resources seamlessly in the classroom experience. This broad-based focus area would be to focus on the writing experience through the use of: standard rubrics; plagiarism checks; shared tools for students & faculty; consistent resources as a student progresses along his/her academic pathway.

Related supporting strategies:
- Integrated and customized learning support
- Personalized learning through competency-based assessments
- Learning communities or student cohorts
- Student-to-student mentoring
- Faculty-to-student mentoring
- Toolkits for academic success
- Increasing engagement in classroom (online, face to face, hybrid)
- Synchronous tools for online collaboration
- Personalized orientations for different student groups
- Reading comprehension skills
- Strategies and support for student success in math
- Strategies and support for success in writing

Using the broad-based concept areas brief descriptions and supporting strategies, we will be gathering perceptions from the BOT to add to what we have learned from faculty, staff, students, and employers for use in our spring 2016 work.

SPC QEP Broad-based Concept Area Research and Resources:

- *Internal stakeholder "in progress" work area, QEP Strategic Projects SharePoint site*

  https://onecollegesupport.spcollege.edu/PWA/QEP/_layouts/15/start.aspx#/SitePages/Home.aspx

- SPC QEP "public facing" website planning (planned launch in February 2016)

- *Informational videos*

  QEP Overview: https://www.youtube.com/watch?v=wjW4WnIvsMo&feature=youtu.be

  QEP Topic Selection Process: https://youtu.be/pN4_coyM3gw

- *Stakeholder Surveys*

  Faculty, Staff & Students: http://web.spcollege.edu/survey/20073

  Workforce Partners: http://web.spcollege.edu/survey/19948

SACSCOC Reaffirmation 2018

- 10-year review of an institution's **continuous improvement**

- **Report due in March 2017 with On-Site Review in October 2017**

- 3 Concurrent Timelines

  - Compliance Report (84 Standards)

  - Quality Enhancement Plan (QEP)

  - Administrative Unit Assessment

SPC St. Petersburg College
INSTRUCTION AND ACADEMIC PROGRAMS

- A *carefully designed* course of ACTION.

- Chosen by the college through a collaborative process.

- A *well-defined* focused topic or issue related to enhancing student learning and/or the environment that supports student learning.
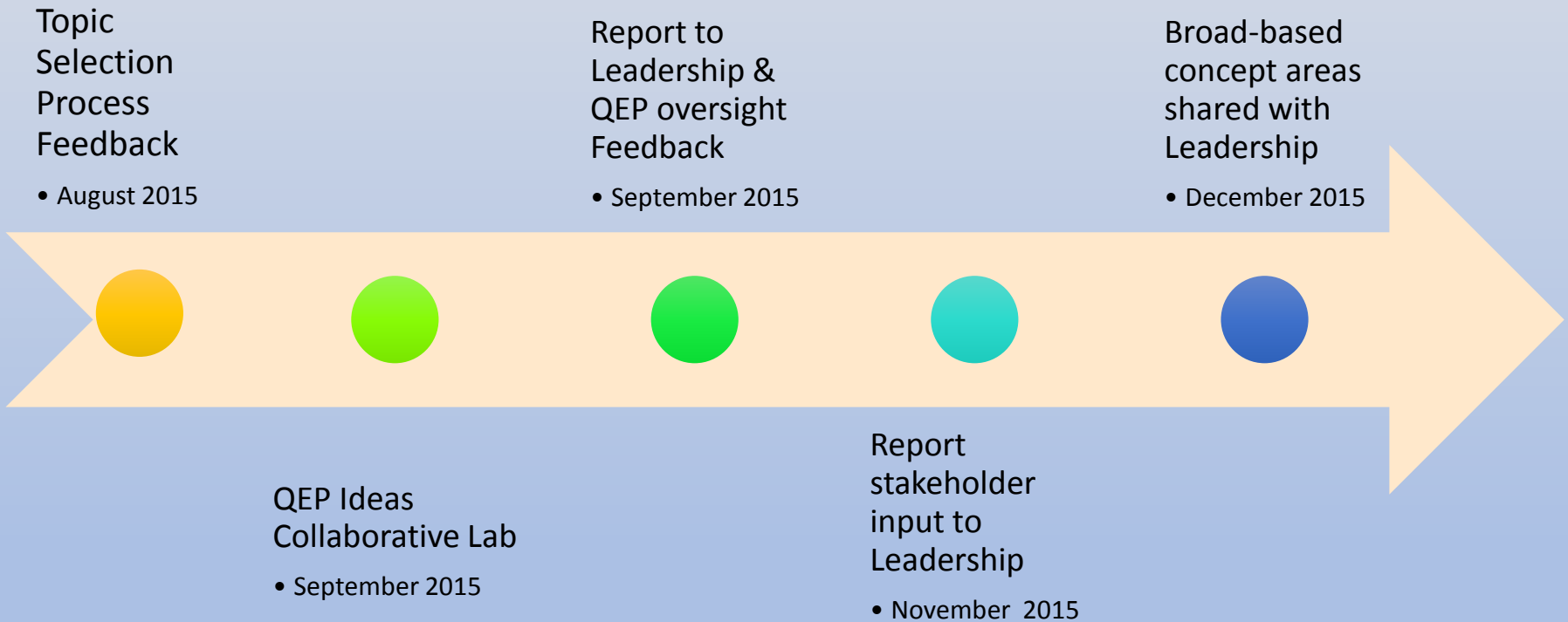
The QEP document will:

- Focus on one singular topic.

- Include broad-based involvement (including the BOT) in the development and implementation.

The QEP Document is submitted to SACSCOC in August 2017

QEP Topic Selection Progress
Leadership Oversight Milestones

Topic Selection Process Feedback

- August 2015

Report to Leadership & QEP oversight Feedback

- September 2015

Broad-based concept areas shared with Leadership

- December 2015

QEP Ideas Collaborative Lab

- September 2015

Report stakeholder input to Leadership

- November 2015

SPC St. Petersburg College

Fall 2015:

September 28th - October 23rd

- **Hosted 14 Open Forums on 8 campuses.**

- **One online forum with Online Learning Services as well as All College Day 5 sessions.**

All faculty, staff & students were invited to the ALL open forums

- **Hosted student focused open forums on 3 campuses hearing from close to 200 students.**

- **Feedback provided from over 150 faculty and staff.**

Original Topic Ideas

First-year experience

Strengthening writing

Increasing student success in online courses

College readiness

Faculty engagement in student learning support for degree foundation courses.

Subsequent critical courses on Pathways success.

Personal responsibility, social engagement and ethical decision making among students

Feedback Themes

Top 4 Broad-based Concept Areas

First-year experience

College readiness

Strengthening writing

Online experience

Related supporting strategies:

- Integrated and customized learning support
- Personalized learning through competency based assessments
- Learning communities or student cohorts
- Student-to-student mentoring
- Faculty-to-student mentoring
- Toolkits for academic success
- Increasing engagement in classroom (online, Face to Face, hybrid)
- Synchronous tools for online collaboration
- Personalized orientations for different student groups
- Reading comprehension skills
- Strategies and support for student success in math
- Strategies and support for success in writing

Stakeholder Surveys

Workforce

76 responded

As of December 2015

#1 Strengthening Writing - 49.3%

#2 College Readiness for Long-term Success – 28.0%

#3 First-year in College Experience - 18.7%

Faculty, staff & students

813 responded

As of December 2015

#1 College Readiness for Long-term Success - 35.4%

#2 Strengthening Writing - 21.9%

#3 First Year in College Experience - 21.3%

Combined survey results

What is SPC's greatest area of need involving student learning or the environment in which students learn?		
	All Stakeholders	
Topic:	Count	Percent
College Readiness for Long-term Success	**311**	**35%**
Strengthening Writing	216	24%
First-year in College Experience	188	21%
Online Engagement for Enhanced Learning	177	20%
Total responses	892	100%

Combined survey results

What are three ways that we can help impact our greatest area of need? Please choose three (3).

Strategies:	All Stakeholders	
	Count	Percentage
Faculty-to-student mentoring (assigning faculty mentors to new students in their programs)	**338**	**38%**
Peer-to-peer mentoring (pairing new students with experienced students from the same program)	**287**	**32%**
Customized learning support that is integrated with the classroom experience	**275**	**31%**
Strategies and support for success in writing	261	29%
Toolkits for academic success (resources that provide foundational skills throughout their academic pathway)	245	28%
Student cohorts (communities of students that progress through their classes with a system of support)	247	27%
Strategies and support for student success in math	228	26%
Personalized student learning through ongoing competency-based assessments	210	24%
Synchronous online tools (facilitate real-time, online collaboration among students and faculty)	199	23%
Customized new student orientations, by self-identified groups (i.e. non-traditional students, veterans)	204	22%
Reading comprehension skills	179	20%

Top Broad-based Concept Areas

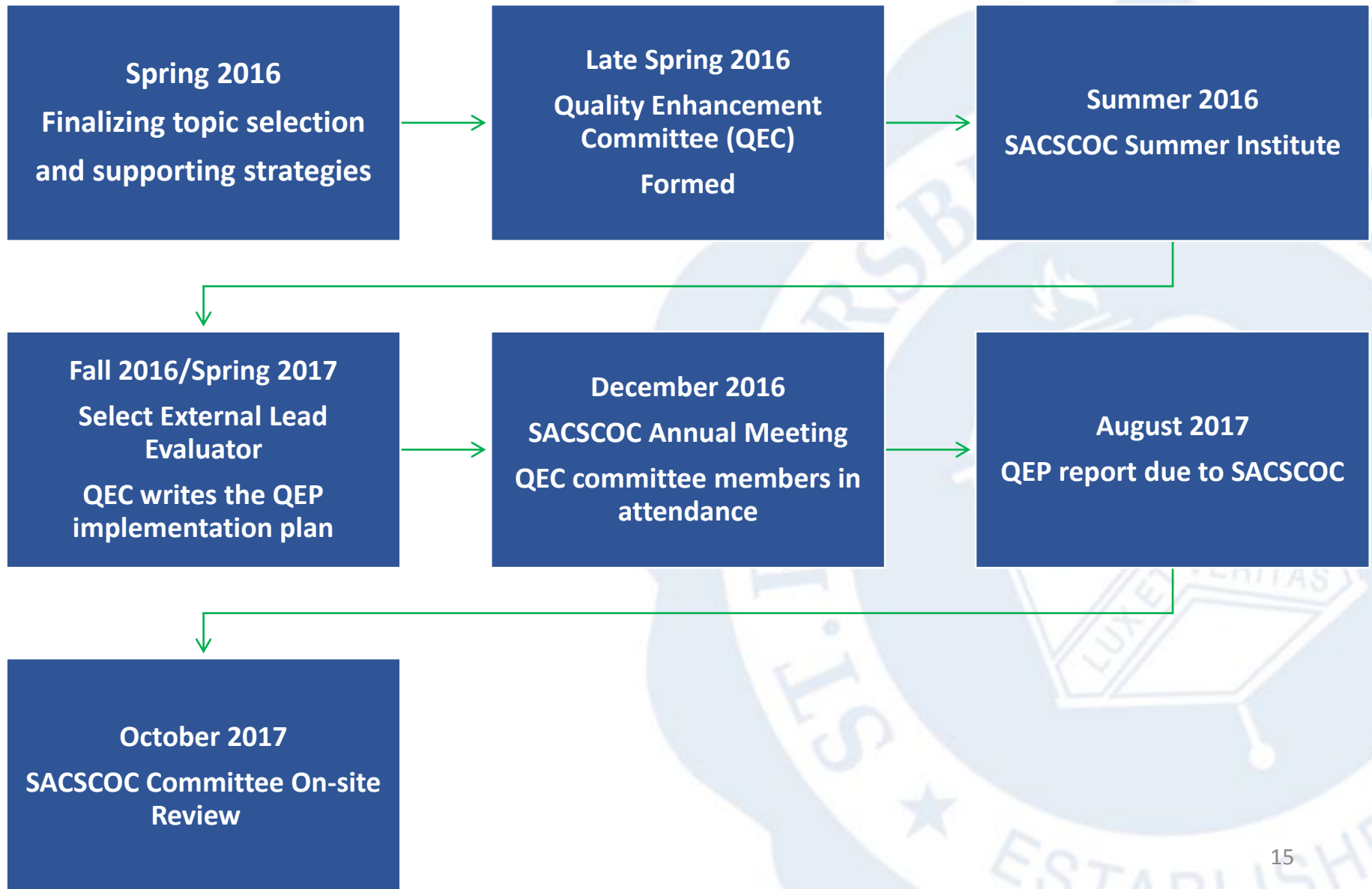**#1 College Readiness for Long-term Success**

Could include:

- *Incorporates First-year experience ideas.*

- Support for fundamental skills and/or sequencing in Math, Reading and/or Writing.

- Faculty-led learning communities/student cohort groups (mentoring).

- Integrated and personalized advising, career/transfer and tutoring resources.

- Coaching for college success skills (study skills, time management, personal responsibility, and life/school balance).

#2 Strengthening Writing
Could include:

- Focus on successful writing in different disciplines, not just communication courses.

- Creating a fabric of support for critical skills for long-term success in academic and career based writing.

- Considering audience and purpose when writing.

- Assigned writing coach for certain classes/groups.

- Focus on the writing experience: standard rubrics; plagiarism checks; shared tools for students and faculty; consistent resources; citation instruction.

- A *well-defined* topic related to enhancing student learning with the learning environment as a supporting role.

- Topic must be directly aligned with the core mission of the college.

- Directly related to the college's strategic planning efforts.

- Should include a detailed plan that is feasible to implement while being fiscally prudent.

- Does not need to be large scale.

- Must include measurable student learning outcomes related to student learning as the primary goal.

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Next Steps

Spring 2016

Finalizing topic selection and supporting strategies

→

Late Spring 2016

Quality Enhancement Committee (QEC)

Formed

→

Summer 2016

SACSCOC Summer Institute

Fall 2016/Spring 2017

Select External Lead Evaluator

QEC writes the QEP implementation plan

→

December 2016

SACSCOC Annual Meeting

QEC committee members in attendance

→

August 2017

QEP report due to SACSCOC

October 2017

SACSCOC Committee On-site Review

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BOT Perspective Discussion

- When considering these broad-based concept areas, which of the possible strategies seem to jump out as essential for student success and why?

- Are there any areas for improvement within these two broad-based concept areas that would be essential for quality enhancement of student learning?

- Is there an area that you think we need to pay special attention to when honing the focus of the QEP within the two broad-based concept areas?

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Moving Forward

Starting in spring 2016:

- The QEP topic selection committee will be

    - Pulling data related to each concept area to identify areas of specific need at SPC.

    - Combining that data reflection with what we have learned from our qualitative discussions to help determine a well-focused QEP topic plan.

    - Continuing to collaborate with college leadership to refine the topic focus.

    - Presenting our recommended topic to the Board of Trustees at the April 2016 meeting.

Enhancing Student Learning by Improving Students' Ability to Think Critically

St. Petersburg College – QEP Impact Report – September 2013
1. Goals and Outcomes

St. Petersburg College (SPC) identified key initiatives faculty believed would have a favorable effect on students' critical thinking. These initiatives covered three overarching goals: Student Success, Professional Development, and Critical Thinking Resources. The Student Success Initiative is the primary focus of the QEP, supported by professional development for faculty and resource materials that reflect and facilitate faculty research on integrating critical thinking activities in the classroom. The specific goals from the three initiatives in the QEP, all directed at improving students' critical thinking skills and faculty ability to develop, infuse, and assess those skills, include:

STUDENT SUCCESS INITIATIVE

Goal 1-1: Enhance students' critical thinking skills through "teaching for critical thinking" classroom activities across the curriculum which will result in the following thirteen student learning outcomes:

    1. Students will have demonstrated improvement in critical thinking skills identified in the following Student Learning Outcomes (SLOs), as evidenced by scores on external tests and ratings on the Assessment Rubric for Critical Thinking (ARC). Students will be able to:

        A. Demonstrate the ability to communicate ideas effectively.
        B. Identify inappropriate conclusions.
        C. Use mathematical skills to solve real-world problems.
        D. Interpret numerical relationships in graphs.
        E. Understand the limitations of correlational data.
        F. Identify and evaluate evidence for a theory.
        G. Separate factual information from inferences.
        H. Separate relevant from irrelevant information.
        I. Identify new information that might support or contradict a hypothesis.
        J. Explain how new information can change a problem.
        K. Integrate information in order to solve a problem.
        L. Use journaling as a tool for in depth reflection of their thinking.
        M. Students will be able to learn and apply new information that can change a problem.
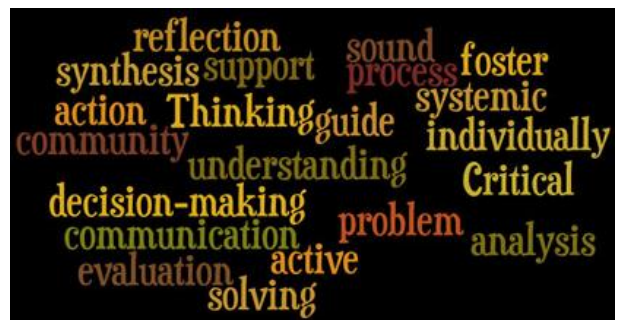
    2. Key stakeholders will report positively regarding improvements in critical thinking skills of SPC graduates.

    3. Students will report an increase in instructional practices improving critical thinking skills in the majority of modified courses or class activities across the curriculum.

Goal 1-2. Develop and use general and discipline-specific assessment tools and strategies for measuring students' critical thinking skills.

    1. The majority of programs will have at least one discipline-specific critical thinking assessment tool or strategy for measuring students' critical thinking skills.

Goal 1-3. Collect student artifacts through ePortfolio.

    1. A range of artifacts will have been collected that demonstrate student growth in critical thinking skills in selected courses across the curriculum.

Goal 1-4. Implement critical thinking programs supported by key student organizations.

    1. Each key student organization will have had at least one activity related to critical thinking annually.

    2. The majority of students participating in student activities will report the activities add value to their development of critical thinking skills.

PROFESSIONAL DEVELOPMENT INITIATIVE

Goal 2-1. Provide professional development opportunities to assist faculty in developing class activities to support "teaching for critical thinking."

    1. SPC will have developed advanced critical thinking seminars with a discipline-specific focus for identified disciplines.

    2. At least 75% of full-time faculty and the majority of adjuncts will have participated in seminars on "teaching for critical thinking."

    3. The majority of surveys and other forms of feedback on critical thinking seminars will be positive.

Goal 2-2. Develop in-house critical thinking expertise (i.e., faculty champions) using a "train-the-trainer" approach.

    1. SPC will have institutionalized the "Train-the-trainer" program in order to continue developing expertise.

Goal 2-3. Institute Academic Roundtables (ARTs) to investigate general and discipline-specific strategies for "teaching for critical thinking."

    1. SPC will have formed ARTs for the majority of General Education, A.S., and Baccalaureate programs.

    2. The majority of faculty participating in ARTs will affirm the value of ARTs to research strategies.

CRITICAL THINKING RESOURCES INITIATIVE

Goal 3-1. Compile electronic critical thinking resources for SPC faculty and staff organized through a College gateway website.

　　1. The majority of faculty will identify the gateway website as a valuable source of information and ideas.

Goal 3-2. Create and collect critical thinking reusable learning objects (RLOs) for SPC and other institutions in Florida and across the world who are seeking multimedia/electronic critical thinking materials.

　　1. SPC will have collected or created a minimum of 50 RLOs promoting critical thinking in a variety of disciplines.

　　2. The majority of RLOs will receive favorable feedback in the form of positive student and faculty reactions.

Goal 3-3. Contribute to the critical thinking literature through presentation and publication of instructional portfolios of strategies that support "teaching for critical thinking."

　　1. Instructional portfolios will be available for the majority of programs at the College.

　　2. The majority of faculty will give a positive rating to the peer presentations and portfolios on teaching for critical thinking.

Goal 3-4. Acquire and use print and multimedia critical thinking resources available at Critical Thinking Resource Centers housed in campus libraries.

　　1. The majority of faculty will identify the Critical Thinking Resource Centers as valuable sources of information and ideas.

EXPECTED OUTCOMES AND BENEFITS

SPC expected improvements in critical thinking skills to translate into deeper learning and understanding congruent with the College's mission. This improved learning would be spearheaded by an engaged and energized faculty reinforced across the College programmatically and by other staff and recognized by students and employers. SPC expected to contribute to the applied research in the field. At the conclusion of the implementation, decisions would be made on which activities and initiatives were effective in promoting improved critical thinking, and how the institution would sustain these effective approaches.

2. Changes to the QEP

Despite the fact that SPC's QEP implementation coincided with the nation's economic downturn, the QEP Director position was fully funded. Existing staff from two departments, Web & Instructional Technology Services (WITS) and Institutional Research & Effectiveness (IRE), supplemented the responsibilities of the Technology Coordinator and Assessment Coordinator positions, until the latter was filled in March 2011.

Regarding Sub-Goal 1-1.1: After analyzing the first two years of data collected, several enhancements, including alignment of SPC's Student Survey of Instruction (SSI) and the CCSSE, resulted in the collection of additional data. SPC chose to administer the ETS Measure of Academic Proficiency Progress (MAPP) during the 2007-08 academic year in lieu of the iSkills assessment, as better alignment existed. Unfortunately, due to ETS

instrument modifications to the MAPP, SPC was not able to administer the assessment again until 2011, once it became the Proficiency Profile (PP) assessment.
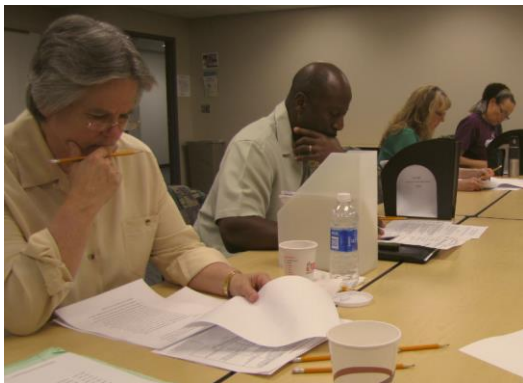
Regarding Goal 1-3: During a critical thinking advisory meeting in October 2009, it was determined that since ANGEL Learning, the College's learning management system, decided not to develop its ePortfolio, this could no longer be implemented. Instead a recommendation was made to reallocate the funds to the administration of the Community College Survey of Student Engagement (CCSSE) in order to assess student reflection as intended, and to gather student perception feedback benchmarked against national means.

Regarding Sub-Goal 1-4.2: Data collection efforts were refined to pinpoint gains in specific critical thinking processes. This resulted in assessing only prominent events rather than numerous small events.

3. Impact on Student Learning

SPC's students benefited from the efforts of the QEP. SPC's three initiatives – student success, professional development, and critical thinking resources – were successful in enhancing student learning by improving students' ability to think critically.

Faculty changed their instructional practices to teach for critical thinking. As documented in the Instructional Portfolios, faculty integrated strategies aimed at fostering critical thinking in their students, including asking essential questions, assessing critical thinking, implementing problem-based learning, and being explicit about the elements of critical thinking.

The efforts of the QEP brought about a focus on critical thinking beyond student learning. For example, the three-year course review now incorporates consideration of the elements of critical thinking. The general education assessment and the Student Survey of Instruction now include critical thinking items. Critical thinking is now more a part of the SPC culture.

STUDENT SUCCESS INITIATIVE

Goal 1-1 Enhance students' critical thinking skills

1-1.1 Improvement in critical thinking skills

Student learning outcomes (SLOs) improved in the critical thinking elements of communication, evaluation, analysis, synthesis, and reflection, as evidenced by direct assessment measures. Student learning outcomes improved in the critical thinking elements of communication, analysis, synthesis, and reflection, as evidenced by indirect assessment measures.

Direct Assessments

To assess students' performance on critical thinking skills, SPC aligned three direct assessments described below to the six elements of critical thinking and the 13 SLOs. (Table 1 – Across the 56 total measures, students showed improvement in 11 of the 13 SLOs.) The assessments were administered between the 2007-08 and 2011-12 academic years.

Critical thinking Assessment Test (CAT): 2007-08 to 2011-12, N=429

The CAT was administered each spring term in six randomly-selected sections of face-to-face Elementary Statistics, STA 2023, and College Algebra, MAC 1105. The CAT is made up of 15 items and aligns to the six elements of critical thinking and the 13 SLOs.

Assessment Rubric for Critical thinking (ARC): 2009-10 to 2011-12, N=370

Each fall term, six randomly-selected sections of Applied Ethics, PHI 1600, participated by submitting their students' Critical Thinking Application Papers (CTAPs) to be scored with an in-house-developed rubric that aligns to the six elements of critical thinking and the13 SLOs.

ETS© MAPP/Proficiency Profile: 2007-08 and 2011-12, N=285

Students' critical thinking skills were scored on a scale of 100-130 (31-points) and results were reported as composite sub-scores for each topic. Four items from the MAPP/PP aligned to four elements of critical thinking and eight SLOs.

Indirect Assessments

To assess students' and stakeholders' perceptions regarding critical thinking skills, SPC aligned three indirect assessments described below to the six elements of critical thinking and the 13 SLOs. (Table 1 – Across the 61 total measures, students showed improvement in 8 of the 13 SLOs.) The surveys were administered between the 2006-07 and 2011-12 academic years.

Employer Satisfaction Survey: 2006-07 through 2010-11, N=630

Employers of SPC graduates are surveyed annually during the spring term. Employers rate how prepared they feel the graduates are in a variety of areas including those aligned to five elements of critical thinking and 11 SLOs.

Alumni Satisfaction Survey: 2006-07 through 2010-11, N=5,306

SPC alumni are surveyed six months after they graduate. Graduates rate how prepared they feel in a variety of areas including those aligned to five elements of critical thinking and 11 SLOs.

Community College Survey of Student Engagement (CCSSE): 2006-07, 2010-11, and 2011-12, N=3,836

Students provide their perceptions of their behaviors as well as institutional practices. Students rate a variety of topics including those aligned to five elements of critical thinking and 10 SLOs.

Data from Instructional Portfolios

In addition to the institution-wide direct and indirect assessments, SPC assessed student improvement at the individual program level. At the program level, Faculty Champions, in conjunction with members of their discipline-specific Academic Roundtables (ARTs), developed strategies or interventions to teach for critical thinking within their curriculum. Faculty also identified or developed an assessment and gathered data to assess the effectiveness of that strategy. Assessments varied from applying a critical thinking rubric to a problem-based scenario to critical thinking items on tests to surveying students' perception of critical thinking gains. Of the College's 15 programs/curricular areas, 14 were represented by 29 ARTs that each developed an Instructional Portfolio to document interventions, observations, analysis, and results of efforts of their critical thinking initiatives. Twenty-seven included an assessment; 22 reported assessment data. Seventeen of the 22 documented improvement in students' critical thinking skills. (Appendix A)

> **Instructional Portfolio Results (Sampling)**
>
> **Radiography** – improvement in critical thinking abilities as they encounter difficult patients in the clinical setting
>
> **Ethics** – improvement in synthesis and reflection
>
> **Mathematics** – scenario-based project class average increased from 78% to 86-88% over two years

Improvement in Critical Thinking Skills

SPC students' improvement is evidenced by the positive differences in means or gain scores. Differences in means, or gain scores, were calculated for every aligned measure as illustrated in Table 1. Gain scores were calculated by subtracting the first year's results from most recent year's results. Because of varying scales and point ranges, the gain scores were standardized. Standardized gain scores were calculated for each measure and an average standardized gain score was calculated for each element. The gains demonstrated for indirect measures were minimal due to highly positive baseline perceptions of critical thinking.

Table 1: Institution-Wide Direct & Indirect Measures of Students' Critical Thinking Skills

Critical Thinking Elements	Student Learning Outcomes	Instrument (# of items)	Total # of measures	Average Standardized Gain Score	Total Student (N)
I. Effective Communication	A. Students will be able to demonstrate the ability to communicate ideas effectively.	Direct: ARC (1), CAT (1), MAPP (1)	3	4.9	1,055
		Indirect: Employer (4), Alumni (4), CCSSE (2)	10	0.44	9,712
II. Problem Solving	B. Students will be able to identify inappropriate conclusions.	Direct: ARC (3), CAT (1), MAPP (1)	5	-0.7	1,078
		Indirect: Employer (3), Alumni (3), CCSSE (1)	7	-0.8	9,634
	C. Students will be able to use mathematical skills to solve real-world problems.	Direct: ARC (3), CAT (1), MAPP (1)	5	-0.7	1,078
		Indirect: Employer (3), Alumni (3), CCSSE (1)	7	-0.8	9,634
III. Evaluation	D. Students will be able to interpret numerical relationships in graphs.	Direct: ARC (3), CAT (1), MAPP (1)	5	1.4	1,079
		Indirect: Employer (2), Alumni (2)	4	-0.85	5,922
	E. Students will be able to understand the limitations of correlational data.	Direct: ARC (3), CAT (1), MAPP (1)	5	1.4	1,079
		Indirect: Employer (2), Alumni (2)	4	-0.85	5,922
	F. Students will be able to identify and evaluate evidence for a theory.	Direct: ARC (3), CAT (1), MAPP (1)	5	1.4	1,079
		Indirect: Employer (2), Alumni (2)	4	-0.85	5,922
IV. Analysis	G. Students will be able to separate factual information from inferences.	Direct: ARC (4), CAT (1), MAPP (1)	6	1.3	1,079
		Indirect: Employer (2), Alumni (2), CCSSE (3)	7	0.8	9,748
	H. Students will be able to separate relevant from irrelevant information.	Direct: ARC (4), CAT (1), MAPP (1)	6	1.3	1,079
		Indirect: Employer (2), Alumni (2), CCSSE (3)	7	0.8	9,748
V. Synthesis	I. Students will be able to identify new information that might support or contradict a hypothesis.	Direct: ARC (3), CAT (1)	4	8.2	795
		Indirect: Employer (1), Alumni (1), CCSSE (1)	3	0.63	9701
	J. Students will be able to explain how new information can change a problem.	Direct: ARC (3), CAT (1)	4	8.2	795
		Indirect: Employer (1), Alumni (1), CCSSE (1)	3	0.63	9701
	K. Students will be able to integrate information in order to solve a problem.	Direct: ARC (3), CAT (1)	4	8.2	795
		Indirect: Employer (1), Alumni (1), CCSSE (1)	3	0.63	9701
VI. Reflection	L. Students will be able to use journaling as a tool for in depth reflection of their thinking	Direct: ARC (1), CAT (1)	2	4.3	790
		Indirect: CCSSE (1)	1	3.8	3825
	M. Students will be able to learn and apply new information that can change a problem.	Direct: ARC (1), CAT (1)	2	4.3	790
		Indirect: CCSSE (1)	1	3.8	3825

1-1.2 Stakeholders report positively regarding improvements in critical thinking of graduates

Employers provided positive feedback regarding graduates' ability in the critical thinking elements of communication, analysis, and synthesis, as evidenced by indirect assessment measures shown in Table 1. Perceptions started out high, but still showed gains. In fall 2012 49% of faculty and staff surveyed identified that students demonstrated improvements in their critical thinking ability.

1-1.3 Students will report an increase in instructional practices improving critical thinking skills

Students reported an increase in instructional practices promoting their critical thinking. This is supported by the seven custom questions added to the 2011 and 2012 CCSSE aligned to Evaluation, Synthesis, and Reflection. The purpose of the questions was to determine whether students were given opportunities to think critically in their courses. One question aligned to reflection asked students how often they considered ideas different from their own during that academic year. That question had a positive gain score of 1.9 demonstrating an increase in opportunities to consider varying viewpoints, which is essential for critical thinking.

Goal 1-2 Assessment tools and strategies for measuring students' critical thinking skills

1-2.1 Majority of programs will have at least one discipline-specific critical thinking assessment

Of the College's 15 programs/curricular areas, 14 developed or identified one or more discipline-specific strategy or assessment to measure critical thinking (Appendix A). Examples of strategies or tools include reusable learning objects (RLOs) as well as the development of standard methodology and problem solving models. In addition, the Assessment Rubric for Critical Thinking (ARC) was developed by QEP staff and Faculty Champions (FCs) during the inaugural year. As part of their study of critical thinking, FCs guided their Academic Roundtables (ARTs) to investigate critical thinking assessments and to compose discipline-specific scenarios aligned to the ARC. One of the first disciplines to implement the ARC was the Ethics department, which integrated its use into the Critical Thinking Application Paper (CTAP) that students write in Applied Ethics, PHI 1600. Ninety-one percent of FCs and ART members surveyed in fall 2012 reported that there was at least one discipline-specific critical thinking assessment tool or strategy identified or developed for their department while serving in their role. Faculty reporting awareness of these strategies indicated the strategies were somewhat effective (54.3%) or very effective (39.6%) at measuring students' critical thinking skills based on either shared departmental data or data they personally collected.

Goal 1-3 Collect student artifacts through ePortfolio

Details regarding this goal can be found under the Changes to the QEP section of this document.

Goal 1-4 Implement critical thinking programs supported by key student organizations

1-4.1 Each key student organization will have at least one annual critical thinking activity

SPC's key student organization is the Student Government Association affiliated with the Student Life & Leadership program. From 2008 to 2012, 43 critical thinking events were held at eight campuses/centers and other off-site locations (Table 2).

Table 2: Number of Critical Thinking Activities Held at each Site per Year

	2008	2009	2010	2011	2012	Total
Allstate Center	1		1			2
Clearwater Campus	1		1		4	6
Downtown/Midtown Center	1	3	5			9
EpiCenter	1		1			2
Health Education Center	1		1		1	3
Seminole Campus	1	3	1			5
St. Petersburg/Gibbs Campus	1	1	1			3
Tarpon Springs Campus	1		1	3	4	9
Off-Site				2	2	4
Total	8	7	12	5	11	43

Critical Thinking Student Activities (Sampling)

Toastmasters – students think on their feet as they delivered improvisational speeches (3 to 5 minutes)

Annual Leadership Conference – students enhanced their leadership skills while learning that effective leaders engage in critical thinking

Constitution Day – combined student government elections, voter registration, and the Constitution to learn about campus politics, American politics, and the importance of critical thinking to being an active and engaged citizen

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1-4.2 Students will report the activities add value to their development of critical thinking skills

As explained under the [Changes to the QEP](#) section of this document, data collection efforts were refined, which lead to fewer student activities being assessed. Students completed an evaluation on five different activities held at the Clearwater, Seminole, St. Petersburg/Gibbs, and Tarpon Springs Campuses during the fall semesters of 2010, 2011, and 2012. Most students (83%) strongly agreed that their participation in the event helped to improve their critical thinking skills. A sample of how specific events impacted student critical thinking skills are shown below:

Great Debate 2008 – Student debates were held on four campuses, each on a different topic. Students in the audience were polled before and after each debate. At one campus, approximately 20% of participants indicated that they changed their position after having heard the argument. This demonstrates disposition toward openness to new ideas, a skill necessary to critical thinking.

Extreme Entrepreneurship Tour (EET) 2010 – Analysis of survey results from 384 students indicated that after having attended the EET, participants rated each critical thinking characteristic higher in terms of importance than they did prior to participating. Characteristics included: being creative, examining assumptions before coming to a conclusion, considering different points of view, questioning why things are done in a certain way, and being involved in decision-making. The increase from the pre-survey to the post-survey in each area ranged from 6.1% to 13.6%.

Free Speech and Social Media event 2012 – Eighty-four students of 277 completed the survey after the event and rated their ability to engage in related critical thinking processes, pre and post event. Students rated their ability to communicate their understanding, identify key issues, separate arguments from facts, and integrate information to draw a conclusion as "Excellent" at a much higher rate after the event than prior to attending.

PROFESSIONAL DEVELOPMENT INITIATIVE

Goal 2-1 Provide professional development opportunities

2-1.1 SPC will have developed critical thinking seminars with a discipline-specific focus

Beginning spring 2008, faculty and staff participated in professional development activities. The largest were the Critical Thinking Institutes held each spring and fall. Institutes were organized as mini-conferences including an opening keynote presentation followed by concurrent breakout sessions. Prominent scholars, L. Dee Fink, Gerald Nosich, David Sousa, Barry Stein, Milton Cox, Dean Kohrs, Johnny Good, Edna Ross, and Saundra McGuire, were featured speakers. Faculty Champions (FCs) engaged in the scholarship of teaching and learning with their Academic Roundtables (ARTs) lead discipline-specific sessions, and QEP staff presented additional critical thinking concepts including teaching and assessment strategies. Attendance ranged from 80 to over 300. Annual ART Retreats were held beginning in 2009. Retreats were designed to bring the previous year's FCs and ART members together with the upcoming year's FCs and ART members in a more relaxed and intimate opportunity for exchange of ideas and expertise.

Each ART was led by one or two FCs (Appendix A) who attended train-the-trainer workshops approximately five times per year. During these workshops FCs discussed critical thinking research in their discipline, devised a critical thinking teaching intervention, planned an assessment strategy, and compiled evidence of their study in an online Instructional Portfolio. Faculty also attended scoring workshops to assess students' critical thinking skills using the Critical Thinking Assessment Test (CAT) developed by Tennessee Technological University or the Assessment Rubric for Critical Thinking (ARC) developed by SPC. CAT and ARC Scoring Workshops provided opportunities for faculty to enhance their skills in assessing students' ability to think critically.

2-1.2 At least 75% of full-time faculty and the majority of adjuncts will participate in events

A total of 1,924 SPC faculty, adjuncts, and staff attended 45 events between 2008 and 2012 (duplicated attendees across events). The unduplicated number of full-time faculty attending critical thinking events was 267 (71%) and part-time adjuncts was 162 (18%). Though slightly below the goal of 75%, SPC was pleased with the overall interest and participation of its full time faculty.

2-1.3 The majority of feedback on critical thinking seminars will be positive

Feedback regarding critical thinking events was positive. Individual evaluations were sent out electronically to faculty and staff participants of 19 of the larger College-wide events to determine the perceived value of the information and their experiences. These 19 events were attended by 1,104 faculty and staff over the five-year period (duplicated attendees across events), and 476 responses were received for a response rate of 43%. Between 82% and 99% of faculty and staff reported that the information they received and/or their experience from the event they attended will be useful to or enhance their teaching. A survey in fall 2012 indicated 96.3% of faculty and staff rated the information presented by other faculty and staff at the various critical thinking events they had attended as either somewhat useful (55.2%) or very useful (41.1%).

Goal 2-2 Develop in-house critical thinking expertise

2-2.1 SPC Institutionalized the "Train-the-trainer" program

Faculty members who were selected by their Dean to serve as a Faculty Champion (FC) for their discipline developed critical thinking expertise. In some cases, two faculty partnered for this position, totaling 38 FCs identified between 2008 and 2012 (Appendix A). The FC was paid a stipend to attend training, lead a discipline-specific Academic Roundtable (ART) of peers, and develop an Instructional Portfolio. FCs attended conferences such as the International Lilly Conference on College Teaching, the Teaching Critical Thinking program at Tufts University, the International Conference on Critical Thinking, the train-the-trainer workshop for the Critical Thinking Assessment Test (CAT), and the Critical Thinking for Instruction and Learning online course provided through the Foundation for Critical Thinking and Sonoma State University. In addition to working with members of their ART, FCs shared their projects and relayed their expertise through their Instructional Portfolios and by giving presentations at the Critical Thinking Institutes. Over 75% of FCs and ART members surveyed in fall 2012 reported they had held sessions intended to develop critical thinking expertise of other department faculty. Nearly all faculty members who reported attending sessions held by ARTs found them either somewhat effective (67.6%) or very effective (29.7%) in designing instruction to improve critical thinking.

Goal 2-3 Institute Academic Roundtables (ARTs)

2-3.1 SPC will have formed ARTs for the majority of programs

Between 2008 and 2011, 29 Academic Roundtables (ARTs) were formed representing 14 of the College's 15 programs/curricular areas (Appendix A). An ART is a learning community focused on an academic discipline or related discipline clusters led by one or two Faculty Champions. The primary goal of the ART was to investigate general and discipline-specific strategies for teaching for critical thinking, study critical thinking within the field, design a strategy to teach for critical thinking, implement the strategy, and to assess its effectiveness. This demonstrates the Scholarship of Teaching and Learning (SoTL).

2-3.2 The majority of faculty participating in ARTs will affirm the value of ARTs

Eighty percent of Faculty Champions (FCs) and Academic Roundtable (ART) members surveyed in fall 2012 believed that their strategies were effective (60%) or very effective (20%) in aiding other faculty members to design instruction to improve students' critical thinking. In addition, 80% of FCs and ARTs agree (51.1%) or strongly agree (28.9%) that their participation helped to improve their research skills related to designing instruction for critical thinking.

CRITICAL THINKING RESOURCES INITIATIVE

Goal 3-1 Compile electronic critical thinking resources through a College website

3-1.1 The majority of faculty will identify the gateway website as a valuable source

The critical thinking Gateway Website (www.spcollege.edu/criticalthinking), intended for SPC faculty use, contains over 270 documents linked from 35 webpages. There were over 338,000 hits and over 31,000 unique visitors in 2012. The site is organized with

resources for the three initiatives – student success, professional development, and critical thinking resources. The catalog of materials housed in the campus libraries' Critical Thinking Resource Centers is linked from the site. Videos of sessions, presentation files, handouts, and other materials from Critical Thinking Institutes are also available. The Instructional Portfolios developed by the Faculty Champions (FCs) and their Academic Roundtables (ARTs) are linked from the site. Resources to assist FCs and their ARTs were developed and compiled in a community group in SPC's online learning management system linked from the site. These include tutorials, videos, checklists, and links to online resources. The site is also home to meeting minutes and other documentation reported by committees and groups working on the critical thinking initiative.

Faculty and staff surveyed in fall 2012 were asked to rate the value of the Gateway Website. Of those who rated the overall value of the resources, 97.8% said that they are somewhat valuable (58.9%) or very valuable (38.8%). Over 70% either agreed (56.8%) or strongly agreed (13.6%) that the site is a valuable source of information and ideas on improving students' critical thinking skills.

Goal 3-2 Create and collect critical thinking reusable learning objects (RLOs)

3-2.1 SPC will have collected or created a minimum of 50 RLOs

The number of Reusable Learning Objects (RLOs) developed or collected was less than anticipated. Thirty-eight RLOs were created and met guidelines set by the QEP team: ease of use, interactive, meaningful, and feedback. One RLO explained the elements and standards of critical thinking. Another fostered applying a critiquing process to research studies. Another engaged the learner in a real-life simulation with application of skills/knowledge.

3-2.2 The majority of RLOs will receive favorable feedback

In the fall 2012 survey, faculty who were not Faculty Champions or Academic Roundtable members and had utilized critical thinking RLOs in their courses rated the effectiveness of these RLOs as somewhat effective (70.7%) or very effective (19.6%) in improving their instruction.

Goal 3-3 Contribute to the critical thinking literature through instructional portfolios

3-3.1 Instructional portfolios will be available for the majority of programs at the College

Twenty-nine (14 out of 15 College programs/curricular areas) Instructional Portfolios were developed (Appendix A). An Instructional Portfolio provides written documentation of the Academic Roundtable's study and implementation of teaching for critical thinking organized according to Laurie Richlin's (2001) model of the Ongoing Cycle of Scholarship of Teaching and Learning (SoTL): Teaching Learning Connection, Literature Review, Intervention, Systematic Observation, Observations, Results Analysis, Peer Evaluation , Key Issues, Results Synthesis, and Context of Knowledge Base. Instructional Portfolios are published in an online community group in the College's Learning Management System ANGEL and linked via the Gateway Website, contributing to the applied research in the field.


3-3.2 The majority of faculty will give a positive rating to the peer presentations and portfolios

Approximately 96% of faculty and staff surveyed in fall 2012 rated the information presented at various critical thinking events by peers and Instructional Portfolios as either somewhat useful (55.2%) or very useful (41.1%).

Goal 3-4 Acquire resources available at Critical Thinking Resource Centers

3-4.1 The majority of faculty will identify the Critical Thinking Resource Centers as valuable

Critical thinking resources are accessible online via the critical thinking Gateway Website, and housed in the Critical Thinking Resource Centers in the campus libraries. Items considered to be part of the critical thinking collection are cataloged and consist of more than 200 titles. To aid their literature review, Faculty Champions (FCs) were provided a set of books borrowed from the critical thinking collection. Along with supporting faculty in conducting a literature review, library staff presented sessions aimed at acquainting faculty with the materials contained in the critical thinking collection. In the fall 2012 survey, faculty who were not FCs or Academic Roundtable (ART) members were asked about their awareness and utilization of the Critical Thinking Resource Centers. Sixty-seven percent indicated that they were aware of the Critical Thinking Resource Centers, and more than half use the available resources either sometimes (43.5%) or often (9.1%). Approximately 74 % of faculty and staff, including those who served as a FC or ART member, agreed (54.7%) or strongly agreed (19.4%) that the Critical Thinking Resource Centers are valuable sources of information and ideas.
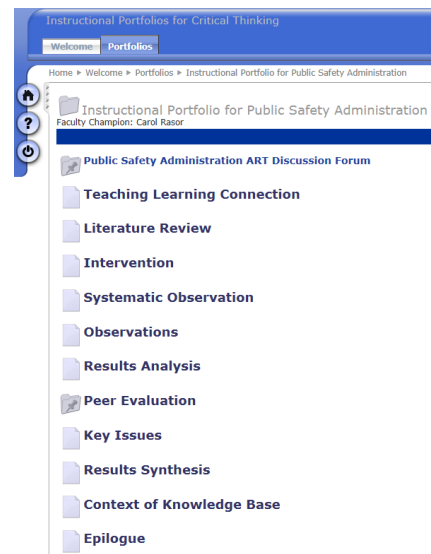
UNANTICIPATED OUTCOMES

There were a number of outcomes not anticipated in the original plan that resulted in structural changes. Critical thinking is one of the College's five general education outcomes. A section of critical thinking questions was incorporated into the General Education Assessment in 2010. In 2008, the six elements outlined in SPC's definition of critical thinking were incorporated into the College's course review process. This encourages faculty to infuse critical thinking as they make course improvements.

Other institutions looked to SPC for critical thinking expertise and leadership and sent representatives to attend our Critical Thinking Institutes, hosted speakers from SPC at their institutions, and inquired about content on our Gateway Website including: Palm Beach State College, Polk State College, Hillsborough Community College, Volunteer State Community College, Tarrant County College, and North Carolina Agricultural and Technical State University.

Our train-the-trainer approach, enhanced with guest speakers the first two years, succeeded in making faculty eager for additional information. This desire to learn to teach for critical thinking led to the creation of the Center for Excellence in Teaching and Learning (CETL), which established interdisciplinary teams of faculty that include the CETL Faculty Board, CETL Campus Faculty Associates, and Faculty Champions for Critical Thinking. One of the goals of CETL is to maintain the critical thinking effort that was initiated by the QEP. This is facilitated through partnerships for delivering faculty development and also CETL Critical Thinking Grants to fund faculty projects such as the "Making Thinking Visible" book study and the "What was I Thinking" student workshop series.

MAKING THINKING VISIBLE

Ever wonder HOW to teach thinking within your existing lessons? What is thinking from a student's point of view? Come join our...

Book Study Group

Researchers from Harvard's international Project Zero have spent many years looking at what cultivates thinking dispositions in school settings. They have presented their findings in a format that is useful for instructors in their latest book: Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners.

A book study group is being formed at the **Clearwater Campus**, and participants will receive a copy to keep! Space is limited, so reserve yours now: https://www.spcollege.edu/survey/9448

Date	Time	Location
Monday, April 2	12:30-2:00 p.m.	CETL Room LI 211
Monday, April 9	12:30-2:00 p.m.	CETL Room LI 211

During these first two meetings, the group will decide about future meetings and the possibility of continuing the study virtually with face-to-face meetings near the end of the book to share stories of how the "Thinking Moves" and "Routines" worked in our classes. For more information contact: Sue Blanchard or Janice Thiel.

Take time to meet and grow with colleagues!

As SPC's commitment to providing students opportunity to think critically continued to grow, the Student Government Association (SGA) was given the responsibility for managing their own student activities budget beginning with the 2010-11 academic year. They designed the proposal process and supervised the allocation of funds. This huge responsibility is steadily increasing as the anticipated 2013-14 budget amounts to $1.5 million.

4. Reflection on What We Learned

Five years after initiating our QEP, critical thinking is still an important outcome for SPC students, congruent with the College's mission. Critical thinking is an evolving way for faculty to approach teaching, and this is evident through the Epilogues completed by Faculty Champions as they reflected on and updated the work of their Academic Roundtables. SPC's definition of critical thinking was lacking, until we focused on the active, systematic process of critical thought. A number of best practices were identified including: action research, problem-based learning, writing and reflection, graphic organizers, and modeling. We ascertained the importance of focusing on the elements of critical thinking and to be explicit about critical thinking in our teaching.

The process taught us that acquiring and refining the skills necessary to think critically is a journey, which requires ongoing effort in order to remain engaged in that process. The Quality Enhancement Committee transitioned into a Critical Thinking Counsel to help continue the College focus on critical thinking. The Center for Excellence in Teaching and Learning (CETL) will continue to sponsor Critical Thinking Grants that were initiated during the QEP's last year. CETL is the vehicle for SPC educators and students on the journey to further infuse critical thinking into SPC's culture through aligning critical thinking with student success, professional development, and resources.

Vision Statement
A Great College Transforming the Lives...
Of our students
Of our communities
Of our employees

Mission Statement
Promote student success and enrich our communities through education, career development and self-discovery

Appendix A

Programs/Curricular Areas and Their Faculty Champions and Academic Roundtables

Program/Curricular Area	Academic Roundtable (ART) with Instructional Portfolio	Year Formed	#Faculty Champions (FCs)	#ART Members Including FCs	Discipline-Specific Assessment Y/N?	Documented Improvement in Critical Thinking Y/N?
Natural Sciences Department	Natural Science	2010	1	2	Y	N
Engineering and Building Arts Department	-	-	-	-	-	-
College of Computer Information & Technology	Computer and Information Technology	2011	1	4	Y	N
	Business Technologies	2009	1	8	Y	N
College of Business	Business	2011	1	6	Y	Y
College of Public Safety Administration	Public Safety Administration	2011	1	5	Y	N
Fine Arts/Humanities Department	Humanities & Fine Arts	2011	1	3	Y	Y
College of Education	Education	2008	2	2	Y	Y
	Early Childhood	2008	1	5	Y	N
Hospitality & Tourism Department	Hospitality & Tourism Management and Parks & Leisure Services	2010	1	3	Y	Y
College of Policy and Legal Studies	Paralegal Studies	2009	1	7	Y	N
College of Nursing	Nursing	2009	2	8	Y	N
Communications Department	Sign Language Interpretation	2011	1	6	N	-
	Communication	2009	1	12	Y	N
School of Veterinary Technology	Veterinary Technology BAS	2010	2	2	Y	Y
	Veterinary Technology AS	2010	1	3	Y	Y
Associate of ARTS	Mathematics	2011	2	2	Y	Y
	Social & Behavioral Sciences	2011	1	9	Y	Y
	Ethics	2008	1	12	Y	Y
	Student Life Skills	2008	2	6	Y	N
College of Health Sciences	Dental Hygiene and Orthotics & Prosthetics	2010	1	7	Y	Y
Health Sciences Department	Health Information Management	2011	1	3	Y	Y
	Emergency Medical Services	2010	2	6	Y	Y
	Funeral Services	2010	1	5	Y	Y
	Human Services	2010	1	5	Y	Y
	Medical Laboratory Technology (program closed)	2010	2	2	N	-
	Physical Therapist Assistant	2010	2	4	Y	N
	Radiography	2010	1	1	Y	Y
	Respiratory Care	2010	1	3	Y	Y
Extracurricular	Library	2009	2	8	Y	N
Total	**29**		**38**	**149**		

COLLEGE EXPERIENCE 2015

Since Fall 2012, faculty, administrators and staff at St. Petersburg College have focused on ways to prepare our students for success. "The College Experience: Student Success" now permeates every facet of the college as we strive to give our students the support they need to earn the degree or certificate that will change their lives.

Our current student support initiatives, listed below, help illustrate how the College Experience is positively impacting our students. Beginning with the 2015-16 school year, we are launching two new support mechanisms. Our new Smart Start Orientation, required of all FTIC students, will get students off to a strong start by giving them the knowledge base they need to be successful at SPC. We are also unveiling our Academic Pathways program, which will give students a clearly defined road map to graduation.

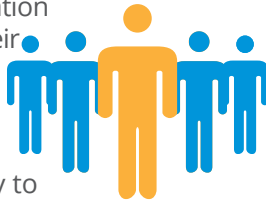# STUDENT SUPPORT INITIATIVES

Smart Start **Orientation**

FTIC students who attended Smart Start student orientation were more successful in their courses and less likely to withdraw.

5%
higher success rate

3%
less likely to withdraw

Out-of-Class **Support**

The more often students visited the learning centers, the more successful they were in their courses.

course success rates				
# of visits	1-2	3-4	5-9	10+
	75%	77%	78%	83%

Early Alert / **Student Coaching**

More than 75% of students receiving early alerts were assisted by a coach.

75%

My Learning **Plan**

FTIC students with a My Learning Plan had higher success rates and were less likely to withdraw.
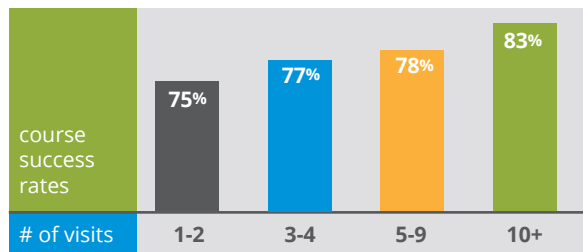
20%
higher success rate
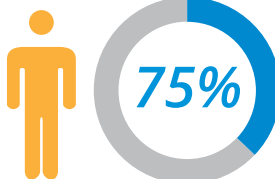
8%
lower withdrawal rate

Integrated Career and **Academic Advising**

FTIC students who have identified a career are 10% more successful* in their classes than students who have not.
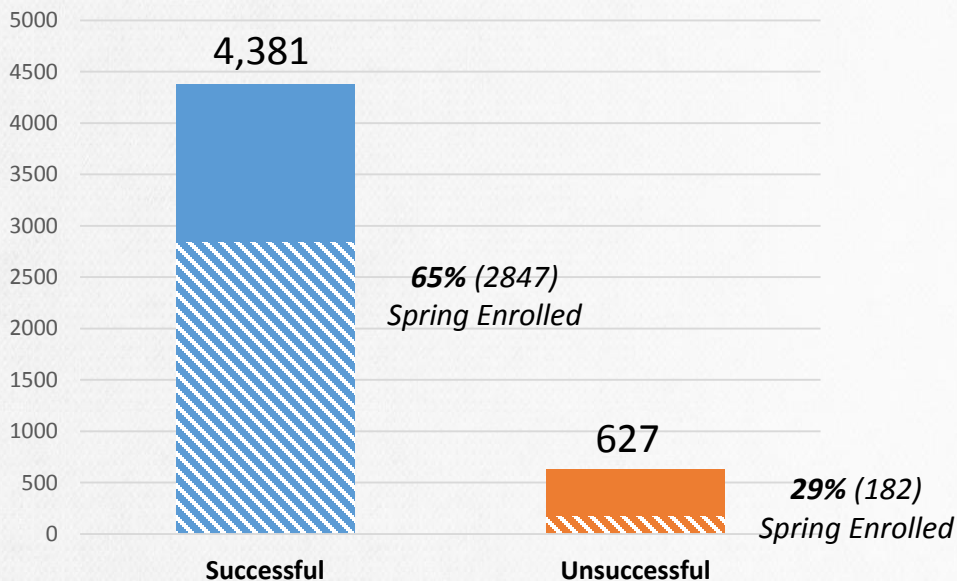
10%

Success is defined as earning a grade of A, B or C in a class

THE COLLEGE EXPERIENCE
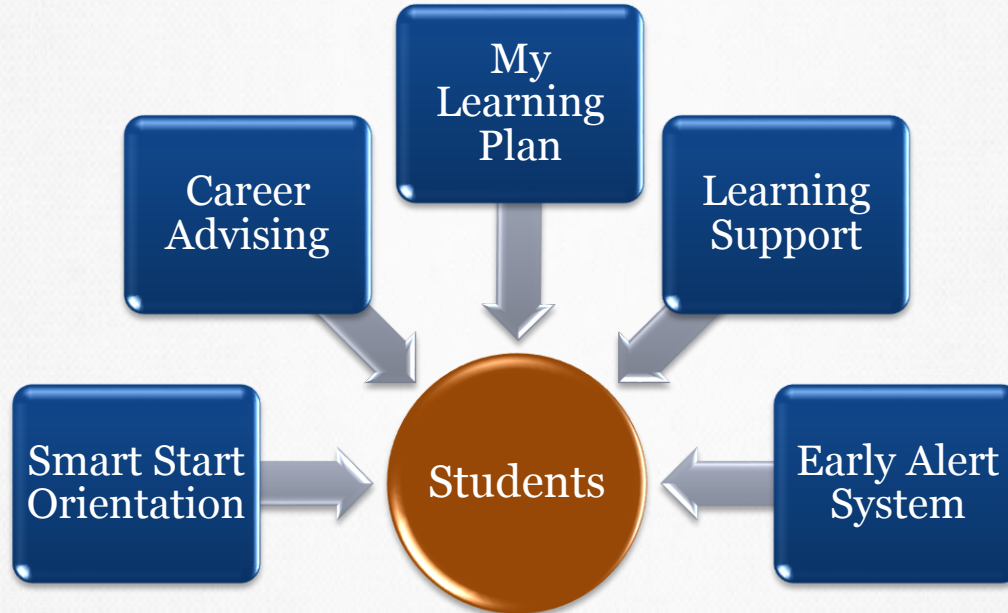
Smart Start Orientation (Fall 2015)

Fall to Spring Persistence

- 4,381
  - **65%** *(2847)* Spring Enrolled
- 627
  - **29%** *(182)* Spring Enrolled

Categories: Successful, Unsuccessful

W/WF Rates for Smart Start Enrollees

- Successful in Smart Start: 4,381 — *19%* W, WF grades / *81%* No W, WF grades
- Unsuccessful in Smart Start: 627 — *54%* W, WF grades / *46%* No W, WF grades

Legend: No W, WF grades / W, WF grades

- MLP: Successful 93%, Unsuccessful 73%
- Visit LSC: Successful 66%, Unsuccessful 46%
- Received Early Alert: Successful 16%, Unsuccessful 35%

Legend: Successful / Unsuccessful
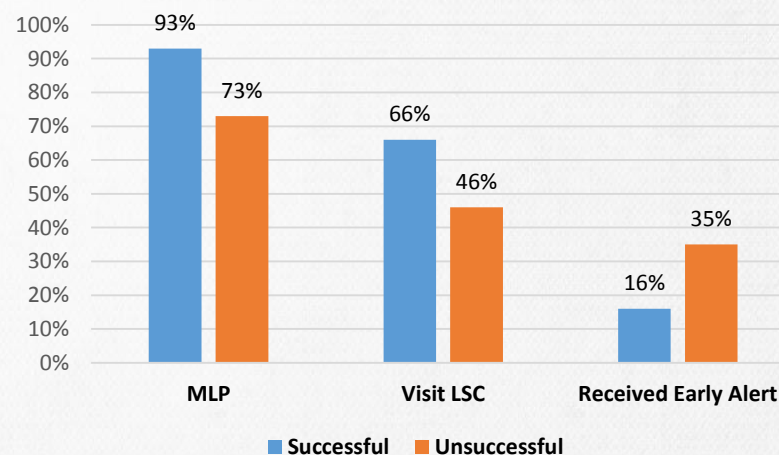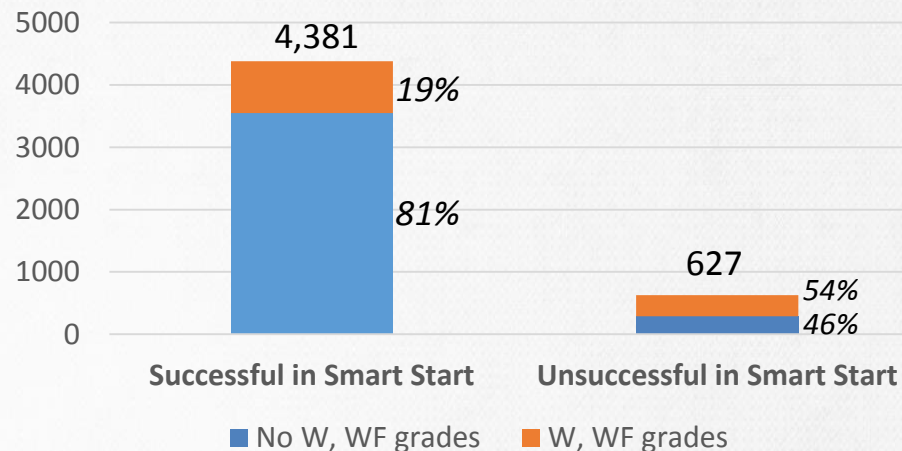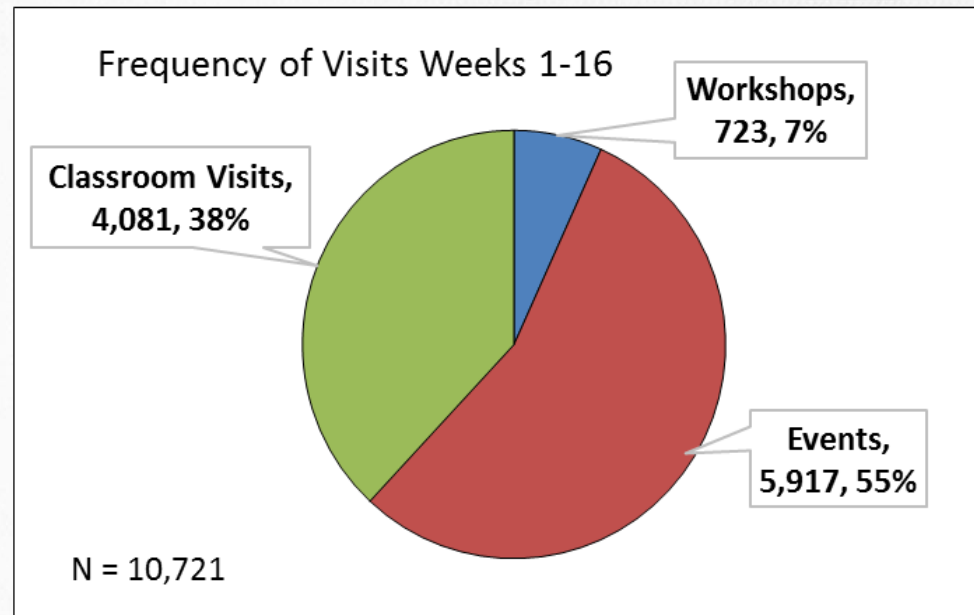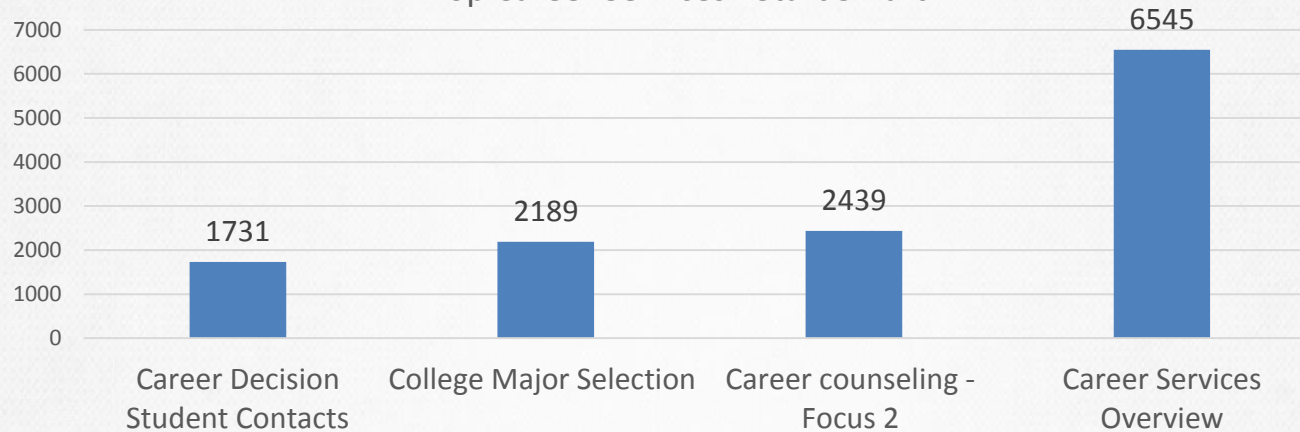
Student Interactions with Career Activities

- This Fall **177 career events** and workshops were conducted college-wide.

- As part of the new Advising Model, Career and **Academic Advisors conducted 196 classroom presentations** college-wide.

- Of the 1,700 December graduates, **nearly 80% are** *already* **(as of Dec. 4th) either placed or prepared to transfer to another institution**.
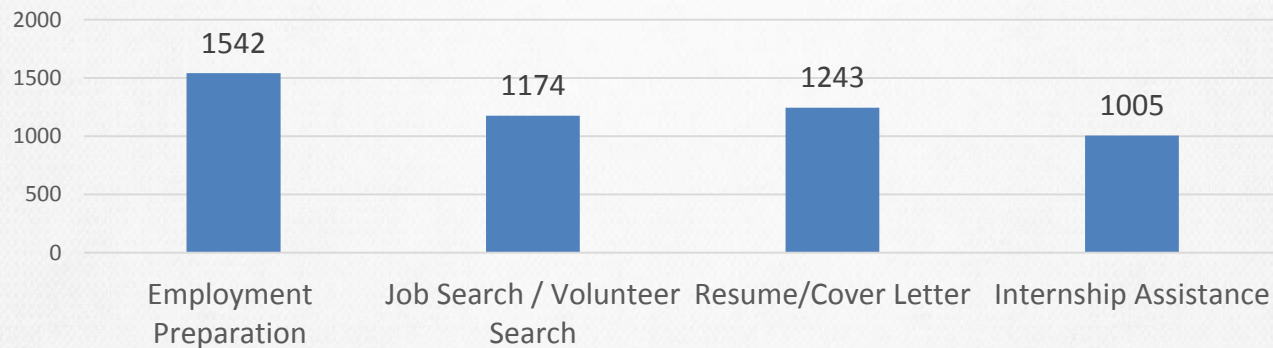
Frequency of Visits Weeks 1-16

Workshops, 723, 7%

Classroom Visits, 4,081, 38%

Events, 5,917, 55%

N = 10,721

Career Services: Smart Start & Finish Strong

Top Career Services - Start Smart

Category	Value
Career Decision Student Contacts	1731
College Major Selection	2189
Career counseling - Focus 2	2439
Career Services Overview	6545

Top Career Services - Finish Strong

Category	Value
Employment Preparation	1542
Job Search / Volunteer Search	1174
Resume/Cover Letter	1243
Internship Assistance	1005

Data Source: Pulse 12.4.15
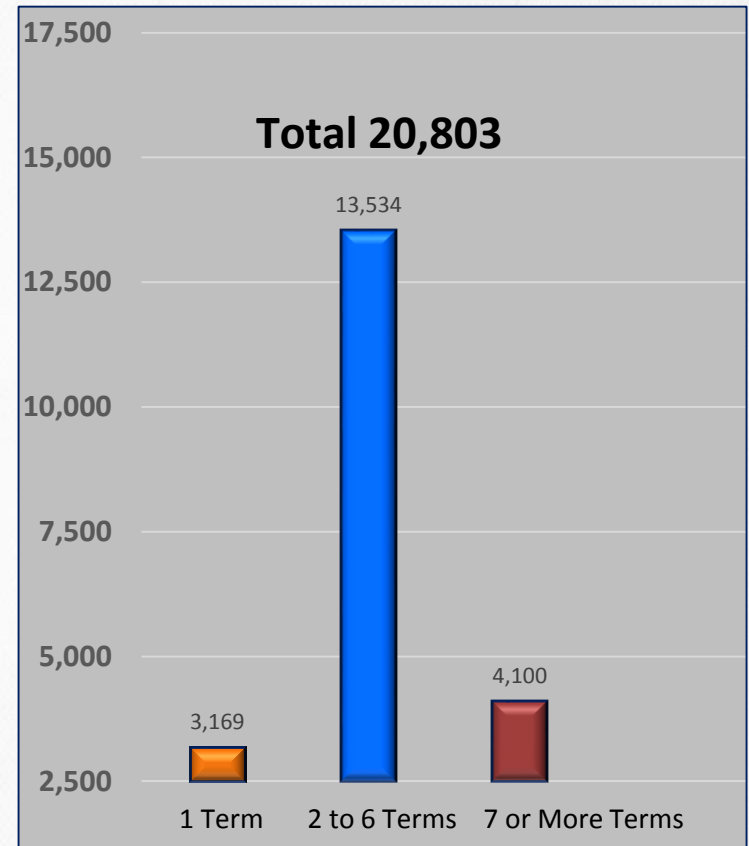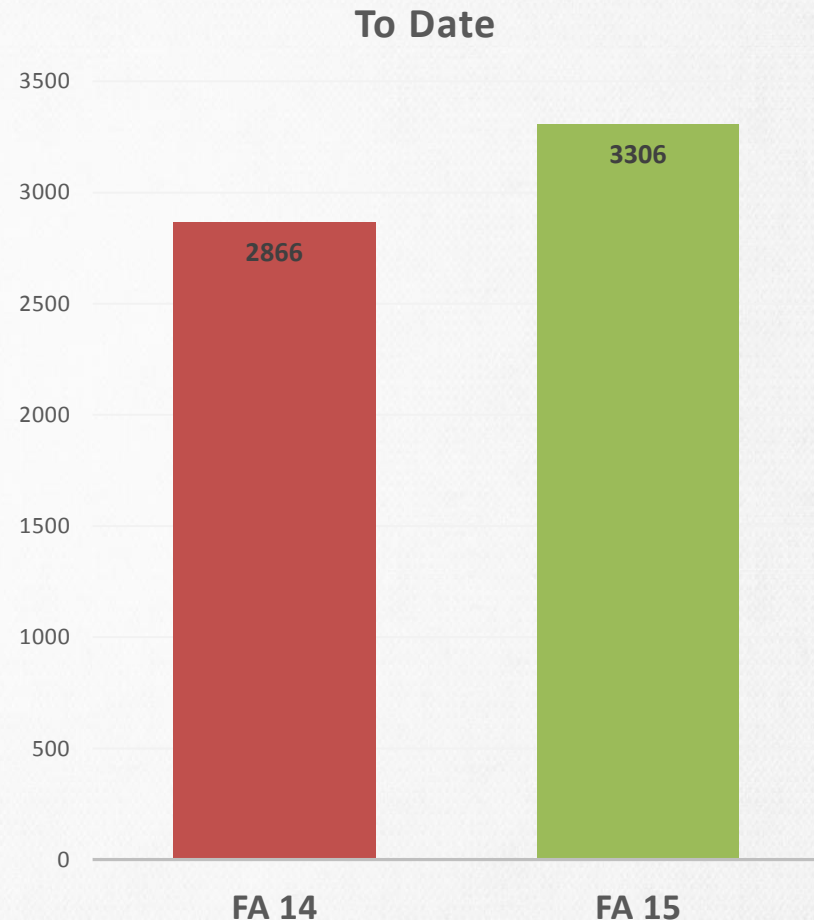
My Learning Plan

- Over 20,000 students have Learning Plans!
- First-time in college student's with a Learning Plan experienced a 20% higher success rate.
- Withdrawal rates for students with a Learning Plan are 8% lower than students without a learning plan.
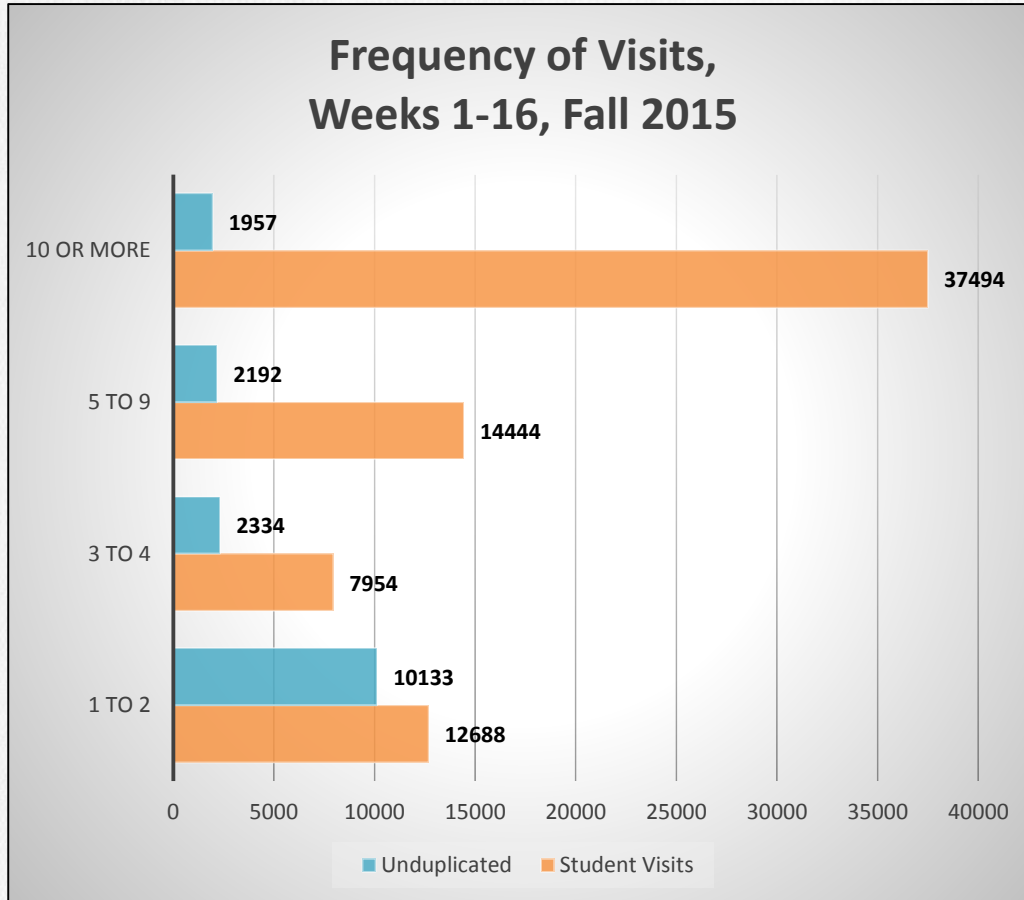
Total 20,803

Category	Value
1 Term	3,169
2 to 6 Terms	13,534
7 or More Terms	4,100

Early Alert

- Fall 2015 **3,306 students received Early Alerts** in developmental and 10 gateway courses.
- **99% of all Early Alerts are closed**.
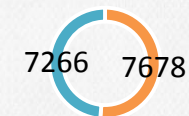- Collaborative lab in January 2016 to make improvements.

To Date

Out of Class Support

Frequency of Visits, Weeks 1-16, Fall 2015

10 OR MORE
- Unduplicated: 1957
- Student Visits: 37494

5 TO 9
- Unduplicated: 2192
- Student Visits: 14444

3 TO 4
- Unduplicated: 2334
- Student Visits: 7954

1 TO 2
- Unduplicated: 10133
- Student Visits: 12688

Legend: ■ Unduplicated ■ Student Visits

(x-axis: 0, 5000, 10000, 15000, 20000, 25000, 30000, 35000, 40000)

Total Visits: 72,580   Total Unduplicated: 16,616

Source: Student Services System

- Increased faculty engagement and support.
- Integration of advising and learning support.
- Expanded outreach to students on poor academic standing.
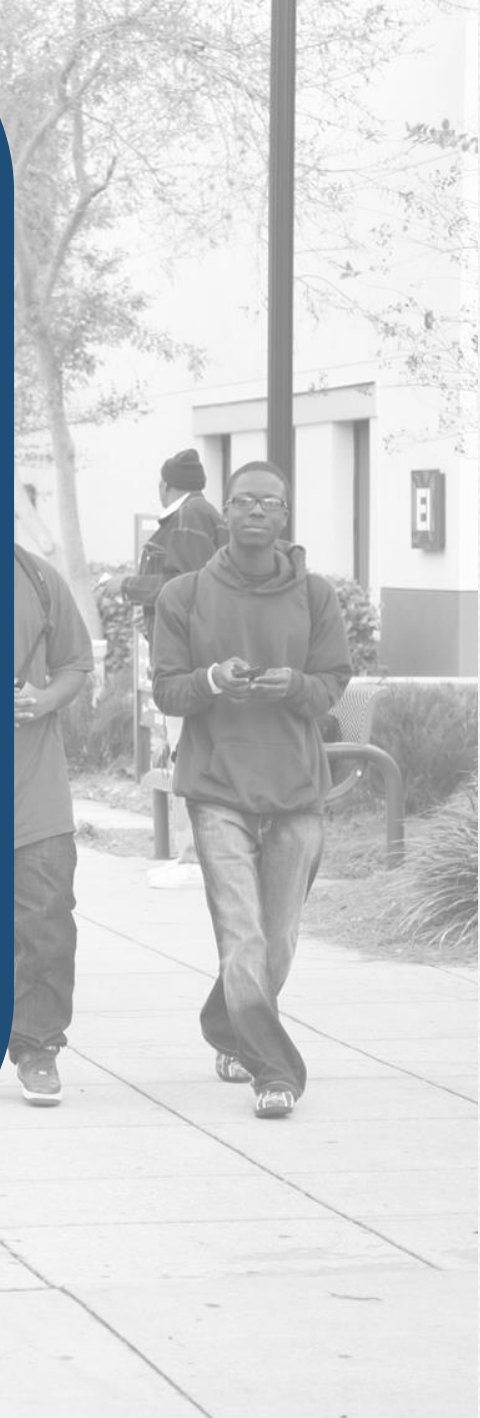
Total Visits, Week 16, Fall 2015

7266   7678

Legend: ■ 2014 ■ 2015

Next Steps

- **Develop initiatives that will expand the program** to the entire student body;
- **Complete the advisor certification**; and
- **Evaluate the effectiveness of The College Experience** focusing on Early Alert and the Learning Plan;

QUALITY MATTERS RUBRIC
DESCRIPTION OF STANDARDS

Course Overview and Introduction

Learners should be introduced to the purpose and goals of the class. Orienting the student to the expectations and requirements from the start provides a foundation for success. Course policies, technology requirements, and prerequisite knowledge are important to convey. Instructors and students should introduce themselves at the start of the course to begin building a learning community.

Learning Objectives (Competencies)

A consistent principle of Quality Matters is the concept of alignment. This occurs when critical course components work together to ensure students achieve major learning outcomes. The process begins with learning objectives that are specific, measurable, actionable, realistic, and appropriate for the program and course level.

Assessment and Measurement

Assessment is critical to determine students' attainment of the major learning outcomes. Grading policies should be stated clearly and there should be multiple opportunities for the learner to track progress. The assessments must align with the stated learning objectives.

BENCHMARKS OF EFFECTIVE EDUCATIONAL PRACTICE

Instructional Materials

Instructional materials provide students with the opportunity to master the learning outcomes. Clearly aligning the materials with the assessments and objectives helps the student to understand the relevance and importance of the content covered.

Course activities and Learner interactions

Activities where students are involved, rather than passive, allows them to master content more easily. Students should be made aware of the alignment between the activities and the learning objectives.

Course technology

Technology choice should be purposeful and promote learner engagement and active learning. Technologies required in a course must be easy to obtain and accessible to all students enrolled.

Learner Support

All students should have the opportunity to achieve the learning objectives. Information on academic, technical, and personal support should be readily available to students.

Accessibility and Usability

When providing course materials and planning learning activities the diverse needs of students must be met. Online materials should be easy to use and accessible to all.

SPC St. Petersburg College
INSTRUCTION AND ACADEMIC PROGRAMS

QUALITY MATTERS RUBRIC STANDARDS

FIFTH EDITION, 2014, WITH ASSIGNED POINT VALUES

Standards			Points
Course Overview and Introduction	1.1	Instructions make clear how to get started and where to find various course components.	3
	1.2	Learners are introduced to the purpose and structure of the course.	3
	1.3	Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	2
	1.4	Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2
	1.5	Minimum technology requirements are clearly stated and instructions for use provided.	2
	1.6	Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.7	Minimum technical skills expected of the learner are clearly stated.	1
	1.8	The self-introduction by the instructor is appropriate and is available online.	1
	1.9	**Learners are asked to introduce themselves to the class.**	1
Learning Objectives (Competencies)	2.1	The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2	The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3	All learning objectives or competencies are stated clearly and written from the learner's perspective.	3
	2.4	**The relationship between learning objectives or competencies and course activities is clearly stated.**	3
	2.5	The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1	The assessments measure the stated learning objectives or competencies.	3
	3.2	The course grading policy is stated clearly.	3
	3.3	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	3
	3.4	**The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.**	2
	3.5	The course provides learners with multiple opportunities to track their learning progress.	2
Instructional Materials	4.1	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3
	4.2	**Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.**	3
	4.3	All instructional materials used in the course are appropriately cited.	2
	4.4	The instructional materials are current.	2
	4.5	A variety of instructional materials is used in the course.	2
	4.6	The distinction between required and optional materials is clearly explained.	1
Course Activities and Learner Interaction	5.1	The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2	**Learning activities provide opportunities for interaction that support active learning.**	3
	5.3	The instructor's plan for classroom response time and feedback on assignments is clearly stated.	3
	5.4	The requirements for learner interaction are clearly stated.	2
Course Technology	6.1	The tools used in the course support the learning objectives and competencies.	3
	6.2	**Course tools promote learner engagement and active learning.**	3
	6.3	Technologies required in the course are readily obtainable.	2
	6.4	The course technologies are current.	1
	6.5	Links are provided to privacy policies for all external tools required in the course.	1
Learner Support	7.1	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2	Course instructions articulate or link to the institution's accessibility policies and services.	3
	7.3	**Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.**	2
	7.4	Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	1
Accessibility and Usability	8.1	Course navigation facilitates ease of use.	3
	8.2	Information is provided about the accessibility of all technologies required in the course.	3
	8.3	**The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.**	2
	8.4	The course design facilitates readability.	2
	8.5	Course multimedia facilitate ease of use.	2

The Community College Survey of Student Engagement (*CCSSE*) is an initiative of The Center for Community College Student Engagement. It provides information about effective educational practice in community colleges and assists institutions in using that information to promote improvements in student learning and persistence.

BENCHMARKS OF EFFECTIVE EDUCATIONAL PRACTICE

Active and Collaborative Learning

Students learn more when they are actively involved in their education and have opportunities to thing about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems.

Survey Questions:

In your experiences at this college during the current school year, about how often have you done each of the following?

4a. Asked **questions** in class or contributed to class discussions

4b. Made a class presentation

4f. Worked with other students on projects during class

4g. Worked with classmates outside of class to prepare class assignments

4h. Tutored or taught other students (paid or voluntary)

4i. Participated in a community-based project as a part of a regular course

4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Student-Faculty Interaction

In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

Survey Questions:

In your experiences at this college during the current school year, about how often have you done each of the following?

4k. Used e-mail to communicate with an instructor

4l. Discussed grades or assignments with an instructor

4m. Talked about career plans with an instructor or advisor

4n. Discussed ideas from your readings or classes with instructors outside of class

4o. Received prompt feedback (written or oral) from instructors on your performance

4q. Worked with instructors on activities other than coursework

SPC St. Petersburg College
INSTRUCTION AND ACADEMIC PROGRAMS

The Classroom Experience

Anne Cooper, SVP, Instruction and Academic Programs

Jesse Coraggio, VP, Institutional Effectiveness and Academic Services

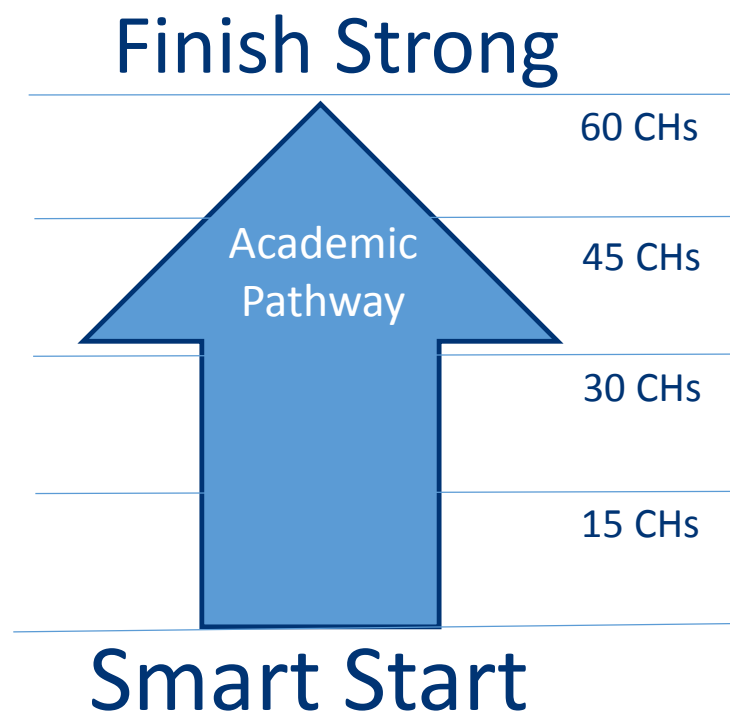*SPC Board of Trustees Workshop – December 15, 2015*

Academic Initiatives

- Bridge to Success (Developmental Education) - 2010
- General Education Reform - 2010
- Out of Class Support - 2012
- Online Revitalization (QM Standards) – 2013
- Title III - 2013
- Academic Pathways - 2014

Quality Matters Rubric Standards

Course Overview and Introduction	1.9 Learners are asked to introduce themselves to the class.
Course Activities and Learner Interaction	5.2 Learning activities provide opportunities for interaction that support active learning.
Assessment and Measurement	3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.
Course Technology	6.2 Course tools promote learner engagement and active learning..

SPC St. Petersburg College
INSTRUCTION AND ACADEMIC PROGRAMS

Finish Strong

60 CHs

Academic Pathway

45 CHs

30 CHs

15 CHs

Smart Start

Classroom Experience

Integration of Meaningful Activities - Capstone Courses, Group Work, and Simulation

Career Readiness Skills - Shadowing, Internships, Interview Skills, and Resume Writing
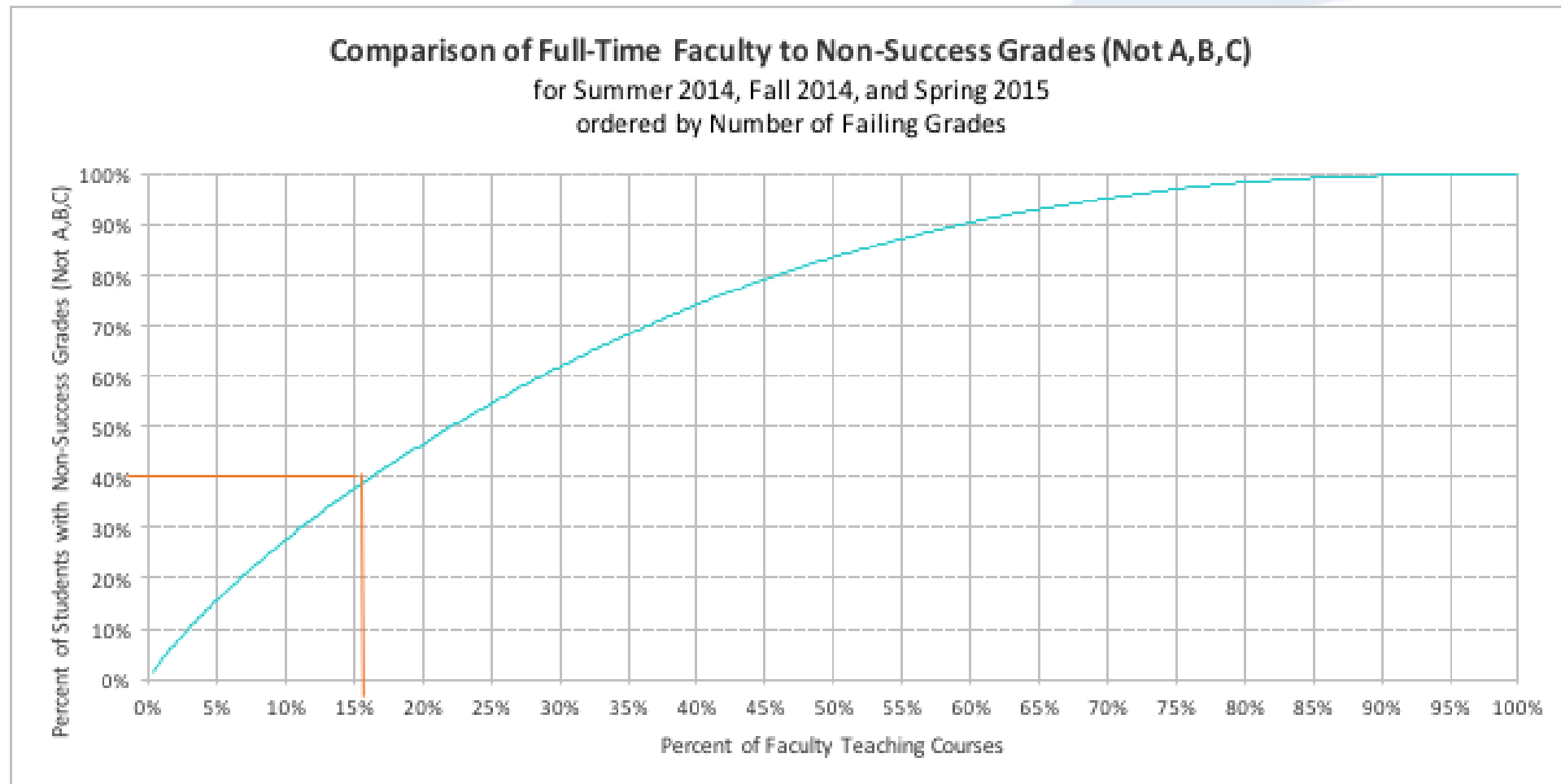
Milestones to Monitor Progress – proactive feedback and intervention

Embedded Certificates and Industry Certifications
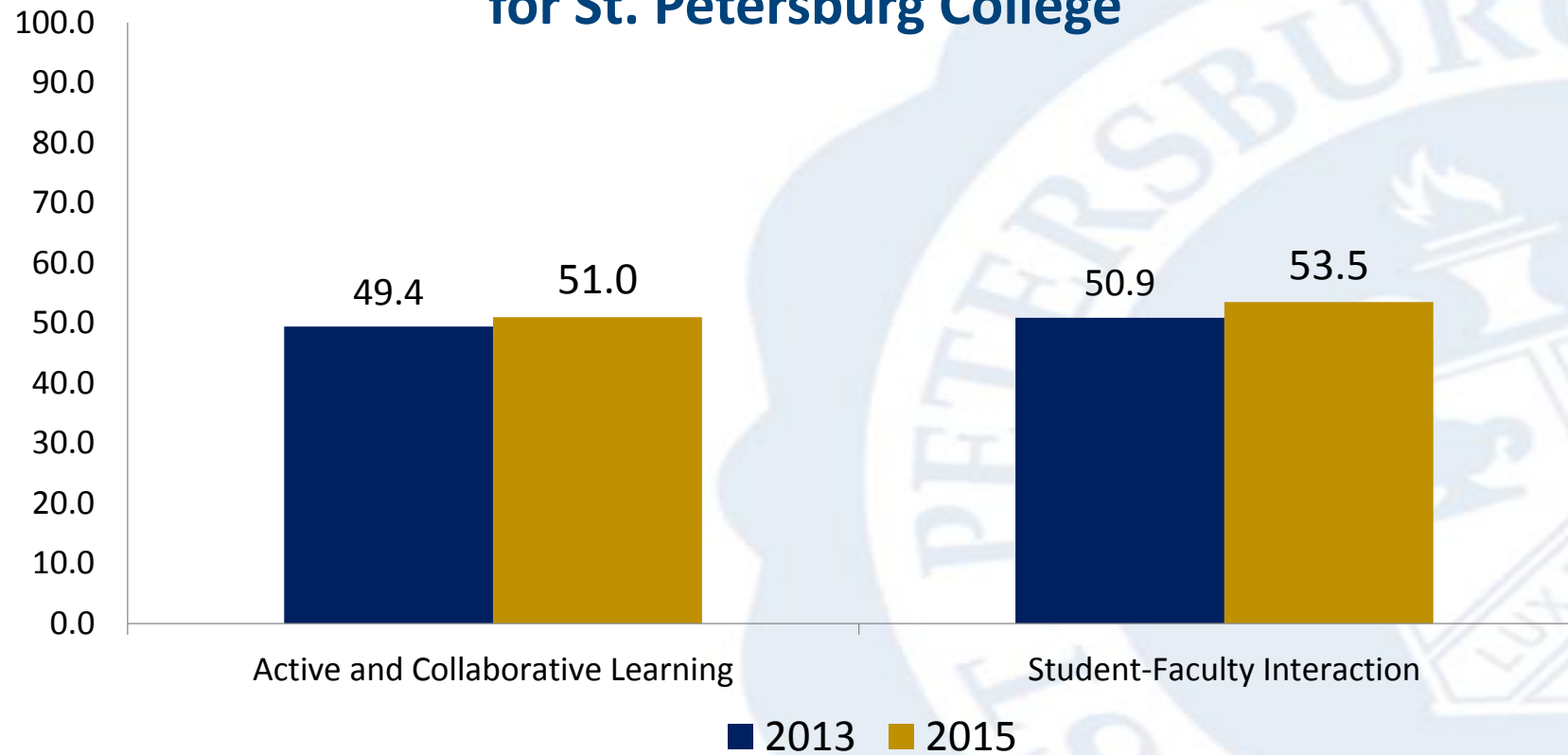
Recommended Linear Course Pathways for Students

Student Success Matrix

CCSSE Benchmarks for Effective Educational Practice

Community College Survey of Student Engagement (CCSSE) Benchmark Score Trends for St. Petersburg College

Active and Collaborative Learning
- 2013: 49.4
- 2015: 51.0

Student-Faculty Interaction
- 2013: 50.9
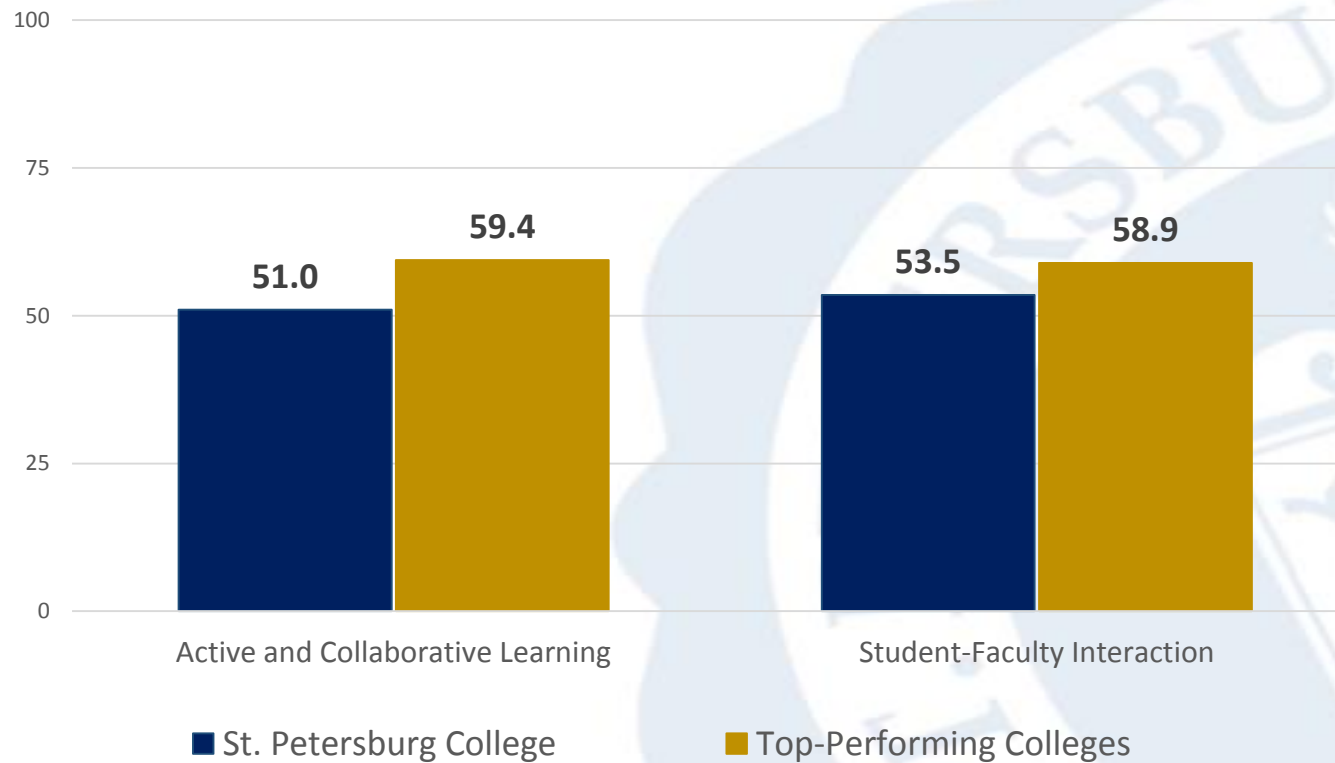- 2015: 53.5

Legend: ■ 2013 ■ 2015

Source: 2013 and 2015 CCSSE data

Notes: Benchmark scores are standardized to have a *mean* of 50 and standard deviation of 25 across all respondents.

CCSSE Benchmarks for Effective Educational Practice
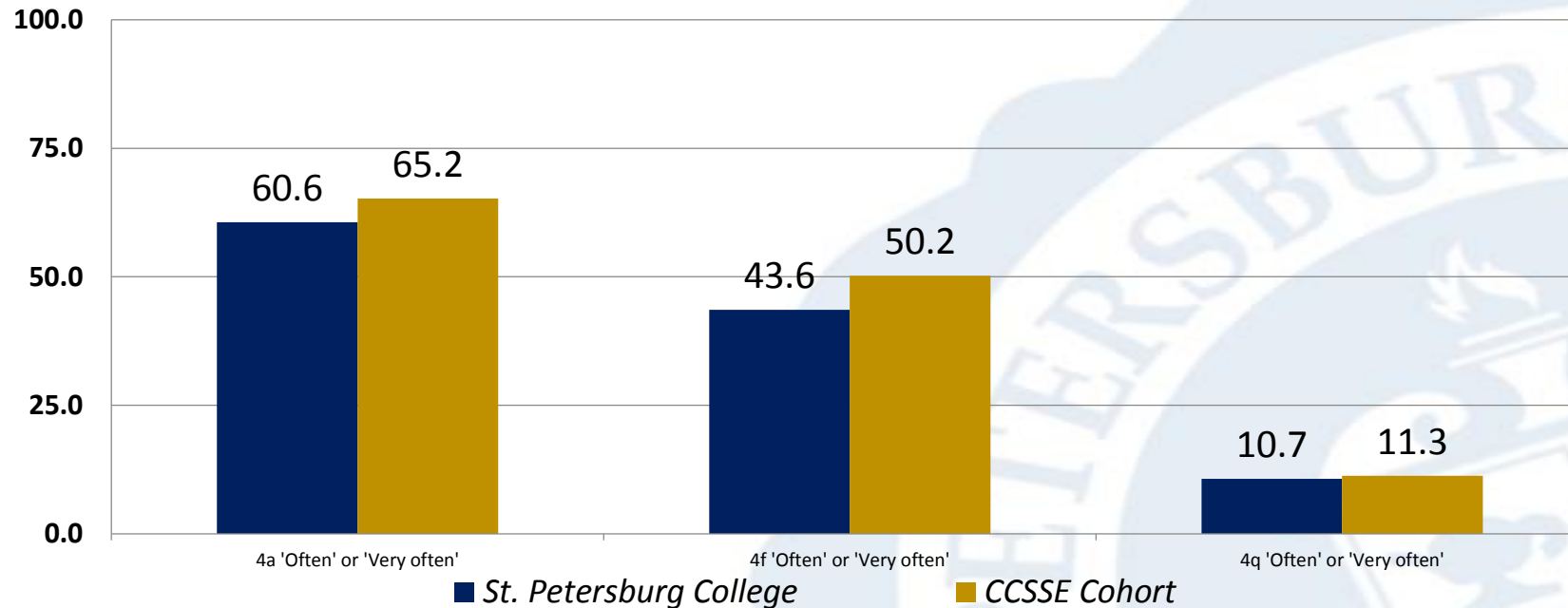
SPC vs Top-Performing Colleges

Source: 2013 and 2015 CCSSE data

Notes: Benchmark scores are standardized to have a *mean* of 50 and standard deviation of 25 across all respondents.

Aspects of Lowest Student Engagement

**CCSSE Benchmark Scores for St. Petersburg College
Compared to 2015 CCSSE Cohort**

Benchmark	Item No.	Item
Active and Collaborative Learning	4a	Asked questions in class or contributed to class discussions
Active and Collaborative Learning	4f	Worked with other students on projects during class
Student-Faculty Interaction	4q	Worked with instructors on activities other than coursework

Notes: For Item(s) 4, 'Often' and 'Very Often' responses are combined; For Item(s) 13,'Sometimes' 'and 'Often' are combined.

Notes: Benchmark scores are standardized to have a *mean* of 50 and standard deviation of 25 across all respondents.

8

Classroom Experience

Proposed Value Proposition:

While students at SPC come from a wide range of backgrounds with differing educational abilities, every student has the right to expect a supportive, consistent, quality educational experience regardless of location, modality, or discipline.

Team Breakout Discussion

1. What does a student have a right to expect within the classroom?

2. What does the college have the right to expect from the student within the classroom?

3. What is the role of the faculty member at SPC?

ACADEMIC DEANS' PERSISTENCE, PROGRESSION, AND RETENTION TO COMPLETION PLAN

2014-15 Academic Year

ST. PETERSBURG COLLEGE

October 15, 2014

ACADEMIC DEANS' PERSISTENCE, PROGRESSION, AND RETENTION TO COMPLETION PLAN
ACADEMIC YEAR 2014-15
Submitted July 17, 2014 by the Academic Deans

Purpose: The Academic Deans' plan implements academic strategies to increase students' persistence, progression, retention, and completion.

GENERAL PLAN IMPLEMENTATION

Tasks	Date Completed	Person Responsible
1) Develop Academic Plan	April 2014	Academic Deans
2) Share Draft Academic Plan	April 2014	Academic Deans
3) Present and Request Endorsement from the Faculty Governance Organization (FGO)	April/May 2014	Academic Deans
4) Begin Implementation of Academic Plan	Fall 2014	Academic Deans

Monthly Focus Meetings

Academic Deans and Program Administrators will host and participate in monthly focus meetings to discuss the monthly monitoring metrics for each of the objectives outlined in this plan. Lead measures of success will also be discussed during the monthly meetings as they become available during the semester. The findings from the monthly webinar meetings will be incorporated into end-of-term focus meetings.

End-of-Term Focus Meetings

The Academic Deans will host a Fall and Spring end of term focus meeting with Program Administrators and faculty to analyze leading success indicators (persistence & progression) at the institution and college/department levels. A summary of the data and findings from the college/department monthly meetings will be integrated into the end-of-term focus meeting to support discussions on how to incorporate best practices from colleges/departments with high persistence and progression rates into the following semesters' efforts to improve persistence and progression. Findings and recommendations from this meeting will be shared with the Senior Vice President of Instruction in a Dean's Working Session.

End-of-Year Focus Meeting

The Academic Deans will host a Summer end-of-year focus meeting with Program Administrators to analyze lagging success indicators (retention & completion) at the institution and college/department levels. A summary of the data and findings from the end-of-term focus meetings will be integrated into the end-of-year meeting to support discussions on how to incorporate best practices from departments/colleges with high retention and completion rates into future efforts to improve retention and completion. Findings and recommendations from this meeting will be shared with the Senior Vice President of Instruction in a Dean's Working Session and shared with faculty at each college/departments fall kick-off meeting.

SPC's business intelligence system, Pulse, will be the primary source for collecting data on lead and lag measures. In addition, some monthly monitoring metrics will be collected in BI. As part of this plan the

Last Revision –October 15, 2014

academic dean's will need to work closely with the AVP of IREG to identify an implementation timeline for requested modifications to Pulse. Data collected from Pulse will be supplemented with monthly monitoring metrics collected at the college/department level.

OBJECTIVES

The Academic Deans have identified college-wide objectives to improve persistence, progression, retention, and completion of students enrolled at St. Petersburg College.   The following table defines and identifies lead and lag measures for the academic plan.

Lead Indicators of Success	Definition
Persistence	Term-to-term return rate.
Progression	Successful persistence, where "successful" is defined as a C or higher in a course.
Lag Indicators of Success	Definition
Retention	Fall-to-fall return rate.
Completion (graduation rate)	Number of degrees/certificates completed in 150% of normal completion time divided by adjusted cohort.
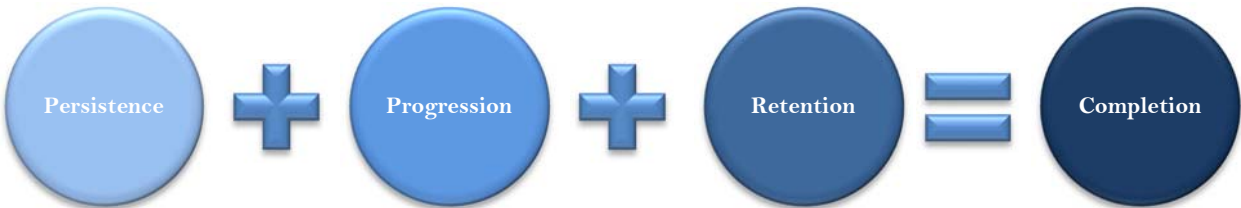
The academic deans will host a series of monthly meetings during the academic year that will focus faculty, department, and college efforts on tasks associated with implementation of the plan's objectives. During these meetings monthly monitoring metrics identified for each objective will be reported and discussed. These metrics will allow deans to understand how tasks associated with the intended outcomes of increasing persistence, progression, retention, and completion are implemented and deployed across the institution and cascaded down through all colleges and departments.

Objective	Monthly Monitoring Metric
1. Faculty Classroom Engagement Strategies for Retention	# of assignments graded in one week # of out-of-class faculty support hours # of faculty encouraged out-of-class support activities

2. Opportunities for Student Engagement Beyond the Classroom	# of documented student hours # of students participating in student government, clubs, arts, service learning, sports activities
3. Student Success/Developmental Education Reform	Course withdrawal rates Course success rates
4. Course Enrollment Policies	Course withdrawal rates Course success rates
5. Expand Early Alert	Overall Early Alert Early Alert by Reason Course withdrawal rates Course success rates
6. Career Workforce Pathways towards Degree Completion	# of internships # of industry certifications

SPC's business intelligence system, Pulse, will be the primary source for collecting data on lead and lag measures. In addition, some monthly monitoring metrics will be collected in Pulse. As part of this plan the academic deans will need to work closely with the AVP of IERG to identify an implementation timeline for requested modifications to Pulse. Data collected from Pulse will be supplemented with monthly monitoring metrics collected at the college/department level.

In the section below, each objective is identified with a timetable for completion, the persons responsible for completion, and the resources.

Objective 1: Implement Faculty Classroom Engagement Strategies

No other single person affects a student's academic achievement like the classroom faculty member. Historically, SPC has been a teaching college. Our faculty will continue to play a significant role in our ability to retain and inspire students. Any meaningful academic initiative necessarily involves faculty both before and during the administration of a course. All faculty will be asked to incorporate the following strategies beginning Fall 2014. Training will be provided in order for faculty to successfully complete the Classroom Engagement tasks.

Table 1:

Tasks	Begin Date	Date Completed	Persons Responsible	Resources
	Fall 2014	Ongoing	Faculty	

1.1 Provide prompt feedback by posting grades within one week from assignment's due date.				
1.2 Document faculty out of class support hours	Fall2014	Ongoing	Faculty	
1.3Training will be provided in order for faculty to successfully complete the classroom engagement tasks.	Fall2014	Ongoing	Faculty	IDT
1.4 Require students use out of class support specific to modality (Smarthinking Online, Turnitin.com, Library Online, Write Experience, On campus resources)	Fall 2014	Ongoing	Faculty	IDT

Objective 2: Provide Varied Opportunities for Student Engagement Beyond the Classroom

Data indicate that students who take part in campus life and specialized programs have a greater success rate both in terms of classroom success and college completion, building skills which allow them to be successful in the workplace and in their personal lives. These skills include the ability to work with others, to plan and organize, and to develop leadership skills. Students hone skills through engagement activities such as service learning, participation in student government, club activities, civic pursuits, study abroad opportunities, athletics, arts performances and activities and participation in internships. Students build a connection to the campus, their classmates and communities enhancing interpersonal skills, developing personal values and creating motivation to achieve in the classroom.

Table 2:

Tasks	Begin Date	Completion Date	Persons Responsible	Resources
2.1 Increase civic service engagement and global learning opportunities (including Florida Campus Compact).	Fall 2014	Ongoing	Faculty Program Admin.	Community Partners
2.2 Encourage participation in student government, clubs, the arts, sports, etc.	Fall 2014	Ongoing	Faculty Program Admin.	Student Life and Leadership
2.3 Data Analysis and Collection (see below)	Spring 2015	Ongoing	Faculty	Faculty Noblehours.com IDTs

Data will be collected and analyzed by faculty assigned to this project through both quantitative and qualitative measurements from instruments developed to effectively gather and appropriately compare the academic student success rates of these two specific college student groups. These groups consist of students who are actively engaged in college service learning and civic activities outside of their

classrooms, compared to students who are strictly focused on their academics without any extracurricular activities involved.

Survey instruments will be developed to capture needed data that measures the academic success rates between these two identified student groups. Therefore, the following three online survey instruments will be used for data collection:

- **I. WITS survey for the Faculty, Staff, and Administration**
  - This survey will be designed to capture data about the various types of service learning activities that are currently used at SPC outside of the classroom. The purpose of this survey is to develop an immediate checklist of these services such as internships, clubs, classroom projects, civic engagements, and more. This information will be stored in a database for the purpose of increasing civic engagement by students within the local community college-wide across the disciplines.

- **II. WITS Survey for the Community Organizations**
  - This survey will be designed for the purpose of confirming the documentation of the tangible work and/or volunteer hours that were contributed to the community organization by SPC students. The immediate supervisor at each community organization will be asked to complete this online form which will confirm the number of hours worked and the overall progress (e.g. skill sets, strengths, and finished projects) of each college student.

- **III. WITS Survey for the SPC Students**
  - This survey will be designed to capture data about the number of hours volunteered or worked at local organizations by students. Each SPC student will record their total hours contributed after full service completion. These totaled hours will reflect student participation in approved internships, civic engagements, special projects, and more. This one-time survey will also allow students to request a SPC certificate for completion of their civic service learning for the pre-determined volunteer hours. Such SPC student certificates can strengthen their ePortfolio, while supporting their future career skill sets. In addition, it can serve to quickly identify their ongoing professional contributions and service learning activities.

- **IV. A Database to Track Student Hours**
    - **Noble Hours.com**
    - **D2L showing a (WITS survey link)**
    - **MySPC (Link)**

  - Students will be allowed to track their work and/or volunteer hours based on their regular entries. The database will display the progress of completed work hours (a feature offered by Nobel Hours). For example, the Nobel Hours program will allow students to work in groups and/or to be grouped together. Thus, supporting the possible use of 'learning communities' for different student majors in order to further promote ongoing overall student success. Moreover, this will offer support to the SPC first-year students, while also building college-wide multiple cohorts among the F2F, blended, and online student population.

Objective 3: Monitor Student Success Strategies Related to Developmental Education Reform

Math and Communications Courses have been redesigned to meet state mandates in the area formerly known as developmental education. This project is well underway but needs to be continuously monitored for effectiveness in meeting student needs.

Table 3:

Tasks	Begin Date	Completion Date	Persons Responsible	Resources
3.1 Monitor the success of students who complete MAT 1100 (formerly MAT 1990) and enroll in subsequent math courses	Fall 2014	Ongoing	Dean Chang Program Admin.	Faculty IERG
3.2 Identify "bottleneck points" in courses and develop strategies to improve student success	Fall 2014	May 2015	Deans Campbell and Chang Program Admin. Faculty	Faculty
3.3 Identify student success rates by demographics and modality**.**	Fall 2014	Ongoing	Deans Campbell and Chang Program Admin. Faculty	IERG Pulse

Objective 4: Revise Course Enrollment Policies

In conjunction with the Online Revitalization Steering Committee, the Academic Deans are implementing a PeopleSoft course enrollment policy that includes:
    1) No registration permitted after first session in Face-to-Face and Blended classes; and
    2) No registration permitted after 11:59 PM the Sunday before Online classes begin;
    3) Send the following message to students at time of enrollment in courses:

Attendance in your online and on campus courses is critical to your success in your courses. It is expected that you will access your online courses by 11 pm on Wednesday of the first week of the semester, and that you will be in attendance for the first session of your campus courses.

Table 4:

Tasks	Completion Date	Persons Responsible
4.1 Submit proposed course enrollment policy revisions to college committees (e.g., Dean's Council, Provost/Dean's Council, Academic Affairs, Faculty Governance Organization (FGO), etc.) for approval	Fall 2014	Academic Deans
4.2 Obtain final approval from Strategic Issues Council	Fall 2014	Academic Deans
4.3 New course enrollment policy implementation date	Fall 2014	Academic Deans
4.4 Have above announcement incorporated into Peoplesoft enrollment process	Fall 2014	AIS/Peoplesoft

Objective 5: Expand Early Alert (The Academic Deans will request expansion of Early Alert to the Student Services team.)

Early Alert has become an important part of St. Petersburg College's culture supporting student success. The Academic Deans will be responsible for identifying one or two new Early Alert courses per degree or certification. The Academic Deans look forward to partnering with the Senior Vice President of Student Services, the Associate Vice President of Institutional Effectiveness, Research, and Grants, and the Provosts to integrate additional courses into the existing Early Alert system.

Table 5:

Tasks	Begin Date	Completion Date	Persons Responsible	Resources
5.1 Identify new Early Alert courses	TBD	TBD	Academic Deans	
5.2 Develop communication and training plan for FT/PT faculty affected by the addition of new Early Alert courses.	TBD	TBD	Program Admin. Faculty	CETL
5.3 Integrate new courses into reporting of Early Alert System	TBD	TBD	Academic Deans Student Services AVP IERG	Pulse upgrades

Objective 6: Identify and Communicate Career Workforce Pathways towards Degree Completion

The main focus of the career pathway in workforce degrees is to give the student the technical skills and tools required to succeed in their chosen occupations. Students who have identified a specific career focus, who are enrolled in an academic plan which leads to that career, and who have demonstrated the necessary prerequisite career skills have a higher probability of completing their degree. Newly created advising plans will assist students in making class selections in a sequence which will build knowledge and skills and result in higher academic achievement and higher completion rates.

Table 6:

Tasks	Begin Date	Completion Date	Persons Responsible	Resources
6.1 Increase clinical, internship and practicum opportunities with local industry in workforce degrees	Fall 2014	Ongoing	Academic Deans Program Admin. Faculty	Workforce Services
6.2 Identify course sequencing in AS degrees to prepare students for industry certification.	Summer 2014	Summer 2014	Academic Deans Program Admin. Faculty	Curriculum Services
6.3 Upon completion of 30 credit hours, AA students who have indicated their preferred Career Pathway will be contacted by the department/college of their interest.	Summer 2014	Ongoing	Djuan Fox Academic Deans	
6.4 Publish FT/PT academic pathways for all programs and certificates.	Fall 2014	Fall 2014	Academic Deans Program Admin. Faculty	Curriculum Services

GPI FINDS 'BIG SIX' EXPERIENCES LINKED TO ON TIME GRADUATION

Purdue University News
April 8, 2015

WEST LAFAYETTE, Ind. - Gallup-Purdue released findings on Wednesday (April 8) showing that six factors directly correlate with graduating on time – and, more likely, on budget.

Calling them the "Big Six," these experiences significantly increase the odds of college students graduating in four years and feeling that their alma mater prepared them well for life after college. However, only 3 percent of students report having all of these six experiences.

The inaugural Gallup-Purdue Index found that it is not where you go to college but how you experience it that matters most. This new analysis also shows that these "Big Six" experiences directly correlate to a student's ability to graduate in four years, which can significantly reduce the cost of college:

* Having at least one professor who made them excited about learning

* Feeling professors cared about them as a person

* Having a mentor who encouraged them to pursue goals and dreams

* Working on a project that took a semester or more to complete

* Having an internship or job that allowed them to apply what they were learning in the classroom

* Being extremely active in extracurricular activities and organizations during college

> "Once again, we are reminded that it's not where you go to college but how you go to college," said Purdue President Mitch Daniels.

SAMPLE OF CO-CURRICULAR TRANSCRIPT

Geneseo

STATE UNIVERSITY *of* NEW YORK AT GENESEO

⊰ OFFICIAL COCURRICULAR INVOLVEMENT TRANSCRIPT ⊱

STUDENT: Ima Involved
EXPECTED GRADUATION: May 2013

ACTIVITY	DATES	POSITION/ROLE	DESCRIPTION OF INVOLVEMENT	AREA OF DEVELOPMENT
CAMPUS ORGANIZATION ACTIVITIES				
Activities Commission	01/10 - Present	Member of Siblings Weekend Committee	Volunteered to serve on the planning committee for Siblings Weekend. Chaired the welcoming and hospitality committee.	Team Building Initiative
Class Council - Class of 2013	01/12 - 05/13	Secretary	Helped organize and plan activities for the Senior class. Took minutes at all Executive Board meetings. Created flyers and brochures for class activities.	Short & Long Range Planning Delegation Skills Leadership Skills
Inter-Residence	02/12 - Present	Hall Representative	Attended IRC and Hall Council meetings. Voted on funding for Residence Life programs.	Financial Management Effective Group Member Listening Skills
Limelight Council	03/12 - Present	Volunteer	Served as hospitality chair for Limelight Council. Responsible for hosting guest performers for six major artists on the 2004-2005 Limelight Series.	Detail Orientation Time Management
COMMUNITY INVOLVEMENT				
Big Brothers/Big Sisters	01/11 - 05/12	Volunteer	Served as a mentor to a "little" sister each week during the academic year.	Volunteerism Teaching / Coaching
Inter-Greek Council Volunteer Coordinator	01/11 - Present	Coordinator	Organized community service projects for the fraternities and sororities. Worked with Volunteer Center to increase participation of Greeks.	Consensus Building Delegation Skills
PROFESSIONAL / EDUCATIONAL DEVELOPMENT				
Geneseo Student Television	09/10 - 09/11	News Director	Researched and wrote segments for Geneseo Student Television (GSTV) news program	Writing Skills Multimedia Career Development
HONORS, AWARDS, RECOGNITION				
Dean's List	09/09 - 12/10	N/A	Obtained GPA of 3.5 or higher for three academic semesters.	
Gold Leadership Certificates	09/09 - Present	Leadership Development	Awarded Bronze, Silver, and Gold Leadership Certificates	Leadership Skills
Phi Eta Sigma	09/10 - Present	N/A	Recognized for academic honors and inducted into Phi Eta Sigma National Honor Society	
Golden Key International Honour Society	09/11 - Present	Membership	Recognized for academic honors and inducted into Golden Key International Honor Society	

End of Transcript Record

The information presented on this transcript regarding organization involvement is student reported
Thomas Matthews | 585-245-5857 | matthews@geneseo.edu

Director, Leadership Education Development and Training

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SPC St. Petersburg College
INSTRUCTION AND ACADEMIC PROGRAMS

Learning Beyond the Classroom

Joseph Smiley, Dean, Social and Behavioral Sciences

Susan Demers, Dean, College of Policy, Ethics and Legal Studies

SPC Board of Trustees Workshop – December 15, 2015

Deans' Retention Plan

- *Objective 2:* Develop Varied Opportunities for Student Engagement Beyond the Classroom

  - *Task 2.1:* Expand the use of civic service engagement and global learning as part of student experience. Student engagement beyond the classroom will be achieved through service learning projects, community service projects, community involvement projects, and campus related activities

**Downtown/Midtown Campus
Course Success Rates Comparison**
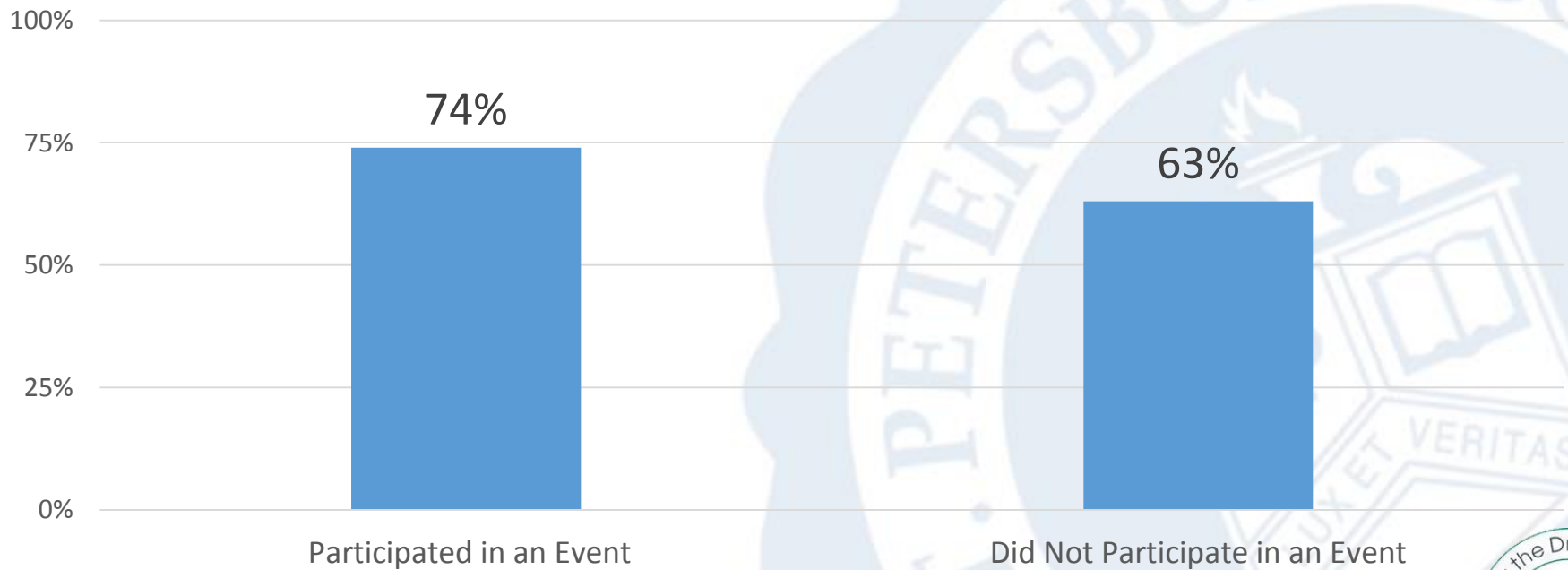
Source: SPC BI Pulse, Campus Success Rates
Note: 1,703 students participated in an event and 3,265 students did not participate in an event.

Current Activities Beyond the Classroom

- *Course-related Activities*
  - Student-run research conferences
  - Model United Nations (UN) and Legislature (104 students)
  - Ethics Bowl

- *Study Abroad or International focus*
  - Faculty exchange, student exchange and cooperative research (Ireland)
  - International giving of thanks celebration
  - London theatre visit for drama students

- *Community Service (1,419 students)*
  - Food assistance project-downtown students and faculty (Free Clinic) (50 students)
  - Assisting and serving as mentors for Pinellas elementary and middle schools (30 students)

Current Activities Beyond the Classroom

- *Fellowship and Leadership*
  - All College Day donated supplies for veterans
  - Hispanic heritage activities
  - Honors Symposium
  - TurboVote

- *Arts*
  - Gallery Shows
  - Recitals-music and dance
  - Theater Performance

- *Fall 2015 Student Activities*
  - 233 Events
  - 6,289 Total Students

Where do we go from here...

- Expand Civic Engagement and Service Learning activities

- Implement final components of the Center for Civic Learning and Community Engagement

- Develop a Co-curricular Transcript to Enhance:
  - Scholarship Applications and Awards
  - College Transferability and Access
  - Employment Opportunities

Team Breakout Discussion

1. How robust do we want the model?

2. What might support structures look like?

3. What information/data should be reported to the Board?

4. Are there any cautions or concerns to consider?

Topic 5:
Employee Development
December 15, 2015

2015-16 Faculty and Staff Development Initiatives

- Career Service Employee Growth & Success Initiative
- Career & Academic Advisor Model
- Faculty Portfolio Project
- Faculty/Staff Training and Development Summary

St. Petersburg College
SPC

St. Petersburg College
Career Service Employee Growth & Success Initiative

Look Back: Career Service Employee Council

Revitalizing the career service evaluation process:

- CSEC Advisory Group Established May 2014

- Diverse 11-person Committee

- Survey Submissions:
  Employees: 483
  Supervisors: 108

And the survey said…
- Need clear growth plans/career paths
- Value ongoing dialogue
- Process to look forward to

Changing the Conversation

Employee

Supervisor

Success & Growth

An Achieving the Dream Institution

It's all about Growth and Success!

St. Petersburg College SPC

Feedback ←

New Plan: Feed Forward (no annual look back period) →

Employee Evaluation

- Performed once per year
- Forced choice rating - predetermined criteria

Employee Growth Plan

Performance Management: Recognition/Early Intervention for Success

Career Service Employee Growth & Success Initiative

January, February, March 2016 Training Sessions approx. 400 hours

Each session will be offered multiple times within Service Areas:

- Administrative/Business Services & Information Technology

- Student Services

- Instruction & Academic Programs

- Academic Services & Institutional Effectiveness

- Facilities, Landscaping & Security

- President's Office, General Counsel, Institutional Advancement

Career Service Employee Growth & Success Initiative

The ***Supervisor as Success Coach*** training plan consists of 3 modules to educate and equip supervisors with the methodologies, components and tools.

- **Module 1: Keys to Successful Performance Outcomes**

  ✓ <u>Factors that are key to employee success</u>
  ✓ <u>Key success factors, procedures and resources</u>
  ✓ <u>Understanding of expectations</u> associated with new role.
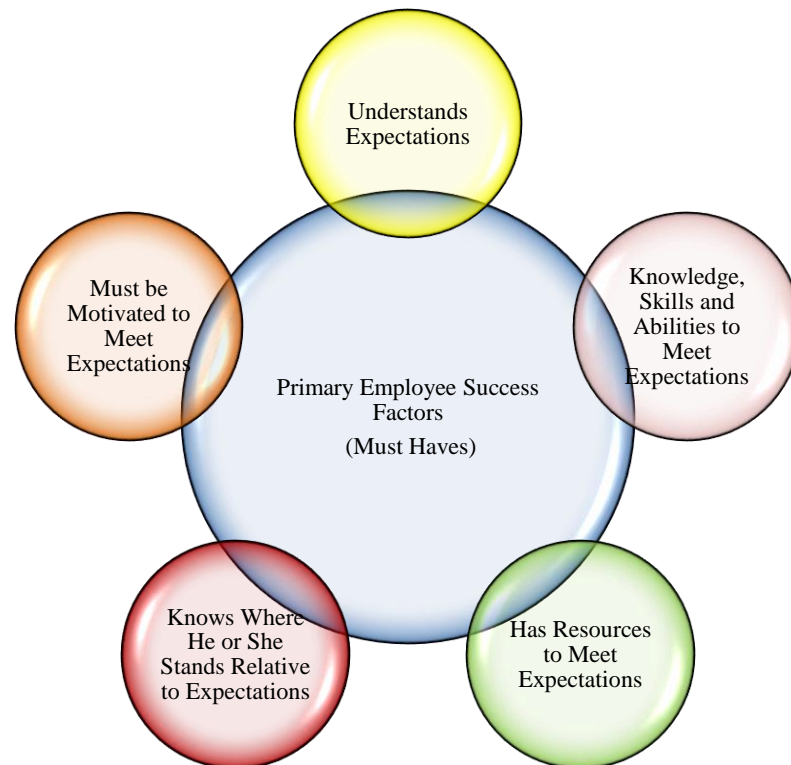
Managing Expectations:
How do we bridge this gap?
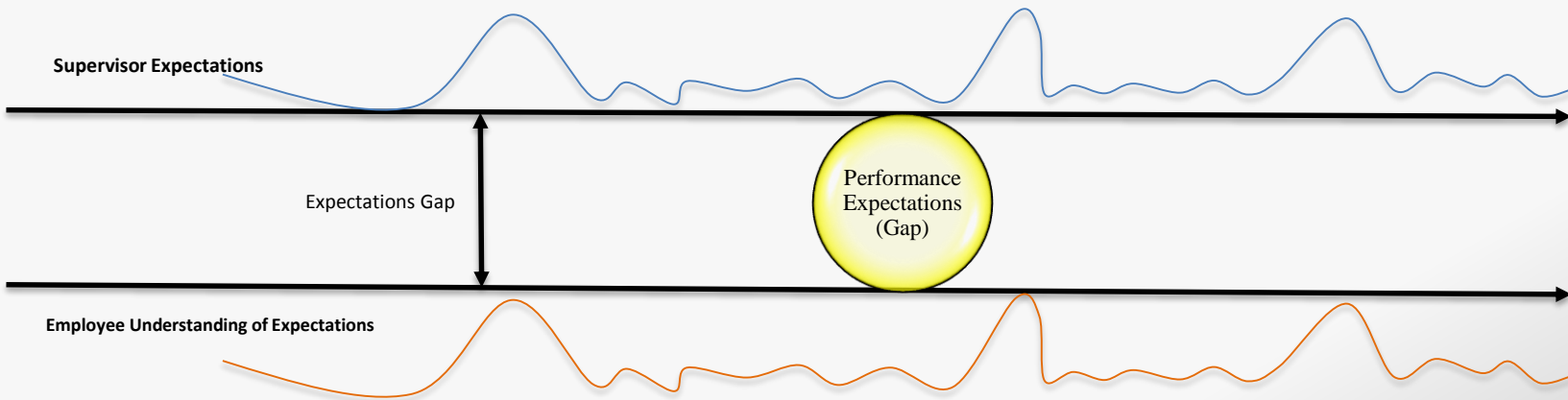
Supervisor Expectations

Expectations Gap

Performance Expectations (Gap)

Employee Understanding of Expectations

Career Service Employee Growth & Success Initiative

The ***Supervisor as Success Coach*** training plan consists of 3 modules to educate and equip supervisors with the methodologies, components and tools.

- **Module 2: The Growth Plan**

  ✓ Gain knowledge, skills and tools necessary to execute the Growth Plan component to help employees grow and develop in their careers

  ✓ <u>Identify and discuss *foundational goals* (for <u>career growth</u>), and *aspirational goals* (for career development</u>)

Complete template (examples available for reference)

Complete template (examples available for reference)

Career Service Employee Growth & Success Initiative

 The ***Supervisor as Success Coach*** training plan consists of 3 modules to educate and equip supervisors with the methodologies, components and tools.

- **Module 3: Recognition and Intervention**

    - ✓ Communicate <u>expectations</u> and check employee's <u>understanding of expectations</u>
    - ✓ <u>Identify</u> <u>key success indicators</u> for feedback and reinforcement or correction and clarification

Select feedback type →

Add another recognition →

Add another intervention →

St. Petersburg College Career and Advising Model Update

The Development of the Advisor Role

Past Advisor Role

NEW Enhanced Advisor Role

Empowered Decision making

Career Development and Transfer/Job Placement Services

Retention & Case Management (outreach, early alerts, & intervention)

College resources instruction (Smart Start, MLP, etc.)

Centralized Leadership

Course Selection Assistance

Classroom Visits
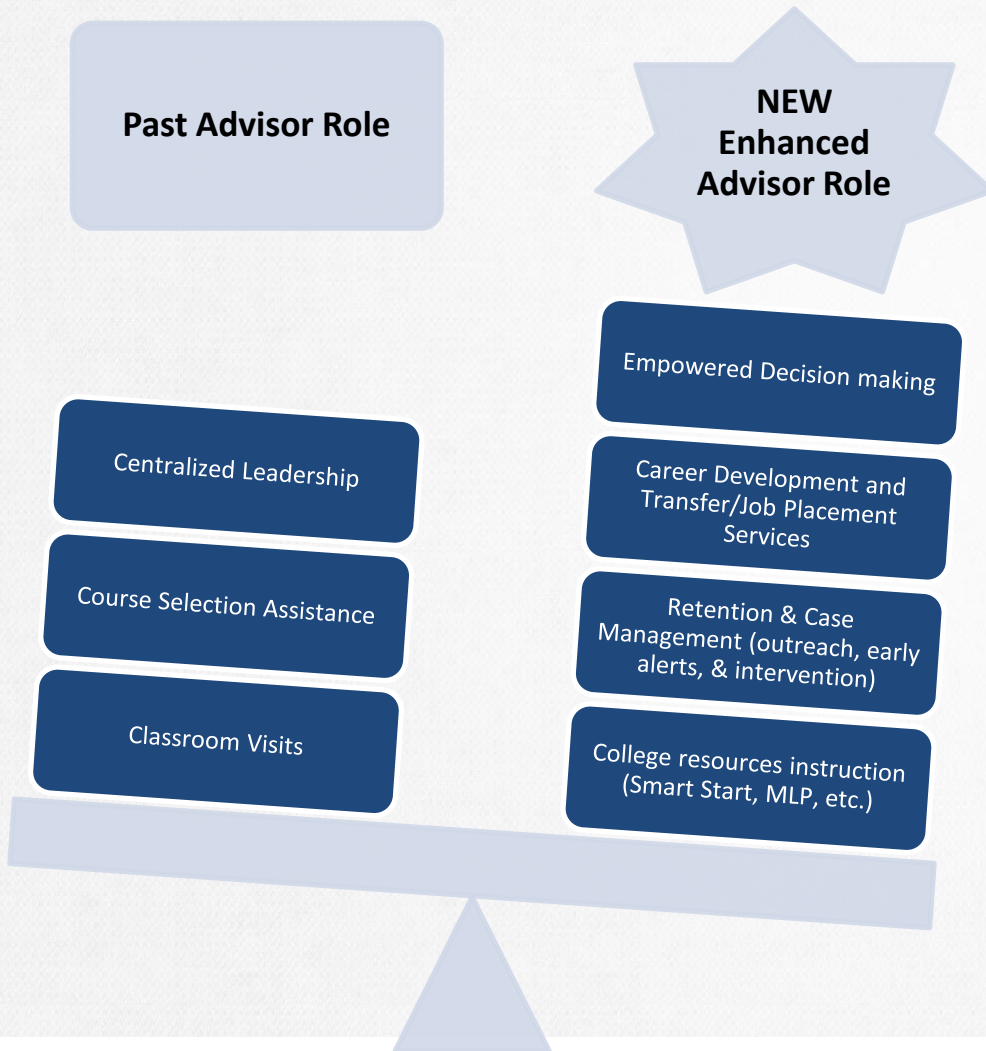
Career and Academic Advisor Model

2015-16: Phase 1

✓ Leadership training for Advising Managers and Associate Provosts to implement new model

✓ Initiated communication plan through campus visits

✓ Career & Academic Advisor Classifications
  ➢ Student Support Advisors upgraded to Career & Academic Advisors
  ➢ Advisors received first pay increase.
    Year 1-40%
    Year 2- 40%
    Year 3- 20%

✓ New Retention Manager Positions

New Position requires Advisor Certification

Internal Certifications

- Require mastery of all advising processes and procedures

- Exhibit exemplary customer service

- Empower advisors to make decisions and improve processes

External Certifications

- Career Development Facilitator (CDF) Certification by the National Career Development Association

  http://ncda.org/aws/NCDA/pt/sp/facilitator_overview

- NACADA

  https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Steps-to-Advisor-Certification.aspx

Career and Academic Advisor Model

Year 2 (2016-17-Phase II)

Training goal: Complete 120 hours for certification (equals 14,160 total hours)

- ✓ Career Development Facilitator Certification (CDF)

CDF Training:

- ✓ Student Services employees (11) trained as instructors
- ✓ National content tailored for SPC

Topic	Target Audience	Modality	Subject Matter Expert and/or Facilitator	Duration in hours	Launch Schedule
Career Development Facilitator (CDF) Certification Training Kick-Off	118 Advisors & Other Student Support Staff	Face-to-face and MyCourses	Campus-based Certified CDF Instructors	1.0	Week of November 30th - December 4th

St. Petersburg College
Faculty Evaluations
Digital Portfolio Project

Implementation Update

Faculty Evaluations Digital Portfolio

The faculty evaluation process is a holistic and collaborative process that supports student success and faculty professional growth

- Committee on Faculty Evaluations:

    - Recommended updates to faculty evaluation criteria and tools

    - Updates facilitate faculty success as the foundation for student success

    - Primary tool: digital portfolio used to support planning and analysis

    - Generates custom reports for credentialing, accreditation, scholarly activities, scheduling, and performance indicators

Original Timeline and Progress

Spring/summer 2014	Revised form and new rubric in use
Summer 2014	Pilot group using portfolio
Fall 2014	Training full time faculty & deans
Spring/summer 2015	All full time faculty utilizing portfolio
Fall 2015	Evaluator & new faculty training
Spring 2016	Adjunct training and implementation
	Evaluator training continued
Spring/summer 2016	Portfolio in use for all faculty
Annually	Collaborative committee oversight

The digital portfolio tool functions as a support for adjunct instructor credentialing, continuing contract reviews, adjunct performance analysis and ongoing full time faculty evaluations.
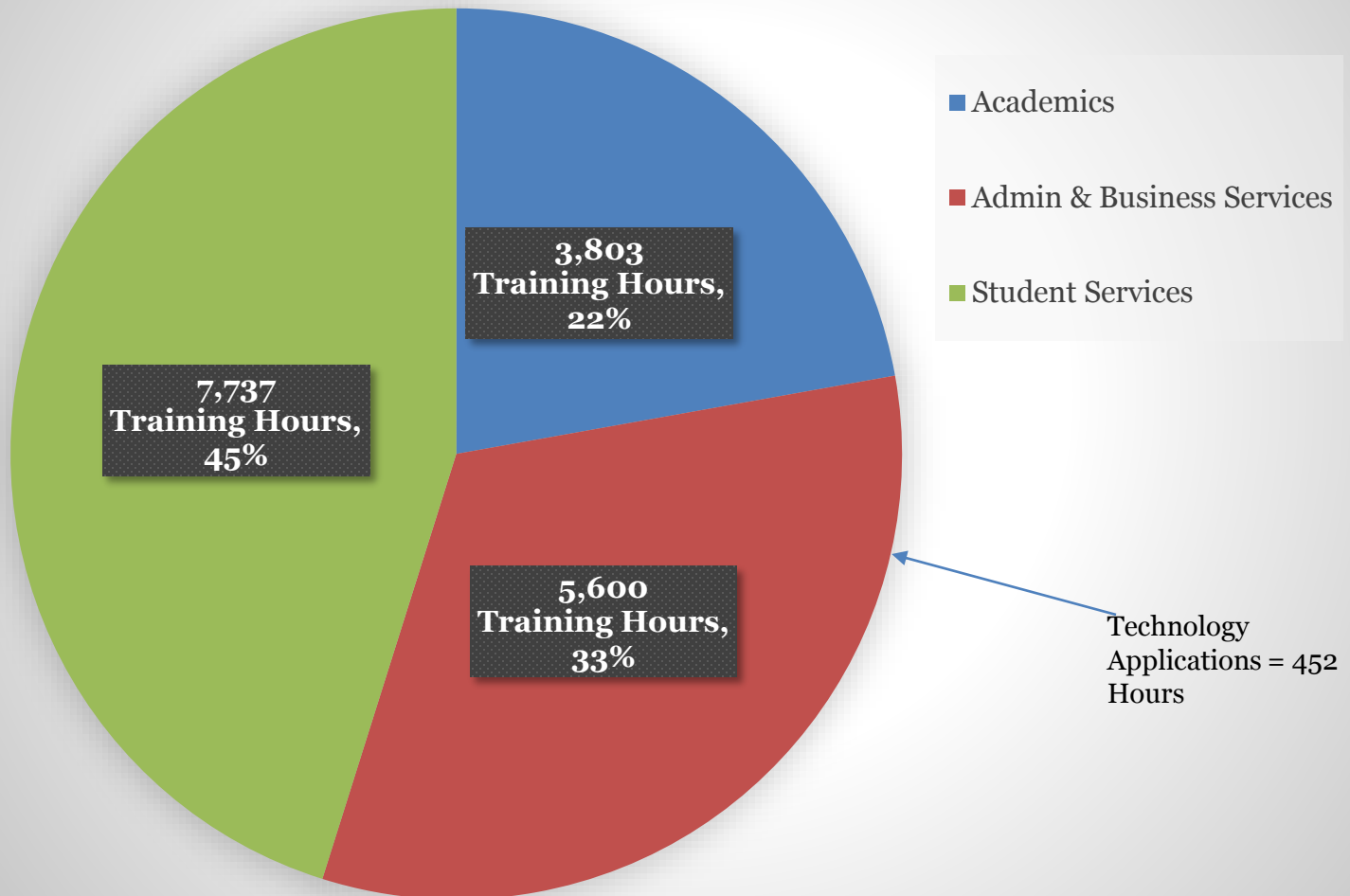
St. Petersburg College Faculty/Staff Training and Development Summary Jan-Dec 2015
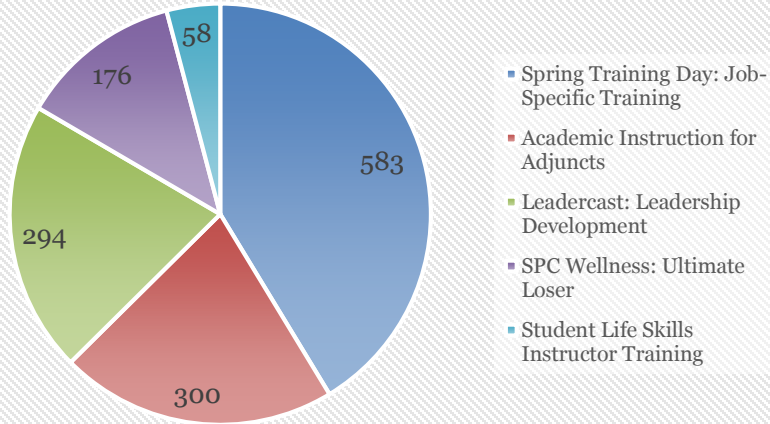
HR-Professional Development

Staff Training Completions Jan-Dec 2015

Total Training Hours Documented in SkillPort (Learning Management System for Staff/Faculty) = 17,140
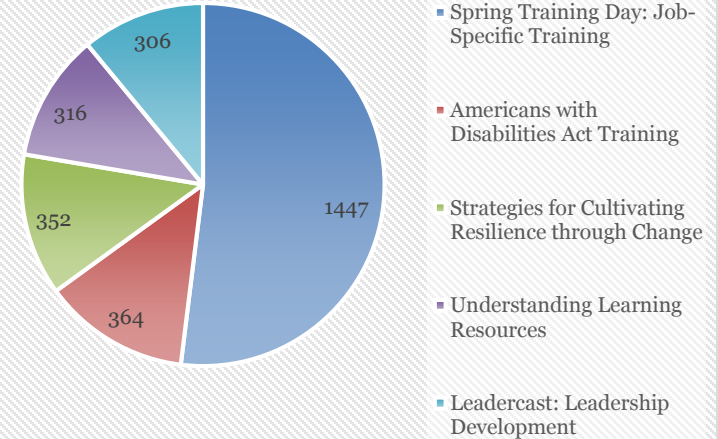

- Academics
- Admin & Business Services
- Student Services

3,803 Training Hours, 22%

7,737 Training Hours, 45%

5,600 Training Hours, 33%

Technology Applications = 452 Hours

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Staff Training Completions Jan-Dec 2015

Academic Training Hours

- Spring Training Day: Job-Specific Training — 583
- Academic Instruction for Adjuncts — 300
- Leadercast: Leadership Development — 294
- SPC Wellness: Ultimate Loser — 176
- Student Life Skills Instructor Training — 58

Student Services Training Hours

- Spring Training Day: Job-Specific Training — 1447
- Americans with Disabilities Act Training — 364
- Strategies for Cultivating Resilience through Change — 352
- Understanding Learning Resources — 316
- Leadercast: Leadership Development — 306

Administrative Services Training Hours

- Technology Software Applications — 452
- Basic Security Officer Safety Training — 1432
- Facility Team Building Training — 1086
- SPC Wellness: Ultimate Loser — 176

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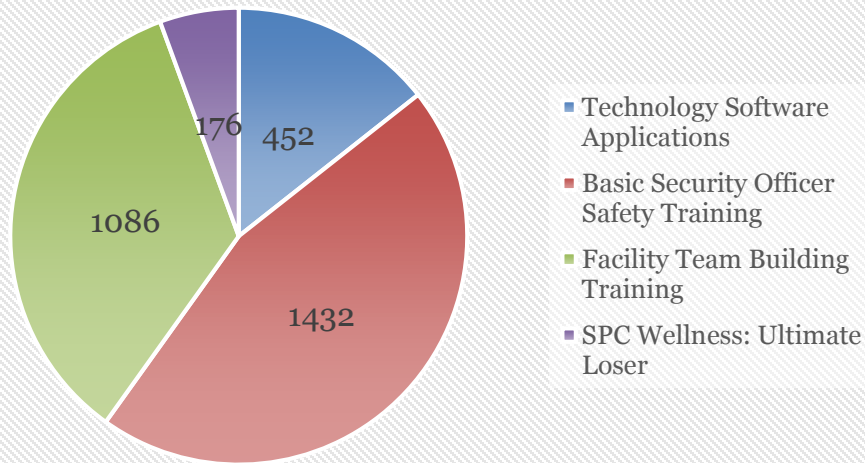
Faculty Training Completions (MyCourses), 2015

Total Training Hours: <u>20350</u>

- My Courses Skills - 221 Faculty, 1768 hours

- Quality Matters courses (Teaching an Online Course, Applying the QM Rubric Developing an Online Course, Peer Review Course) – 876 faculty, 17,520 hours.

- Technology and Pedagogy Electives – 150 hours

- Fall Adjunct Welcome Back event – 400 hours

- Monthly Sharing Sessions – 22 hours

- CETL/OLS events – 57 hours

- Gradebook Jamborees – 182 hours

- Course Fit Sessions – 251 hours.

St. Petersburg College
SPC

2015 Successes

Example Successes

1. College Experience
   - Improved career services (e.g., processes, physical space)
   - Achieved the 2000th learning plan
   - Smart Start
2. Classroom Experience
   - Imbedded Industry Certifications into the classroom
   - Imbedded the Career Readiness program
   - Consistent books, curriculum, lab topics for Allied Health and Nursing across the campuses
3. Beyond the Classroom
   - Participation in Empty Bowls and other community service opportunities
   - Student Exchange Program
4. Employee Development
   - Conducted 50,000 hours of professional development training
   - No increases in our health plan

Quality Enhancement Plan (QEP)

1. Top two topics being considered: College Readiness for Long-term Success, Strengthening Writing
2. We will be honing the topics in January. They will be back in the Spring.

The College Experience

Top Considerations

1. Expand use of communication and notification features of MyCourses.
2. Each course, including Smart Start, has an assigned math and writing tutor – Expand effort to formalize learning/out-of-class support as an essential component to the College Experience. This should incorporate peep-to-peer tutoring/mentoring.
3. Follow-up with those who don't complete Smart Start and who were successful, as well as those who were not.
4. Add online services for all students.
5. Personalize the college experience – Communicate proximity to graduation, push career services.
6. Merge college experience with academic experience.
7. Contextualize lessons according to academic disciplines.

The Classroom Experience

Top Considerations
Courses
1. To guide delivery of the major learning outcomes by creating a learning community the classroom that encourages all students' success.
2. An engaging environment conducive to learning.
3. Clear expectations (standard syllabus format integrated with calendaring functionality etc.).

4. Meaningful and timely feedback (assignments, grades, etc.)... fewer high stakes assessments and more opportunities to be successful.
5. Respect and equity.
6. Connecting clearly the learning outcomes in the classroom with the program of which the student is enrolled.
7. Take advantage of all the resources and tools provided to encourage their success.

Students
8. Students take ownership for learning.
9. Respectful, prepared, engaged, energetic, and informed. Students ready to perform the best work product that they can produce.

Faculty
10. Guide on the Side, not just a sage on the stage.
11. Engage in their own professional development to stay current and adjust their pedagogical approach (including culturally relevant pedagogy).
12. Commitment from faculty to help them succeed.
13. Quality, engaging, energetic instructor with an open mind and able to fairly evaluate works and outputs of students.
14. Facilitate out of class learning experience.
15. Skilled in LMS.
16. Making engaging connections with the students.
17. Enthusiasm for teaching and learning.

Learning Beyond the Classroom

Top Considerations

1. How do we balance community and external with the classroom experience (academics)
2. Use pathways to identify courses which should include civic engagement or other opportunities.
3. Civic engagement fair to let students know what is available.
4. Students contribute ideas for service.
5. Develop seamless connection between Student Services and Academic Programs.
6. How this helps us move the needle to student success.
7. What is the impact on the College, i.e. costs involved, performance funding, mission to the College?
8. Every student should have the opportunity to engage in out of class activities tailored to each campus and academic program.
9. Robust enough to support community needs.
10. Make model a "benchmark"; make it a part of student expectations.
11. College-wide marketing of available opportunities.
12. Need financial support structure
13. Impact on the community - $$$$
14. Liability coverage (off-campus, international)