

St. Petersburg College

Outcomes Assessment Report

Report Completion Date: June, 2012

Introduction

At St. Petersburg College, Institutional Effectiveness is the integrated, systematic, explicit, and documented process of measuring performance against the SPC mission for the purposes of continuous improvement of academic programs, administrative services, and educational support services offered by the College. The overarching goal of SPC's institutional effectiveness processes is improvement in student outcomes. The defined straightforward assessment process ensures a realistic consideration of the intended outcomes that the institution has set and an explicit evaluation of the evidence to determine to what extent the institution is achieving that intent.

Performance improvement processes are on-going at St. Petersburg College and while there was an effective oversight group structure in place to address and review the assessment process, the college continually looks for ways to improve. The Strategic Issues Committee Structure was established in 2012 in response to the institutional need for an even greater focus on student learning and accountability, and the desire to increase the integration of faculty within the institutional accreditation and assessment processes.

The new committee structure allows the Strategic Issues Council to be the college wide communication point for all student learning and accountability initiatives. This includes determining appropriate measures, reviewing the resulting data, and evaluating impact. The Institutional effectiveness and planning process is a continuous endeavor; operationally the process begins with three oversight committees (Academic Affairs, Student Support, and Systems Support).

Check the Appropriate Strategic Issues Committee:

√	Academic Affairs Committee
	Student Support Committee
	Systems Support Committee

The three oversight committees are charged with the following key assessment tasks:

1. Evaluate whether the institution successfully achieved its desired outcomes from the previous institutional effectiveness and planning cycle,
2. Identify key areas requiring improvement that were identified in the assessment analysis, and
3. Develop strategies and recommendations to formulate quality improvement initiatives for the next institutional effectiveness and planning cycle

Academic Affairs Committee

The Academic Affairs Committee members are appointed by the Senior Vice President of Academic and Student Affairs. The college focus area for the committee is on teaching and learning. As part of the assessment process, the committee reviews key educational outcomes information including, but not limited to, Outcome Assessment Reports, Program Reviews, State Accountability Measures Reports, and Student Survey Reports.

Status of each item identified in this report last year:

There were five action plan item objectives that were recommended as a result of last year’s review of academic assessments by the previous Educational Oversight Group. Of the five recommended action items, two were fully completed and two were partially completed during the calendar year. Table 1 contains a description of each of the five action items along with their current completion status and relevant details.

Elements of four of the five item objectives were also included in this year’s objectives. Only one objective was moved forward in its entirety to areas needing improvement in the current year: ‘Identify models for capturing and disseminating best practices associated with real world experiences’.

Table 1
2010-11 Action Plan Item Status

Objective	Status	Comments
I. Identify models for capturing and disseminating best practices associated with “real world” experiences (practical applications)	Partially complete, move forward	<ul style="list-style-type: none"> ○ College-wide Internship office has been established. Internship staff have been working on expanding the internship programs through the college. ○ CETL is working on promoting and maintaining best practices on its website (http://www.spcollege.edu/cetl) ○ Various disciplines have included ANGEL communities designed to upload and share discipline “best practices” and are encouraging faculty to participate ○ Library and Ethics staff have identified high quality media references and placed them in a repository of Best Practices which is available to all instructors ○ Critical Thinking Gateway Website includes links to instructor and program best practices

Objective	Status	Comments
		<ul style="list-style-type: none"> ○ Honors Students share best practices with other colleges ○ UN Model ○ Ethics and Honors College (IDH2634) has established service learning components in its curriculum ○ Vet Tech program has partnered with Pinellas County Animal Services ○ Opening of the Public Policy Institute ○ Grants Department analyzes and promotes best practices used in grants applications from other institutions
<p>II. Utilize the BOT rule 6Hx23-4.45 (6/20/00 Revision) that students be required to take a general education assessment)</p>	<p>Not complete, move forward and revise</p>	<ul style="list-style-type: none"> ○ The Institutional Assessment was piloted in Spring 2011, Summer 2011, and Fall 2011. ○ The Spring and Summer 2011 pilots assessed lower division students, and included three different forms of the assessment (form 1, form 2, and form3). ○ The Fall 2011 pilot assessed lower division students, using two prior forms, a newly developed form, and the ETS Proficiency Profile (PP) (form 2, form 3, form 4, and ETS PP). ○ The Fall 2011 pilot assessed upper division students enrolled in capstone courses using the ETS Proficiency Profile (PP). ○ Form 5 is in development, and will be piloted in Fall 2012.
<p>III. Explore ways to continue to assess critical thinking and student engagement</p>	<p>Complete, move forward and revise</p>	<ul style="list-style-type: none"> ○ Community College Student Survey of Engagement (CCSSE) was administered in 96 classes during Spring 2011. ○ Eleven critical thinking items developed at SPC where included in the CCSSE. ○ SPC participated in the pilot

Objective	Status	Comments
		<p>Survey of Online Student Engagement (SOSE).</p> <ul style="list-style-type: none"> ○ Community College Faculty Survey of Student Engagement (CCFSSE) was administered in Spring 2011, and resulted in 513 responses (63.7%). ○ Survey of Entering Student Engagement (SENSE) was administered in 112 classes during the fourth and fifth weeks of the Fall 2011 semester. ○ CCSSE results were shared with faculty and staff at the 2011 All College Day. ○ Eight SPC employees attended the 2012 Entering Student Success Institute (ESSI) in New Mexico during April 2012. ○ SPC is participating in the Community College Institutional Survey (CCIS) ○ The CCSSE, CCFSSE and SENSE will be administered again in 2012. ○ College has administered the Critical Thinking Assessment Test (CAT) to a sample of math classes in the Spring and the Assessment Rubric for Critical Thinking (ARC) to a sample of Ethics classes in the Fall.
<p>IV. Review the current Curriculum and Instruction (C&I) process for possible enhancements</p>	<p>Complete, move forward and revise</p>	<ul style="list-style-type: none"> ○ Spring 2011—Transition plan developed for the Curriculum Services Office, due to the retirement of two key employees. This included job shadowing of the interim with the retiring Curriculum Coordinator, as well as the department being reorganized (to be part of Institutional Research and Effectiveness) and retooled after an in-depth needs analysis.

Objective	Status	Comments
		<ul style="list-style-type: none"> ○ Summer 2011—Cross disciplinary CurricUNET implementation team met bi-weekly to develop curriculum workflows for the new system. ○ Fall 2011—Began workflow approval and CurricUNET screen design processes. Modified the C&I meeting schedule to have three BOT submissions a year. Hired the permanent Curriculum Coordinator. ○ Spring 2012—After identifying multiple areas, related to curriculum, needing process and content improvements, the decision was made to put a hold on further C&I submissions until a full review could be completed. ○ Summer 2012—Kick-off of curriculum review project. Final CurricUNET implementation continuing, in tandem with the review project.
<p>V. Develop a ‘line of sight’ based educational plan for students to visualize sequential educational degree opportunities at SPC</p>	<p>Partially Complete, Do not move forward as concept is embedded in other college initiatives</p>	<ul style="list-style-type: none"> ○ MPI has begun working on a global ‘line of sight’ concept on the new academics webpage: http://www.spcollege.edu/academics/. ○ New Individual Student Learning Plan initiative is directly tied to this initiative as it is extending the capabilities of the previous learning plan. Students will be creating learning plans in SLS 1101 courses. ○ Some workforce programs have started highlighting various progressions from certificate to AS to BAS. ○ There is now an institutional focus on degree completion.

Areas that need improvement:

In order to identify the areas needing improvement, the 2010-11 General Education and Program Assessment reports were reviewed. Each of the 2010-11 General Education and Program Assessments included action items intended to facilitate the improvement of these academic areas. To provide a College-level overview of the areas requiring the greatest need, an action item coverage analysis was conducted. It should be noted that the General Education Assessment generally has one-to-two General Education outcomes per assessment and often multiple action items per outcome as opposed to the Program Assessment which has two-to-thirteen major learning outcomes per assessment with generally one item per Major Learning Objective (MLO) requiring attention.

The analysis consisted of the steps as follows:

For General Education Assessments:

1. Listed all action items from the completed 2010-11 General Education Assessment Reports (One Gen Ed Goal Area: Global Socio-Cultural Responsibility)
2. Conducted analysis for individual action items (15) and the General Education Goal Area
3. Analyzed coverage by overall area and by sub-area

For Program Assessments:

1. Listed all action items from each completed 2010-11 Program Assessment Reports (Fourteen AS Programs: Early Childhood Education, Technology Management, Sign Language Interpretation, Emergency Administration and Management, Information Technology (IT) Security, Radiography, Paralegal Studies, Veterinary Technology, Crime Scene Technology, Aviation Maintenance Management Technology, Engineering Technology, Physical Therapist Assistant, Fire Science Technology, and Financial Services - Banking).
2. Conducted analysis for individual action items (52) and by program (14)
3. Analyzed coverage by overall area and by sub-area

Coverage Analysis Results

- A. Enable Greater Student Success..... (6 Action Items)**
 - Identify needs and address ways to improve overall student success
- B. Curriculum and Faculty Development..... (35 Action Items)**
 - Align curriculum (with Gen Ed/National Standards)
 - Implement professional development for faculty
 - Review/revise prerequisites, co-requisites, and/or course sequence
 - Revise course content
 - Make technology related improvements
 - Initiate outreach to the community (employers, high schools, etc.)
 - Other (Global Socio-Cultural Responsibility): *Develop learning objects that involve cross-discipline applications of the arts.*
- C. Improve Teaching and Learning..... (4 Action Items)**
 - Provide cross-discipline professional development
 - Communicate and collaborate with other areas of the college
- D. Improve Assessment Methodology.....(22 Action Items)**
 - Restructure Major Learning Outcomes to agree with curriculum changes
 - Review, revise assessment specifications plan
 - Improve method of data collection & analysis
 - Revise assessment instruments
 - Improve communications and instructions for faculty
 - Align General Education/program Assessments with assessment tools used in courses
 - Other (AVAMM and ENG): *Ensure students send a copy of the FAA A&P License/Industry committee to review the assessment method, instrument, and the major learning outcomes for relevancy and clarity.*

Four areas were identified (or re-identified) as a result of the analysis. These four areas are:

1. Identify models for capturing and disseminating best practices associated with “real world” experiences (practical applications) [From 2010-11: #1] [Coverage Analysis: A]
2. Continue to improve the general education assessment [New Objective: Related 2010-11: #2] [Coverage Analysis: D]
3. Explore ways to continue to promote, assess, and improve critical thinking and student engagement [Revised from 2010-11: #3] [Coverage Analysis: D]
4. Review college curriculum for possible improvements [New Objective: Related to 2010-11: #4] [Coverage Analysis: B]

In addition, four areas were identified through discussions with the members of the Academic Affairs Committee. This included:

1. Revise the current College Academic Standing Policy to better align with the Financial Aid SAP policy and implement the Student Life Plan as a retention plan overlay for FTIC students [New Objective] [Coverage Analysis: A/C]
2. Develop a certification program for adjunct instructors [New Objective] [Coverage Analysis: C]
3. Evaluate student experiences in the different modalities [New Objective] [Coverage Analysis: C]

4. Improve the Model for Learning Resources [New Objective] [Coverage Analysis: C]

The committee requested that the established assessment categories (A through D) and the specific items under each be reviewed this year to ensure appropriate alignment with the college goals.

For each area that needs improvement, identify objectives and action steps that will lead to improvement (these should be included in individual Unit Level Plans in the upcoming year)

It should be noted that assessments also discovered minor areas for improvements that will be acted upon by individual departments. However, aside from the objectives listed below, there were no systemic issues that require institutional direction.

I. Area Needing Improvement: *Incorporate “real world” experiences (practical applications) into the curriculum*

Aligned College Goal/Institutional Initiative:

College Goal: VII. Provide a diverse student body with innovative teaching and learning technologies in various instructional modalities.

Objective for Upcoming Year:

Identify models for capturing and disseminating best practices associated with “real world” experiences (practical applications)

Action Steps:

- Identify practices associated with “real world” experience that are currently being implemented by SPC programs
- Assist CETL in promoting and maintaining these best practices associated with “real world” experiences on its website and on the Critical Thinking Gateway website.
- Continue to expand the number of programs and the number of students working with the new college-wide internship program

II. Area Needing Improvement: *Improve the general education assessment process*

Aligned College Goal/Institutional Initiative:

College Goal: X. Perform continuous institutional self-evaluation and efficient and effective operations to assure a culture of excellence in student services and academic success.

Objective for Upcoming Year:

Continue to improve the general education assessment

Action Steps:

- Continue to administer pilot forms 1, 2, 3, and 4 of the Institutional Assessment in the Summer and Fall Terms
- Analyze the results of pilot forms 1, 2, 3, and 4

- Using the analysis results, develop four equal forms in terms of item difficulty
- Develop and pilot form 5 of the Institutional Assessment
- Continue to analyze all forms to determine validity and reliability
- Continue to administer the ETS Proficiency Profile (PP) to both upper and lower division students

III. Area Needing Improvement: *Identify ways to improve critical thinking and student engagement*

Aligned College Goal/ Institutional Initiative:

College Goal: VII. Provide a diverse student body with innovative teaching and learning technologies in various instructional modalities.

College Goal: X. Perform continuous institutional self-evaluation and efficient and effective operations to assure a culture of excellence in student services and academic success.

Objective for Upcoming Year:

Explore ways to continue to promote, assess, and improve critical thinking and student engagement

Action Steps:

- Complete the review of the CCSSE, CCFSSSE, and SOSE results from last Spring.
- Complete the 2012 Community College Institutional Survey: Promising Practices for Student Engagement and Success.
- Complete the administration of the Community College Student Survey of Engagement (CCSSE) again in the spring and review differences across administrations. Review the eleven SPC selected critical thinking items added to the assessment as well.
- Share the CCSSE and SENSE results at All College Day presentations in October
- Administer the Survey of Entering Student Engagement (SENSE) again in the fall and review difference across administrations.
- With the end of the QEP, work with CETL during the transition to identify strategies to continue to promote and improve critical thinking at SPC

IV. Areas Needing Improvement: *Review the entire curriculum process with a focus on improving teaching and learning as well as overall student success*

Aligned College Goal/ Institutional Initiative:

College Goal: X. Perform continuous institutional self-evaluation and efficient and effective operations to assure a culture of excellence in student services and academic success.

Objective for Upcoming Year: Review college curriculum for possible improvements

Action Steps:

- Review all college curriculum with an emphasis on program/state alignment, standardization, and student success

- Continue the implementation of CurricUNET with the CurricUNET implementation team and the Curriculum and Instruction Committee
- Continuing the process of implementing new workflows for the curriculum process

V. Areas Needing Improvement: *Improve the current Academic Standing policy to better align with Financial Aid SAP policy.*

Aligned College Goal/ Institutional Initiative:

College Goal: VI. Promote student learning and maximize opportunities for student success by enhancing services delivered by student affairs staff;

College Goal: X. Perform continuous institutional self-evaluation and efficient and effective operations to assure a culture of excellence in student services and academic success.

Objective for Upcoming Year: Revise the current College Academic Standing Policy to better align with the Financial Aid SAP policy, and implement the Student Life Plan as a retention plan overlay for FTIC students

Action Steps:

- Partner with the Student Life Plan Committee and Financial Assistance Services to develop a better alignment between the Academic Standing Policy and SAP
- Make necessary revisions to the Student Life Plan model so that it serves as a retention plan overlay for FTIC students
- Disseminate the new alignment for comment
- Present new alignment to the BOT with the Student Life Plan
- Revise the BOT rule related to academic standing policy
- Train staff in preparation for Spring implementation of the Life Plan.

VI. Areas Needing Improvement: *Ensure the quality of adjunct instruction*

Aligned College Goal/ Institutional Initiative:

College Goal: VII. Provide a diverse student body with innovative teaching and learning technologies in various instructional modalities.

College Goal: X. Perform continuous institutional self-evaluation and efficient and effective operations to assure a culture of excellence in student services and academic success.

Objective for Upcoming Year: Develop a certification program for adjunct instructors

Action Steps:

- Work with CETL to establish a task force to develop a new Adjunct Certification program
- Review best practices for establishing an Adjunct Certification (e.g., TCC, etc.)
- Develop an SPC model based on other institution's best practices
- Pilot the new Adjunct Certification in Spring 2013

VII. Areas Needing Improvement: *Ensure students in various modalities have similar quality experiences*

Aligned College Goal/ Institutional Initiative:

College Goal: VI. Promote student learning and maximize opportunities for student success by enhancing services delivered by student affairs staff;

College Goal: VII. Provide a diverse student body with innovative teaching and learning technologies in various instructional modalities.

College Goal: X. Perform continuous institutional self-evaluation and efficient and effective operations to assure a culture of excellence in student services and academic success.

Objective for Upcoming Year: Evaluate student experiences in the different modalities

Action Steps:

- Convene a task force to review the student experience across different modalities.
- Review best practices for ensuring consistent student experiences across different modalities.
- Develop a distance student profile to include information such as (i.e., taking online classes, taking only online classes, only ever taken online classes, and student proximity to college).
- Review SACS criteria for distance education students
- Create a report which addresses the task force committee's recommendations for improving the student experience across different modalities.

VIII. Areas Needing Improvement: *Ensure that students have access to necessary out-of-classroom support*

Aligned College Goal/ Institutional Initiative:

College Goal: VII. Provide a diverse student body with innovative teaching and learning technologies in various instructional modalities.

College Goal: X. Perform continuous institutional self-evaluation and efficient and effective operations to assure a culture of excellence in student services and academic success.

Objective for Upcoming Year: Improve the Model for Learning Resources

Action Steps:

- **Service** - Implement a consistent service model that appropriately projects SPC's high regard for student learning. This will involve introduction to an institutional service model that can be applied to all academic support areas and which can be evaluated by students, faculty, staff, and Learning Resources supervisors.

- **Technology** - Provide technology for students and faculty members in libraries and Learning Support Commons. This includes web-based printing; computing instruction for students for Microsoft basics and ANGEL orientation; tablets to be pre-loaded with instructional materials; flat-screen TVs that advertise college programs, promote courses, and provide “live” remote lectures.
- **Training** - Cross-train willing library and LSC personnel in order to offer expanded hours of operation during peak times of the year, assist with projects, and provide coverage; tutor training for instructional assistants, student assistants, and OPS employees should be implemented to bring tutoring practices in line with national standards that will lead to tutor and program certification; to assist in the role as “learning specialist” as part of the Student Life Plan Project, Learning Resources personnel should receive appropriate training for assisting students who are struggling to maintain good academic standing.
- **Innovation** - Engage faculty members to use emergent technologies such as podcasts and lecture capture to enhance class instruction; provide cyber tutoring to students as a way of reaching online students as well as those traditional students whose time is constrained by personal responsibilities; pilot programs in peer mentoring, supplemental instruction, and tiered library reference.

Completion and Review Process Information

This Outcomes Assessment Review report was prepared by:

Jesse Coraggio and Maggie Tymms

Enter Name of Preparer(s)

6/5/2012

Date