

A message from the president on

Student Success

'5 by 180' Plan —

Five critical commitments in the next 180 days



May 15, 2012 Volume VII

Highlights of the 2012-13 budget in support of student success

- **Frontline Student Services Support**, including five new positions and five positions reallocated from other areas (\$510,000)
- **Out-of-Class Support**, including four new learning resource specialists, expanded tutoring services and related expenses (\$398,000)
- **Career Center staffing**, including two and a half new positions (\$120,000)
- **Enhanced Faculty Staffing and Support**, including 43 new and replacement positions across all campuses (\$1.95-million)
- **Early Alert tool**, used to assist faculty in keeping students on track and engaged when they need help to succeed (\$76,000)
- **Enhanced Student Portal**, Individualized Learning Plan and Graduation Status Features (\$100,000)
- **Transcript Evaluation System for Admissions**, to allow frontline staff to move students through transfer and registration more quickly (\$21,000)
- **Financial Aid "Clock Hour" Automation**, to allow financial aid to be processed for courses based on clock hours instead of credit hours, such as public safety courses (\$52,000)
- **Student Services Mobile Apps**, giving smartphone accessibility to student portal and other online services (\$75,000)
- **Health Programs Instructional Equipment Refresh**, (\$200,000)
- **Achieving the Dream** (\$50,000)
- **Midtown Campus Leadership** \$87,000

When we get together as a college family, I always try to remind us of three key concepts that should guide our day-to-day efforts:

- The definition of student success is that students finish what they start;
- Those of us who do not teach have the responsibility to help students get to class in the best condition for learning; and
- Access changes students' self-perception, degrees and certificates change their lives.

Five initiatives coming in the next 180 days to help change students' lives

You've all heard me say many times that access to education changes perception, but degrees and certificates change lives. I'm not the only one who believes that. Good, sound research tells us that a college credential improves a person's earning potential, decreases the chance of unemployment and enhances overall quality of life.

In the past few months, we have made substantial progress in our efforts to improve student success, to try to help our students finish what they start, to put their goals within reach.

But we still face significant challenges.

Overall, more than 1 in 4 students (27%) are unsuccessful in the courses they take; in our 10 most highly enrolled courses, the success rate falls to 68% and in the four most enrolled math courses, the success rate is at 58%. In other comparative studies, our "first time/ full time" students achieve graduation rates that are about half (29%) of the rates of the colleges who lead the pack (58%).

I believe we can do better for our students.

Over the next 180 days, our college will initiate five new projects that represent the very best thinking of the institution in our efforts to greatly increase the success of our students. This work represents commitments of the faculty, deans, provosts, career employees and district staff to craft a comprehensive focus on both the academic and non-academic support systems that have the potential to provide more timely and individualized support for our students.

Student Success

Continued from page 1

A little over a year ago, I asked the provosts to take the leadership on an initiative that we called “The College Experience.”

I asked them to determine what programs, services and activities our students should have a reason to expect when they are enrolled at SPC – and more importantly, how can these programs, services, and experiences be delivered to students with a minimum of bureaucracy and a clear commitment to becoming more proactive in getting these tools to our students. I asked that we have a common vision across all our campuses for this level of service and support, but that the common vision does not mean that things are done exactly the same at each location. Local ownership in the delivery of the services is critical to the continued improvement of all of our services.

The provosts and associate provosts have done an outstanding job in designing specific activities that we feel will create the basis for a college-wide commitment to having students reach their goals in ever higher numbers.

The plan that has emerged has five key components:

- Individualized Learning Plans
- Enhanced New Student Orientation
- Expanded Career Advising
- An Early Alert System
- Greatly expanded and revised learning support outside of the classroom

I want to share an overview of each of the five areas with you here, as well as links to more detailed information.

This is just the beginning. All of us play an important role in being sure that these efforts lead to success for our students. Part of our commitment is to expand communication and training so that every employee – those who interact directly with students daily and those who do not – are comfortable with the new tools and approaches.

I know I’m not the only one who perceives a rising level of accountability and expectations by the public for the work we do. With your help, we can meet and exceed new challenges to add great benefit to the lives of our students and to help them achieve their dreams.

Thank you for all you do for St. Petersburg College and our students.

Bill

Every staff member has a role...and will receive training in how best to support student success

These five initiatives on behalf of students are so important that they will require the best efforts of every employee. Working through our vice presidents, provosts and deans, we have crafted a vigorous plan for employee training. We’ll be centralizing and adding to the training resources to better support the necessary training for all employees.

In the coming weeks, beginning June 5, every employee will get training on the new initiatives and our roles in student success.

Each employee who interacts directly with students will receive more intensive training to be sure that everyone is completely comfortable with the new tools and the new approaches. Those of us who do not directly interact with students will be included in the training plan so that we are comfortable and familiar with all of the parts, how they fit together and how we can help support the implementation of these new tools and new approaches.

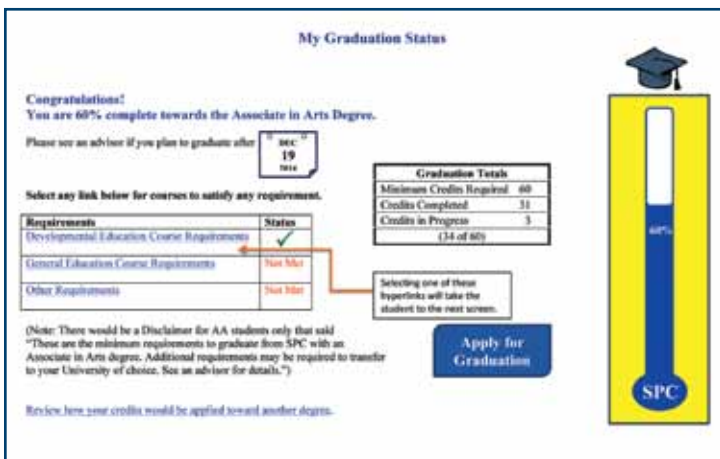
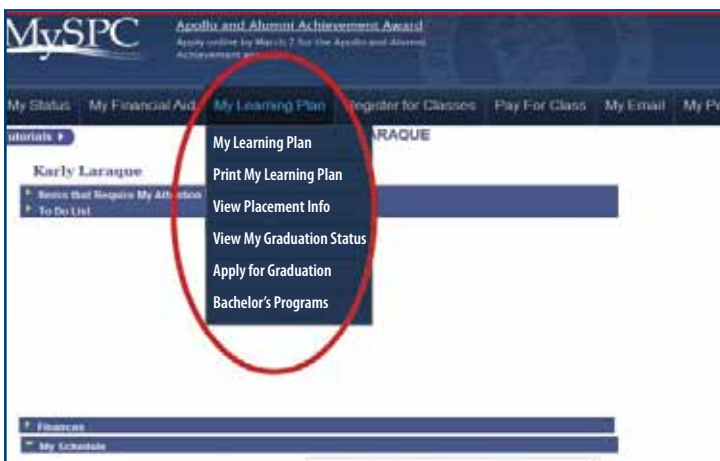


The Five Initiatives

Individualized Learning Plans

Beginning with a small pilot group in May, we will make available to our students an Individualized Learning Plan – an online tool that guides the student into planning how they will navigate through the institution in pursuit of their degree or certificate goals. This tool is intended to be available at all times for students, but especially when they are working with advisors, counselors, faculty or others as they make choices about which courses to take, how many to take in any semester, and the order in which to take the courses. This will give the student the best chance to achieve the desired goal. The Learning Plan will provide the student with up-to-the-minute guidance on where the student stands in meeting graduation requirements as well as allowing the student to determine the impact of a decision to change majors or to drop out of a course. To learn more, click on The College Experience button on the home page of Sharepoint, <https://onecollegesupport.spcollege.edu>.

Budget Highlight
Enhanced Student Portal,
Individualized Learning Plan
and Graduation Status Features
 (\$100,000)



Revised New Student Orientation

The fact that students come to us from so many different backgrounds, with such different levels of experience, maturity and preparation requires that we take the necessary time to be sure that each new student is welcomed, “re-centered,” made aware of the challenges that they face as well as the support they can expect and given the necessary preparation and tools to get off on the right foot as they start through SPC. We know a great deal about the things that create the best chance for students to succeed – and we also know a great deal about how students jeopardize their chances for success. This August, we will focus the revised orientation on those students whose placement test scores require that the student be placed in two or more remedial courses. The new orientation includes an extensive follow-up with these students during the first few weeks of the semester to reinforce successful behaviors and to realign students with the help that they may find necessary for their success. To learn more, click on The College Experience button on the home page of Sharepoint, <https://onecollegesupport.spcollege.edu>.



Career Counseling and Developmental Advising

The available research supports our efforts to identify students who are uncertain about their career choices as early as possible and to align college counseling and advising resources with those students as early as possible in their academic career. Incoming First Time In College students will complete a seven-item questionnaire (eventually included



The Five Initiatives

within a larger “intake” form completed immediately before or after placement testing as part of the new Student Success Plan)

whose results will indicate

if students have career goals, if they have researched these goals, and if they have linked them with academic programs. These career questions serve to classify students by advising “need” levels. Students are directed to professionals according to their need level: (green level) general advisor, (yellow level) general advisor + Career Information Specialist or (red level) cross-trained career and academic counselor. Remaining fundamental services relating to job search and employment will be handled by current Career Information Specialists who will also participate in the Career Development Facilitator training. To learn more, click on The College Experience button on the home page of Sharepoint, <https://onecollegesupport.spcollege.edu>.

Budget Highlight
Career Center staffing,
including two and a half new positions (\$120,000)

Early Alert

A fourth focus for the coming year entails the implementation of the “early alert system” to assist faculty in keeping students enrolled in courses, on track with assignments, and fully engaged when they need assistance to succeed. The Early Alert System has been developed in partnership with faculty and has as its core principle the ease and timeliness of identifying students whose course behaviors indicate some concern. Faculty would use their normal good efforts to reach out to students who appear to be struggling, but if these efforts are unsuccessful, an online alert is easily triggered to the campus advising staff who will pick up on the efforts to track down a student and to discuss the steps needed to improve course success. This new tool will be rolled out on a planned basis beginning with those who test into two or more developmental courses, financial aid students who are not meeting the Standards of Academic Progress, students on probation or returning from suspension, athletes and African-American

Budget Highlight
Early Alert tool, *used to assist faculty in keeping students on track and engaged when they need help to succeed (\$76,000)*

male students. To learn more, click on The College Experience button on the home page of Sharepoint, <https://onecollegesupport.spcollege.edu>.

Out of Class Support

Finally, the fifth and most far-reaching effort to begin this fall is a major revision and reinvigoration of our out of class academic support offered through the libraries and learning centers. Our efforts to support classroom faculty in their work to improve student success require that we have much wider and more robust services available to students. This expansion of learning support has the sole goal of increasing the course success rate of our students



Budget Highlight
Out-of-Class Support,
including four new learning resource specialists, expanded tutoring services and related expenses (\$398,000)

without lowering academic standards in any way. We want to give faculty help beyond the classroom so that students can have more time to develop key learning concepts, to assimilate learning outcomes upon

which other outcomes will be based, and to access an enthusiastic cadre of instructional support professionals who can help them avoid academic difficulty, rather than remediate poor classroom performance after it occurs. This last piece is the key shift that is taking place. Our libraries and learning centers will need to be uniformly recognized for their proactive efforts to prepare students for classes and assignments. The notion that the out-of-class support is reserved only for students who are struggling or who are in remedial courses needs to be abandoned in favor of a more broad-based, proactive approach to support. To learn more, click on The College Experience button on the home page of Sharepoint, <https://onecollegesupport.spcollege.edu>.

Five other important efforts

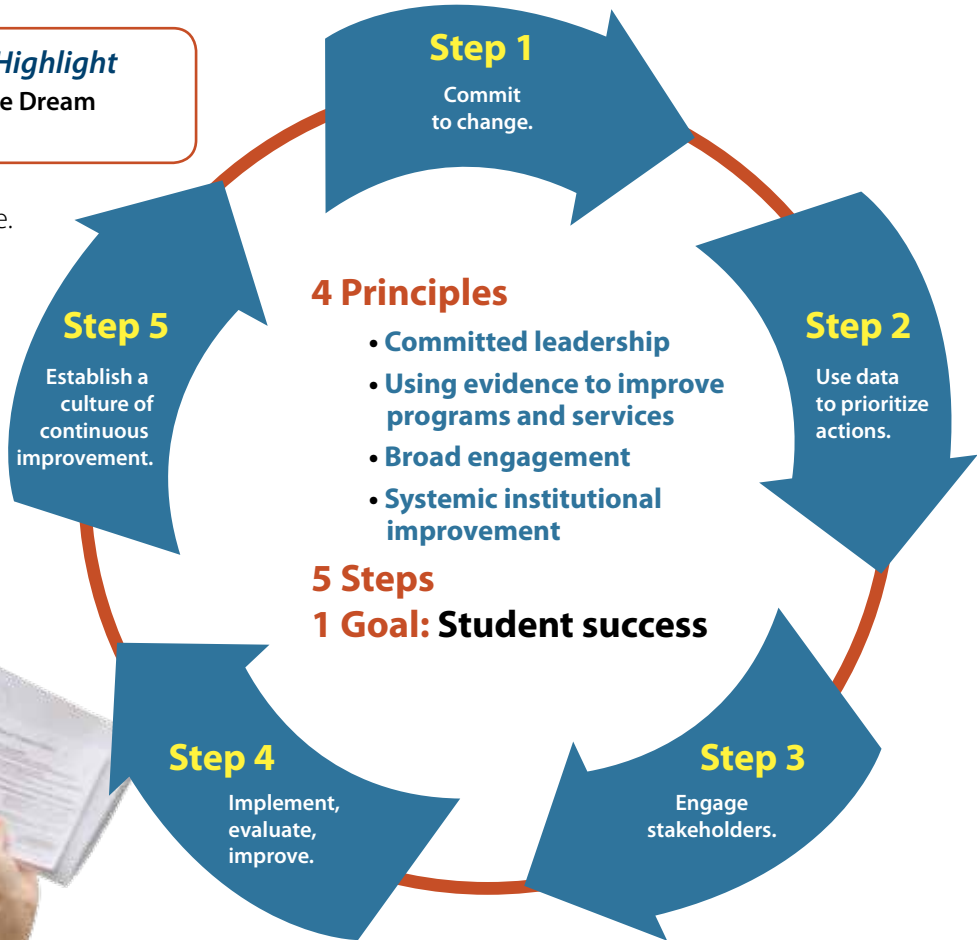
Achieving the Dream

Achieving the Dream, Inc. is a national nonprofit organization dedicated to helping more community college students, particularly students of color and low-income students, stay in school and earn a college certificate or degree.

Budget Highlight
Achieving the Dream
 (\$50,000)

Achieving the Dream's goal is the same as SPC's: Student Success. And its principles and the steps outlined to reach student success also closely align with ours.

So we are joining forces with Achieving the Dream and its network of 160 community colleges and institutions, more than 100 coaches and advisors, and 15 state policy teams that work throughout 30 states and the District of Columbia.



Achieving the Dream

Achieving the Dream personnel will help us focus our energies on strategic areas, develop strategies, and set benchmarks to enhance student success and decrease achievement barriers. This assistance will aid the college in building a culture of evidence guides, quality academic programs, and effective out-of-class support services college-wide, leading to continuous institutional improvements.



Five other important efforts

The Student Life Plan Retention Project

The Life Plan focuses on student completion. Students can't finish what they start if they don't break patterns of failure. The Life Plan defines when a student needs intervention or restrictions to help them stay on a successful path to graduation.

A team of 38 staff members have spent months researching SPC's completion and graduation rates, existing out of class learning support, early warning systems, individualized learning plans, the Academic Standing policy and Financial Aid Satisfactory Academic Progress (SAP) criteria.

Based on this research, the committee proposes changes to the Academic Standing policy and Financial Aid SAP criteria. It also developed a clearly defined plan for identifying when students need intervention and restrictions to help them stay on a successful path.



SPC Model U.N. at the United Nations.

The Life Plan is divided into three categories – Accelerated, Intervention and Restricted. Which plan a student is under and how much intervention or restriction they receive depends on their level of academic success.

- Accelerated: For those who successfully complete 75 percent of the classes attempted each term and maintain a 2.0 GPA. Accelerated students would have no restrictions on enrollment.
- Intervention: For those who successfully complete 67 percent of the classes attempted each term and maintain a 2.0 GPA. Each intervention student would be limited to enrolling in 12 credit hours in fall and spring terms and 7 in summer term. Each would be assigned an advisor and a learning specialist who, through case management, would help the student create My Academic Success Plan, including support services.
- Restricted: For those who do not meet the standards of the Accelerated or Intervention plans. Each Restricted student would be allowed to enroll only in the number of courses successfully completed the previous term. As with the Intervention status, those in Restricted each would be assigned an advisor and a learning specialist who would help the student create My Academic Success Plan.

The first phase of the Student Life Plan will be implemented with First Time in College (FTIC) students entering in Spring 2013.



International Education

It is imperative for St. Petersburg College students to have the understanding, skills and knowledge critical to live and work in our global society and to keep pace in a rapidly changing marketplace.

The Center for International Programs facilitates this cross-cultural understanding in two ways: Activities and curriculum infused with the global perspective and Study Abroad opportunities.

International programs collaborated with deans and faculty to develop a global perspectives requirement for associate degrees and works with Student Life and Leadership on on-campus cultural and social activities. The center also works to integrate the international student population with our domestic students.

Faculty-led Study Abroad endeavors are increasing because of work with consortium partners to lower costs, increase sites and expand beyond summer-only trips. Study Abroad scholarship opportunities also are being expanded by linking with U.S. Department of State programs and National Security Education Programs such as Fulbright, Benjamin A. Gilman and Boren. To learn more about Study Abroad, visit www.spcollege.edu/studyabroad.

In addition, faculty and student exchanges are in the infancy stage, but gaining strength, especially as it relates to international internships.



SPC Study Abroad students in Ecuador.



SGA Budget presentations.

Internships and Job Development

SPC is increasing efforts to develop internship opportunities for students. Qualified students from any program will have the chance to earn college credit while participating in a site-based work experience in their field of study. By supplementing classroom instruction with workforce experience, students will gain a greater understanding of how to apply their knowledge and skills in the workplace and be more marketable and better prepared for entry into their chosen professions.

Two new internship courses recently were developed by an interdisciplinary group of SPC faculty, staff and college-wide internship coordinators. The courses enable students to apply and integrate high-demand transferable skills such as critical thinking, problem solving, team building and professional ethics and communication skills in a contextual setting that is unique to their individual academic programs of study. Feedback gained through the assessment of internships will help shape and adjust curriculum to meet the dynamic needs of our local labor market.

A centralized college-wide internship office has been established to coordinate and support the program. The office will interface with students, faculty, and employers to facilitate access to opportunities and successful, value-added experiences for all involved. To learn more about internship experiences at SPC, please visit www.spcollege.edu/intern.

Five other important efforts

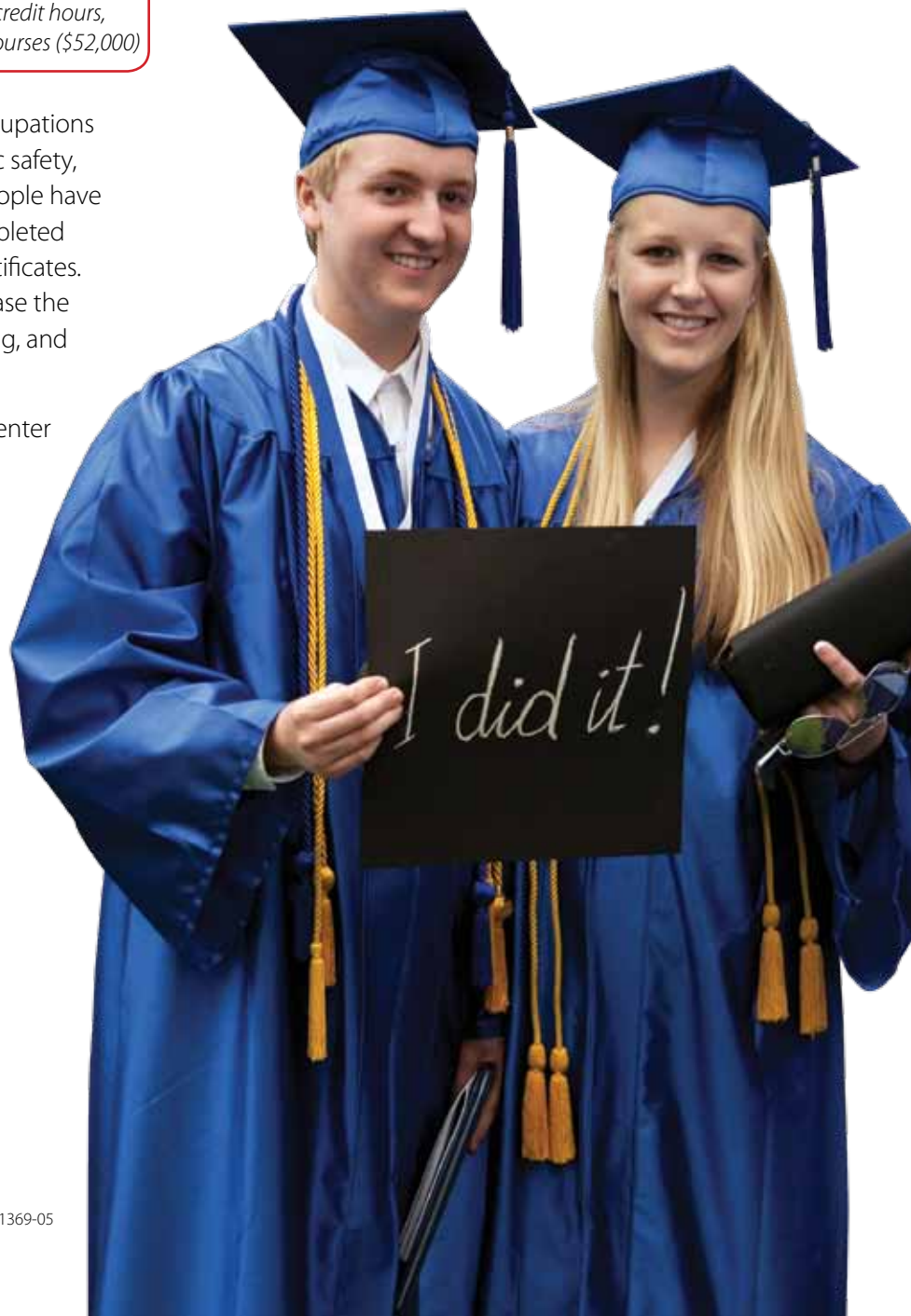
Workforce Program Expansion

In May of 2011, the college began a new workforce program called Learn to Earn to address the devastating unemployment that has affected so many of our family, friends, and neighbors in Pinellas County. Learn to Earn consists of short, affordable, courses that can be combined into certificates that lead to employment. Learn to Earn offers 34 certificates that can be completed in 10 weeks or less. The certificates cover a wide range of occupations including technology, health occupations, public safety, and manufacturing. To date, more than 1,000 people have participated in the program, and they have completed more than 3,000 courses and more than 500 certificates. In the next 12 months, we will continue to increase the number of offerings in health care, manufacturing, and information technology.

Budget Highlight
Financial Aid "Clock Hour" Automation, to allow financial aid to be processed for courses based on clock hours instead of credit hours, such as public safety courses (\$52,000)

In July of 2012, the college will open a training center for advanced manufacturing on the Clearwater Campus called the Collaborative Center for Emerging Technologies (CCET). The center is designed to meet the current need for highly skilled employees in advanced manufacturing and will offer training programs in rapid prototyping, material testing and measurement, clean room technology and other manufacturing processes. CCET will provide a

venue for both non-credit and credit training leading to a number of industry-recognized certifications including Lean Six Sigma Green Belt and Black Belt, Computer Aided Drafting and Design, Medical Quality Systems, the Manufacturing Skills Standards Council Production Certification, and Engineering Technology Support.



Within Reach

St. Petersburg College

SPC