

St. Petersburg College

Outcomes Assessment Review Report

Report Completion Date: January 12, 2007

Introduction

While the institutional effectiveness and planning process is a continuous endeavor, operationally the process begins with a series of meetings by four oversight groups (Educational, Educational Support Services, and Student Services and Administrative Oversight Groups) at the beginning of the calendar year.

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:

<input checked="" type="checkbox"/>	Student Services Oversight Group
<input type="checkbox"/>	Educational Support Services Oversight Group
<input type="checkbox"/>	Administrative Services Oversight Group
<input type="checkbox"/>	Educational Oversight Group

The Student Services Oversight Group:

This is an ad hoc working group. Their focus area is to review key information concerning the effectiveness of student services at the College. The group leader/chairperson is the Vice President of Educational & Student Services.

Status of each item identified in this report last year:

Last year, the Student Services Oversight Group focused its assessment on the Office of Services for Students with Disabilities (OSSD). There were four areas identified for improvement..

I. Student Satisfaction Rating

Area Needing Improvement: On the Office of Services for Students with Disabilities Student Satisfaction Survey, the scale runs from 1.0 (strongly disagree) to 5.0 (strongly agree). Previous survey results showed an overall satisfaction rate was a 4.02. This rating was the average student satisfaction score from 5 campuses. For 2005-2006, an objective was determined to improve students' Satisfaction Rating" on services from 4.02 to 4.2.

Outcome: Recommendations from the Association on Higher Education and Disability (AHEAD), the association that sets standards for postsecondary disability services nationwide, were received in March 2006 regarding student surveys. AHEAD referred to the Council of

Advanced Standards (CAS) model that utilizes an objective rather than subjective survey, asking students if they received specific services rather than for their level of satisfaction with the services. With this counsel, the OSSD committee revised its survey to reflect two areas: the level of importance of specific services for students (scale of 1-5 with 5 being the highest importance); and whether they received these services on any or all of the campuses they visited (results reported by percentages). This year's survey will provide a baseline for determination of future goals. 102 students completed the survey in the fall of 2006. Below is the result of this survey:

	Important to students	%age receiving service on every campus they use
1. The OSSD Office is easy to locate	4.47	75%
2. My rights and responsibilities as a student receiving services from OSSD have been explained to me.	4.5	89%
3. I was able to schedule an appointment with the Learning Specialist within a week after I called.	4.37	78%
4. When I leave a voice mail message with my learning specialist, I receive a return call within 3 days of my call.	N/A	82%
5. When my learning specialist is not immediately available, there is someone else available to help me.	4.45	76%
6. My learning specialist has worked with me to establish what my accommodations will be.	4.5	94%
7. I was given an explanation of how to present my accommodation sheet to my Instructors.	N/A	84%
8. When I have a problem, the disabilities office helps me arrange accommodations with faculty.	N/A	82%
9. My notetakers were in place by week three of class.	N/A	74%
10. My OSSD tutor has enough hours for me to schedule at least one hour a week.	4.3	71%
11. Services are consistent on all campuses.	4.42	82%
12. My instructors assist me in accommodating my needs.	N/A	80%

Objectives for Upcoming Year: To increase each area of evaluation rated 80% or over by a minimum of 2% and to bring all other areas of evaluation to 80%.

Action Steps:

1. A Learning Specialists' meeting will be held to review lowest subscores at each campus before March, 2007.
2. The OSSD committee will determine areas to focus on and will outline strategies to improve lowest scores college wide.
3. Each Learning Specialist will work with campus personnel and resources to improve lowest scores on his/her campus.

4. Student Survey will be administered August 2007, and the results will be the documentation of this objective.
5. With the increase of students with specific disabilities that require more assistance, such as psychological, visual and deaf and hard of hearing disabilities, recommendations for changes in staffing and the most effective use of professional Learning Specialists will continue to be explored, using the State disability services staffing formula.

II. Graduation/Retention Rate

Area Needing Improvement: Graduation/Retention – In 2005-06, the graduation rate of students with disabilities increased from -2% to 15.77%. The objective for the current year was to maintain at minimum the same graduation rate as achieved in 2005.

Outcome: Of the 573 students with disabilities enrolled in credit courses in 2005-2006, 101 graduated, for a graduation rate of 17.6%, an increase of 1.9% from the previous year.

Objective for Upcoming Year: To maintain at minimum the same graduation rate as achieved in 2006.

Action Steps:

1. Progress monitoring - Learning Specialists will see that 100% of the students currently registered this year are contacted by phone or office visit. Calls/contacts will be documented in each student's folder or in a central log, depending on campus procedure.
2. Staffing will be reviewed during Unit Planning process to address student needs.

III. Currency of Guidelines

Area Needing Improvement: Currency of guidelines regarding students with disabilities

Outcome: An OSSD Resource Manual has been completed that includes Board of Trustees Rules relating to disabilities, state information, college procedures for serving students with disabilities and other pertinent information. All information in the manual is current.

Objective for Upcoming Year: Continue to maintain Resource Manual, amending sections as policies and procedures are changed or added.

Action Steps:

1. Departmental guidelines review will become a standing agenda item for OSSD committee meetings. As revisions/additions are made, rules and procedures will be added to notebooks.
2. Disabilities staff will remain current on updates from the state and federal government as well as recommendations from AHEAD and amend or add policies and procedures as required.

IV. Faculty and Staff Training

Area Needing Improvement: Faculty and staff members' comments have indicated that they could benefit from additional training in how to support students with disabilities.

Outcome: Each campus has presented at least one training during faculty meetings. Workshops on disabilities have been included during Staff Professional Development In-Service trainings and college-sponsored conference open to all staff. Additionally, 11 faculty members have received extensive training in disabilities issues and will be representing OSSD on their campuses as "Disability Champions."

Objective for Upcoming Year: Disability Champions will gain increased visibility on campuses and will be an added resource for faculty. At least 25 faculty will take the online ADA 101 course offered through a Federal Demonstration Grant. At least one training will be offered on each campus for faculty.

Action Steps:

1. Each learning specialist will offer at least one training based on the needs of his/her particular campus faculty. These needs will be assessed through meetings with the Associate Provosts, academic program directors, and other relevant personnel.
2. Include at least one workshop session during the annual Narrowing the Gulf for Disadvantaged Students conference that deals with disability issues.
3. Provide opportunities for faculty to have hands-on experience with assistive technology, through an AT lab offered at the Narrowing the Gulf conference.
4. Submit the outline of the training and any pertinent artifacts to go into a college wide documentation folder for SACS.
5. Maintain a website of resources for faculty, including legal issues, frequently asked questions, link to online workshops, and a means to contact the OSSD office with questions, comments, etc.

V. Enrollment

Area Needing Improvement: During the past year, the College has experienced enrollment fluctuations requiring campuses to quickly react through personal contact with students, usually via the phone.

Outcome: Each campus has made a substantial effort to manage enrollment as due dates for payment of tuition and fees approach and pass. Queries are run by AIS to facilitate contacting students at the appropriate time to help them meet obligations and retain them as students.

Objective for Upcoming Year: Institutionalize practices for maintaining enrollment through critical periods. Enable campuses to make timely identification of students at risk for being

dropped for non-payment to prevent disruption to student enrollment and to stabilize the productivity assessment process. Provide a framework for centralized planning with decentralized execution.

Action Steps:

1. Establish a College-wide timetable for contacting students at critical points prior to, and after start of classes.
2. Push lists of students with contact information to campuses.
3. Provide assistance through the Call Center as requested.
4. Maintain extended student services hours through critical enrollment periods.

VI. Financial Aid

Area Needing Improvement: The College has experienced a negative trend in Financial Aid audits because of inadequate student attendance monitoring and recording. This caused the College to be unable to identify and notify students required to return federal financial assistance within the required time.

Outcome: To lay the framework for improvement, the Board of Trustees approved a new attendance policy effective for the Fall term of 2006. The policy was implemented and a new method of monitoring student attendance online was established. A 50 percent increase over the previous year in the number of students identified for return of federal funds was realized. We also noticed a 10 percent decrease in the number of students who either withdrew themselves or who were administratively withdrawn during the term. Based upon input from faculty, several important improvements have been made to the attendance-taking process to make it more user friendly and accurate.

Objectives for Upcoming Year: Continue to refine the attendance-taking process. Success will be measured by the amount of improvement noted during our next federal audit.

Action Steps: Maintain an emphasis on faculty taking attendance. Respond to questions and concerns raised by faculty and announce solutions College-wide. Implement recommended changes to the process whenever feasible. Conduct regular and exhaustive internal audits to identify flaws in the system early and then correct them.

VI. Student Communication

Area Needing Improvement: Important, and frequently time-sensitive information needs to be provided to students on a regular basis. Electronic communication to students via e-mail in an area needing much improvement as indicated by our own internal assessment and as reported by students. We should also identify other methods of contacting students with information that may be appropriate depending on the situation.

Outcome: SPC has a student e-mail system in place, but it is not being fully utilized. A Collaborative Lab session was held to help identify student perceptions about how we communicate with them as well as to hear their suggestions for improvement.

Objectives for Upcoming Year: Increase awareness among SPC students regarding the availability of student e-mail and make student e-mail an attractive way for SPC to communicate with them. Provide information currently provided by other means by student e-mail as well. Increase the amount and type of information provided via student e-mail. Continue to explore other ways of communicating with students such as with automated phone messages.

Action Steps: Keep student e-mail as a standing agenda item for all bi-weekly Educational and Student Services meetings. Develop innovative ways to educate SPC students about the availability of student e-mail and why they benefit from it. Increase the amount of information about administrative issues transmitted by e-mail. Include e-mail as a method for announcing upcoming events. Encourage the concept of student e-mail as a one-stop conduit for essential student information. Explore the possibility of adopting other new communication technology.