

## St. Petersburg College

### Outcomes Assessment Review Report

Report Completion Date: January, 2011

#### Introduction

Institutional effectiveness and planning process is a continuous endeavor; operationally the process begins with a series of meetings by four oversight groups (Student Services, Educational Support Services, Administrative Services and Educational).

The four oversight groups are charged with the following key tasks:

- (i) Evaluate whether the institution successfully achieved its desired outcomes from the previous institutional effectiveness and planning cycle,
- (ii) Identify key areas requiring improvement that were identified in the assessment analysis, and
- (iii) Develop strategies and recommendations to formulate quality improvement initiatives for the next institutional effectiveness and planning cycle

*Check the Appropriate Oversight Group:*

	<b>Student Services Oversight Group</b>
	<b>Educational Support Services Oversight Group</b>
	<b>Administrative Services Oversight Group</b>
<b>x</b>	<b>Educational Oversight Group</b>

#### Educational Oversight Group

The Education Oversight Group members are appointed by the Senior VP Academic & Student Affairs. Their focus area is to review key educational outcomes information including but not limited to Educational Outcome Assessment Reports, 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 Educational Oversight Group. Of the five recommended action items, two were fully 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.

The remaining three action item objectives 'Identify models for capturing and disseminating best practices associated with real world experiences', 'Evaluate the SSI process to include critical thinking items and student engagement items', and 'Review the current Curriculum and Instruction (C&I) process for possible enhancements,' will be moved forward to areas needing improvement in the current year.

Table 1  
2009-10 Action Plan Item Status

Objective	Status	Comments
<p>I. Identify models for capturing and disseminating best practices associated with “real world” experiences (practical applications)</p>	<p>Not fully completed, move forward</p>	<ul style="list-style-type: none"> <li>○ Dr. Law has requested that AS programs engage in more internships. Many programs are currently offering internships such as:               <ul style="list-style-type: none"> <li>● Music department has internal internships with the Palladium</li> <li>● CCIT has internships and externships where students gain experience</li> <li>● Digital Arts, Media and Interactive Web Design has internships with local companies.</li> </ul> </li> <li>○ COB capstone where students work with Bausch and Lomb on actual business applications</li> <li>○ CETL is working on promoting and maintaining best practices on its website (<a href="http://www.spcollege.edu/cetl/">http://www.spcollege.edu/cetl/</a>)</li> <li>○ Courses of Record are being used in Ethics, SLS, Psychology, Communications, and programs that require external accreditation</li> <li>○ Science Department is discussing best practices during discipline meetings</li> <li>○ Various disciplines have included ANGEL communities designed to upload and share discipline “best practices” and are encouraging faculty to participate</li> <li>○ 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</li> </ul>
<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>Completed, move forward and continue developing assessment</p>	<ul style="list-style-type: none"> <li>○ A detailed assessment plan was created and the model included contacting graduates who have completed 45 credit hours</li> <li>○ An assessment specification for the new Institutional Assessment,</li> </ul>

Objective	Status	Comments
		<p>which contains domain and competency details for each of the five new outcomes, was created</p> <ul style="list-style-type: none"> <li>○ The online Institutional Assessment was piloted in Spring 2010, Summer 2010, and Fall 2010</li> <li>○ The Fall 2010 pilot included three different forms of the assessment</li> </ul>
<p>III. Evaluate the SSI process to include critical thinking items and student engagement items</p>	<p>Not fully completed, restructure and move forward</p>	<ul style="list-style-type: none"> <li>○ Only two new SSI items were added after FGO reviewed six critical thinking and student engagement items developed by the SSI Revision Committee</li> <li>○ Community College Student Survey of Engagement (CCSSE) will be conducted this Spring. Eleven SPC selected critical thinking items will be added to the assessment. Over 100 sections will be randomly selected to participate.</li> <li>○ Next fall, the Survey of Entering Student Engagement (SENSE) will be administered to new students.</li> <li>○ The development of an online student survey of engagement will be explored.</li> </ul>
<p>IV. Develop a Center of Excellence for Teaching and Learning to provide new and existing faculty professional development in teaching, assessment, and critical thinking</p>	<p>Completed</p>	<ul style="list-style-type: none"> <li>○ A subcommittee consisting of over 30 faculty and administrative representatives was created under the SPC Educational Oversight Group. The subcommittee established the CETL mission, goals, and proposed content as well as a relative timeline for implementation and a proposed budget.</li> <li>○ Numerous committee and subcommittee meetings were held during Spring and Summer, 2010, culminating in the official establishment of the Center of Excellence for Teaching and Learning (CETL) and its initial Web presence in August, 2010.</li> </ul>

Objective	Status	Comments
		<ul style="list-style-type: none"> <li>○ Election of the CETL Faculty Board of Directors took place in early September, along with the election of a three-member faculty Transition Team to develop the focus areas of Web presence, mentoring, and professional development. The Faculty Board of Directors developed the job description for the Lead Faculty Associate and began the advertising process in early November.</li> </ul>
<p>V. Review the current Curriculum and Instruction (C&amp;I) process for possible enhancements</p>	<p>Not fully completed, move forward</p>	<ul style="list-style-type: none"> <li>○ A subcommittee was formed and the C&amp;I process was reviewed over numerous meetings</li> <li>○ Insufficient use of technology was identified as a weakness of the current C&amp;I process</li> <li>○ A software search resulted in the purchase of CurricUNet, a curriculum management software</li> <li>○ The college is currently in the implementation phase of the new software</li> </ul>

**Areas that need improvement:**

In order to identify the areas needing improvement, the 2009-10 General Education and Program Assessment reports were reviewed. Each of the 2009-10 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 2009-10 General Education Assessment Reports (Two Gen Ed Goal Areas: Critical Thinking and Information Literacy)
2. Conducted analysis for individual action items (5) and by Gen Ed Goal Area (2)
3. Analyzed coverage by overall area and by sub-area

For Program Assessments:

1. Listed all action items from either completed 2009-10 Program Assessment Reports (Ten AS Programs: Architectural Design and Construction Technology; Business Administration and Management (AAS); Business Administration; Digital Arts, Media and Interactive Web Design; Drafting and Design Technology; Emergency Medical Services; Funeral Services; Industrial Management Technology (AAS); Respiratory Care; and Web Site Design and Management.)
2. Conducted analysis for individual action items (21) and by program (10)
3. Analyzed coverage by overall area and by sub-area

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 2009-10: #1 ]
2. Utilize the BOT rule that all students be required to take a general education assessment [From 2009-10: #2]
3. Explore ways to continue to assess critical thinking and student engagement [Revised from 2009-10: #3]
4. Review the current Curriculum and Instruction (C&I) process for possible enhancements [From 2009-10: #5]

In addition, another area was identified through discussions with the members of the Educational oversight group. This area was to:

5. Develop a ‘line of sight’ based educational plan for students to visual sequential educational degree opportunities at SPC

**For each area that needs improvement, identify objectives and action steps that will lead to improvement** (these should be included in individual Unit 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. Institutional Initiative: N/A

**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
- Conduct an analysis to identify which workforce programs are incorporating internships as part of their programs.
- Assist programs such as COB and CCIT in disseminating their internship/externship model with other AS programs

**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.

Institutional Initiative: N/A

**Objective for Upcoming Year:**

Utilize the BOT rule 6Hx23-4.45 (6/20/00 Revision) that students be required to take a general education assessment

*Related excerpt from BOT rule 6Hx23-4.45:*

*“II. Assessment Testing (c) Students pursuing all degrees and certificates may be required to participate in an assessment of General Education outcomes.”*

**Action Steps:**

- Continue to administer pilot forms 1, 2, and 3 of the Institutional Assessment in the Spring and Summer Terms
- Analyze the results of pilot forms 1, 2, and 3
- Using the analysis results, develop three equal forms in terms of item difficulty
- Develop and pilot forms 4 and 5 of the Institutional Assessment
- Continue to analyze all forms to determine validity and reliability
- Convene a subcommittee to
  - develop a proposed timeline for SPC to implement a plan in which the Institutional Assessment would be mandatory for all students before graduation
  - research the requisites and procedures required to place the Gen Ed score on student transcripts

**III. Area Needing Improvement:** *Identify ways to improve the Student Survey of Instruction (SSI)*

**Aligned College Goal/ Institutional Initiative:**

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

Institutional Initiative: B. Continue the critical thinking initiative to conclude the work with the first four programs, as well as continuation of the Critical Thinking Academy, academic roundtables and other activities included in the QEP.

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.

Institutional Initiative: N/A

**Objective for Upcoming Year:**

Explore ways to continue to assess critical thinking and student engagement

**Action Steps:**

- Administer the Community College Student Survey of Engagement (CCSSE) in the spring. Add the eleven SPC selected critical thinking items to the assessment.
- Administer the Survey of Entering Student Engagement (SENSE) in the fall
- Explore the development of an online student survey of engagement.

**IV. Areas Needing Improvement:** *Review the existing process related to the Curriculum and Instruction (C&I) process with a focus on improving teaching and learning at SPC*

**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.

Institutional Initiative: N/A

**Objective for Upcoming Year:** Review the current Curriculum and Instruction (C&I) process for possible enhancements

**Action Steps:**

- Prepare for the retirement of ‘key’ C&I personnel
- Continue the implementation of CurricUNET
- Reconvene the C&I subcommittee to discuss the work completed before CurricUNET was purchased, analyze the whole C&I process, revisit the implications, and revise the process as needed.

**V. Areas Needing Improvement:** *Increase new and existing student awareness of SPC degree offerings and emphasize student completion*

**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;

Institutional Initiative: N/A

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.

Institutional Initiative: N/A

**Objective for Upcoming Year:** Develop a ‘line of sight’ based educational plan for students to visualize sequential educational degree opportunities at SPC

**Action Steps:**

- Convene a subcommittee to
  1. partner with Student Affairs, and any other groups working on a similar topic
  2. review the current learning plan model
  3. work with individual workforce programs to ensure all entry and exit points are captured
  4. outline draft line of sight areas
  5. work with appropriate college areas to develop an interactive ‘line of sight’ web-based tool for students
- Work with IA to develop ‘line of sight’ awareness campaign with marketing materials for each workforce program (e.g., AS, AAS, BS, BAS).
- Assist in instilling an institutional focus on degree completion (e.g., certificates, AA, AS, BAS, etc.)

**Completion and Review Process Information**

This Outcomes Assessment Review report was prepared by:

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2/7/2011  
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Date