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 13, 2016, 9am – 2pm

Time	Agenda Items	Collaborative Activity
8:45am – 9:00am	**Examples of 7 Year Collaborative Legacy Highlights**	We will invite participants to share examples of **7 Year Collaborative Legacy Highlights.**
	St. Petersburg College Mission, Vision and Values	
9:00am – 9:10am	**Call to Order** • Invocation • Pledge of Allegiance	
As needed	**Comments** • Public Comment, 286.0114, Florida Statutes	
9:10am – 10:00am	**Welcome, Objectives and 7-Year Collaborative Legacy Highlights** • Welcome: Chair Westine, Trustees, and Dr. Law, President • SPC's 7-Year Collaborative Legacy Highlights: Andrea Henning	Board of Trustee Members and volunteers will share examples of Collaborative Legacy Highlights over the past 7 years, as well as how we are living our **Vision, Mission and Values in 2016**

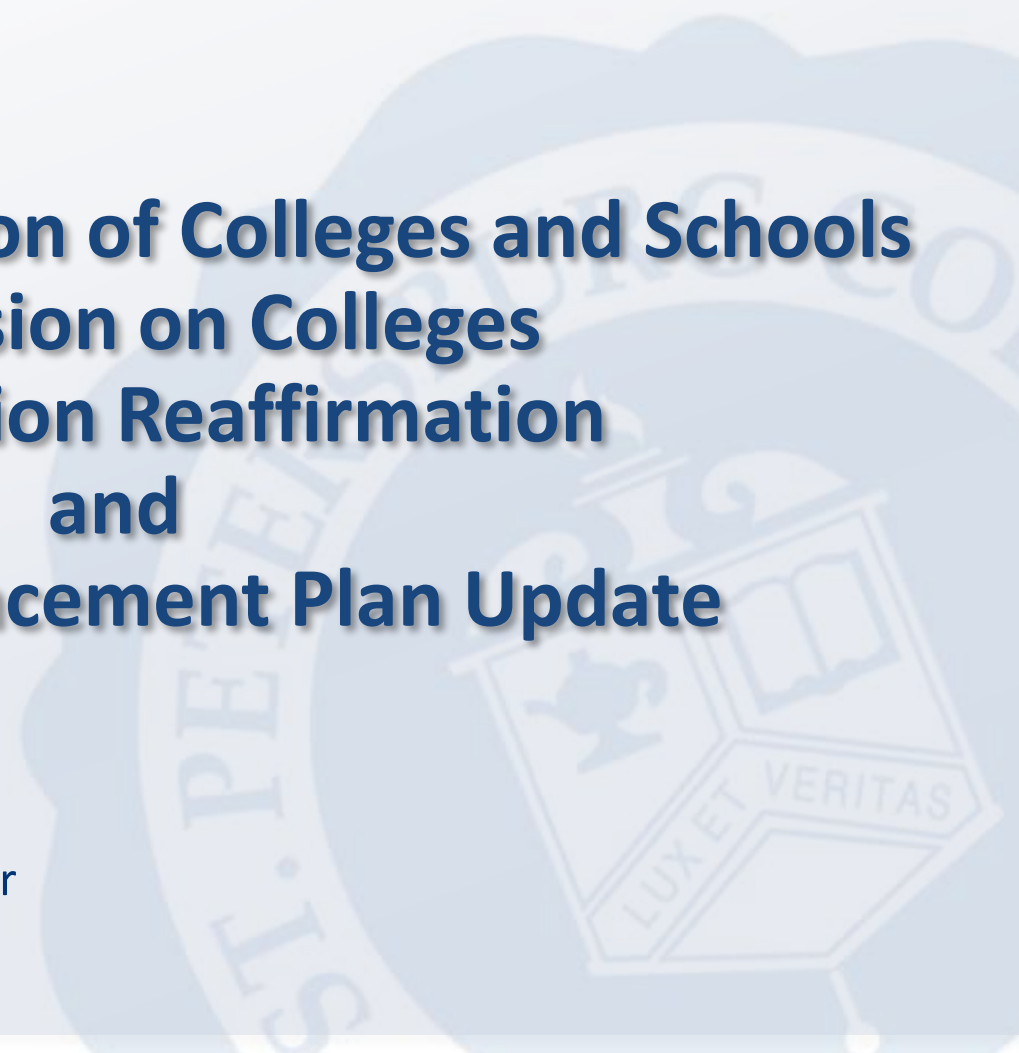| Time	Agenda Items	Collaborative Activity
10:00am – 11:00am	**Topic 1: Accreditation & QEP** This session will provide an update on the process, deadlines, and next steps of SPC's reaccreditation and Quality Enhancement Plan. • Presenters: Dr. Heather Roberson, Academic Director, Center of Excellence for Teaching and Learning, Dr. Jennifer Haber, Professor, and Ms. Sabrina Crawford, Executive Director, Institutional Research and Effectiveness	**Topic 1** (60 min.): • 15-min. Overview of SACS Reaffirmation Process • 10-min. BOT discussion/Q&A • 20-min. Overview of Quality Enhancement Plan (QEP) • 15-min. BOT discussion /Q&A **Top Recommendations for 2017**
11:00am – 11:30am	**Topic 2: Five Year Facilities Plan** This session is intended to prioritize future Facilities new construction and/or renovation projects, with particular attention given to the pursuit of funding for a new Health Education Center. • Presenter: Mr. Jim Waechter, Associate Vice President, Facilities Planning and Institutional Services	**Topic 2** (30-min.): • 10-min. Overview of Topic 2 • 20-min. BOT discussion **Top Recommendations for 2017**
11:30am-11:45am	**Break**	**15 Minutes**
11:45pm-1:15pm	**Topic 3: Three Year Financial Plan** This session will discuss College strategy for the development of a financial plan to deal with current and future financial pressures over the next three years. • Presenter: Mr. Brian Miles, Vice President, Administrative/Business Services, and Information Technology	**Topic 3** (1 hr. and 15-min.): • 10-min. Overview of Topic 3 • 45-min. **BOT collaborative breakout discussions** • 10-min. Team Reports: **Top Recommendations for 2017**
1:15pm – 1:45 pm	**Topic 4: Enrollment: Recruitment & Retention** The session will discuss enrollment trends, recruiting, retention, marketing initiatives and student success. • Presenters: Ms. Diana Sabino, Executive Director of Marketing and Strategic Communications and Mr. Mark Strickland, Provost, Seminole Campus	**Topic 4** (45-min.): • 15-min. Overview of Topic 4 • 20-min. **BOT collaborative breakout discussions** • 10-min. Team Reports: **Top Recommendations for 2017**
1:45pm – 2:00pm	**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

Topic 3: Three Year Financial Plan	
Team 1	**Team 2**
• Lauralee Westine, Chair	• Deveron Gibbons, Trustee
• Bill Foster, Vice Chair	• Nathan Stonecipher, Trustee
• Dr. Bill Law, President	• Anne Cooper
• Tonjua Williams	• Jesse Coraggio
• Brian Miles	• Heather Roberson
• Richard Mercadante	• Janette Hunt
• Amy Lockhart	• Pepper Harth
• Jeanne Trimble	

Team Assignments

Topic 4: Enrollment: Recruitment & Retention	
Team 1	**Team 2**
• Lauralee Westine, Chair	• Deveron Gibbons, Trustee
• Nathan Stonecipher, Trustee	• Bill Foster, Vice Chair
• Anne Cooper	• Dr. Bill Law, President
• Linda Hogans	• Tonjua Williams
• Stan Vittetoe	• Diana Sabino
• Rebecca Ludwig	• Mark Strickland
	• Joe Leopold

Southern Association of Colleges and Schools Commission on Colleges Accreditation Reaffirmation and Quality Enhancement Plan Update

Sabrina Crawford, IRE Executive Director

Jennifer Haber, QEC Lead Faculty

Heather Roberson, CETL Director

Board of Trustees – December 13, 2016

REAFFIRMATION

Compliance Certification

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) 2018 Accreditation Reaffirmation

- **10-year review of an institution's continuous improvement**
  - **Compliance and Administrative Report, Spring 2017**
  - **QEP, Fall 2017**
  - **On-site Review, Fall 2017**

- **3 Concurrent Timelines**
  - **Compliance Report (84 Standards)**
  - **Administrative Unit Assessments**
  - **Quality Enhancement Plan (QEP)**

Why reaffirmation?

Validation of Quality and Process - A Reliable Authority
- **Student**
- **Employers**
- **Donors**
- **Other Higher Education Institutions**
- **Federal Government**

Commitment to Integrity
- **Mission-driven**
- **Good Practices**
- **Transparency**

Quality Enhancement
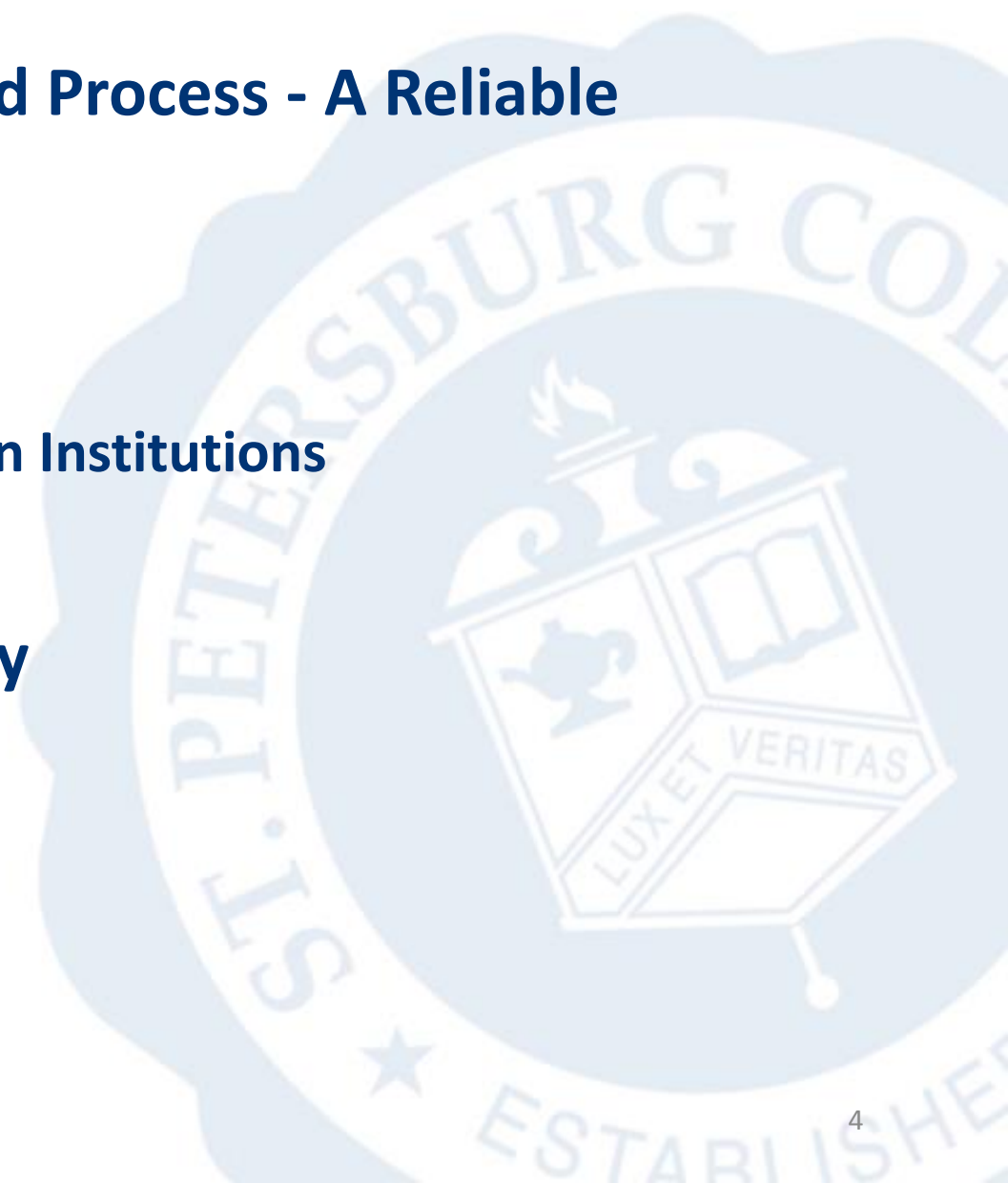
Reaffirmation Process

St. Petersburg College

SACSCOC

St. Petersburg College	SACSCOC
Compliance Certification Mar 1, 2017	Off-Site Committee Apr 25-28, 2017
Focused Report, QEP Aug 28, 2017	On-Site Committee Oct 10-12, 2017
Response Report Mar 12, 2018	C&R Committee, Board of Trustees Jun 11-14, 2018

Reaffirmation Process

STAGE 1: The Off-Site Process

- **Off-Site Review Committee**
  - **9 or 10 members**
  - **Spend 2 or 3 weeks on each of 3 institutions**
  - **Conference calls, emails, SharePoint, but no interaction with institution [except IT issues]**
  - **Meet in Atlanta [April 15-28, 2017]**

- **Outcome: "Preliminary Findings"**
  - **[mid-May 2017]**

Reaffirmation Process

STAGE 2: The On-Site Process

- **On-Site Review Committee**
  - **Generally 8-10 members**
  - **E-mails, conference calls, possible interaction with institution**

- **Institution Hosts On-Site Visit [Oct 9 -12, 2017]**

- **Outcome: Report of the Reaffirmation Committee [draft within a few weeks – final in a month or two after visit]**

Reaffirmation Process

STAGE 3: Commission Action

- **Institution Submits Response to the Report**
  - **[5 months after visit: March 12, 2018]**

- **Compliance & Reports Committee**

- **Outcomes:**
  - **Commission Action [June 11-14, 2018]**
  - **Action Letter [~July 3, 2018]**

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Non-Compliance Issues – Off-Site

All 2015 Institutions: n=81

- **Median number of standards cited: 15 (our goal = single digits)**

- **Policy-related standards were 23% of citations**

- **Institutional Effectiveness standards were 16% of all citations**

- **4 of the 10 most cited standards were IE-related standards (CS 3.3.1.1, 3.3.1.2, 3.3.1.3, 3.3.1.5)**

- **Other 3 of 10 most cited standards dealt with faculty (CS 3.7.1, CS 3.7.2, CR 2.8)**

Standards Cited for Monitoring Reports

All 2015 Institutions: n=81

- **Median number of Cited Standards: 0**

- **Highest number received: 5**

- **Institutional Effectiveness standards were 47% of all cited standards**

- **4 of the 9 most cited standards were IE-related standards (CS 3.3.1.1, 3.3.1.2, 3.3.1.3, 3.3.1.4)**

- **Most cited standard for a monitoring report was CS 3.3.1.1 (IE-educational programs): 16% of institutions**

Next Steps / Timeline

- **SACSCOC report: https://sacs.spcollege.edu/**

Month	Task
December	Finalize Reports
January	Review Reports
February	Verify Submission
March	Submit Report

Questions?

QUALITY ENHANCEMENT PLAN

- ***Carefully designed*** course of ACTION.

- Collaborative process with broad-based involvement.

- ***Well-defined*** focused topic or issue related to enhancing student learning and/or the environment that supports student learning*.*

SPC St. Petersburg College
INSTRUCTION AND ACADEMIC PROGRAMS

College Readiness for Long-term Success

Focus on **non-cognitive skills** (self-efficacy, academic ability, grit) and how these impact **cognitive abilities** (information fluency).

- **Population**:   Flexible Opt-out students

- **Emphasis**:   First 15 hours

- **Method**:   Learning Communities

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QEP slogan and logos

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College Readiness for Long-term Success

The College Readiness for Lasting Success (Ready, Set, Succeed!) program has three main goals for student achievement in their programs:

- **Getting them ready to learn;**

- **Preparing them to learn with the necessary skills;**

- **Connecting their abilities and skills to information fluency.**

Students will achieve these goals as part of a Neighborhood for Success (N4S) as a compliment to our Career and Academic Communities.

SPC St. Petersburg College
INSTRUCTION AND ACADEMIC PROGRAMS

Metacognition (Ready) "Know Yourself"

Students will discover how to learn and be able to transfer the knowledge to different disciplines.

- **SLO1: Determine their learning strategies through learning inventory diagnostics.**

- **SLO2: Utilize strategies to apply to their learning.**

- **SLO3: Identify study skills to use across all disciplines.**

- **SLO4: Collaborate with others in their community to help in the discovery of their learning strategies.**

Non-cognitive areas (Set) "Prepare Yourself"

Students will strengthen their self-efficacy to increase persistence and accountability.

- **SLO1: identify strengths and weaknesses in specific areas of learning (i.e. technology, time-management).**

- **SLO2: Utilize resources in their neighborhoods for success (N4S), such as faculty, learning support personnel, advisors, and peers.**

- **SLO3: Demonstrate intellectual habits, such as time management and study strategies.**

Cognitive Area: Information Fluency (Succeed)

"Do it Yourself"

Students will show how these metacognitive and non-cognitive areas have influenced their information fluency.

- **SLO1: Evaluate and integrate sources across the disciplines.**

- **SLO2: Determine credibility of information online.**

- **SLO3: Demonstrate technological adaptability.**

- **SLO4: Connect culturally and collaboratively with others in their neighborhoods for success (N4S).**

Next Steps

Spring 2017
- *Ready, Set, Succeed!* **Campus Ambassadors begin.**

- **Refine plan and compile the QEP document.**

- **Strategic budget request for FY 17/18 and alignment as a continuous strategic priority.**
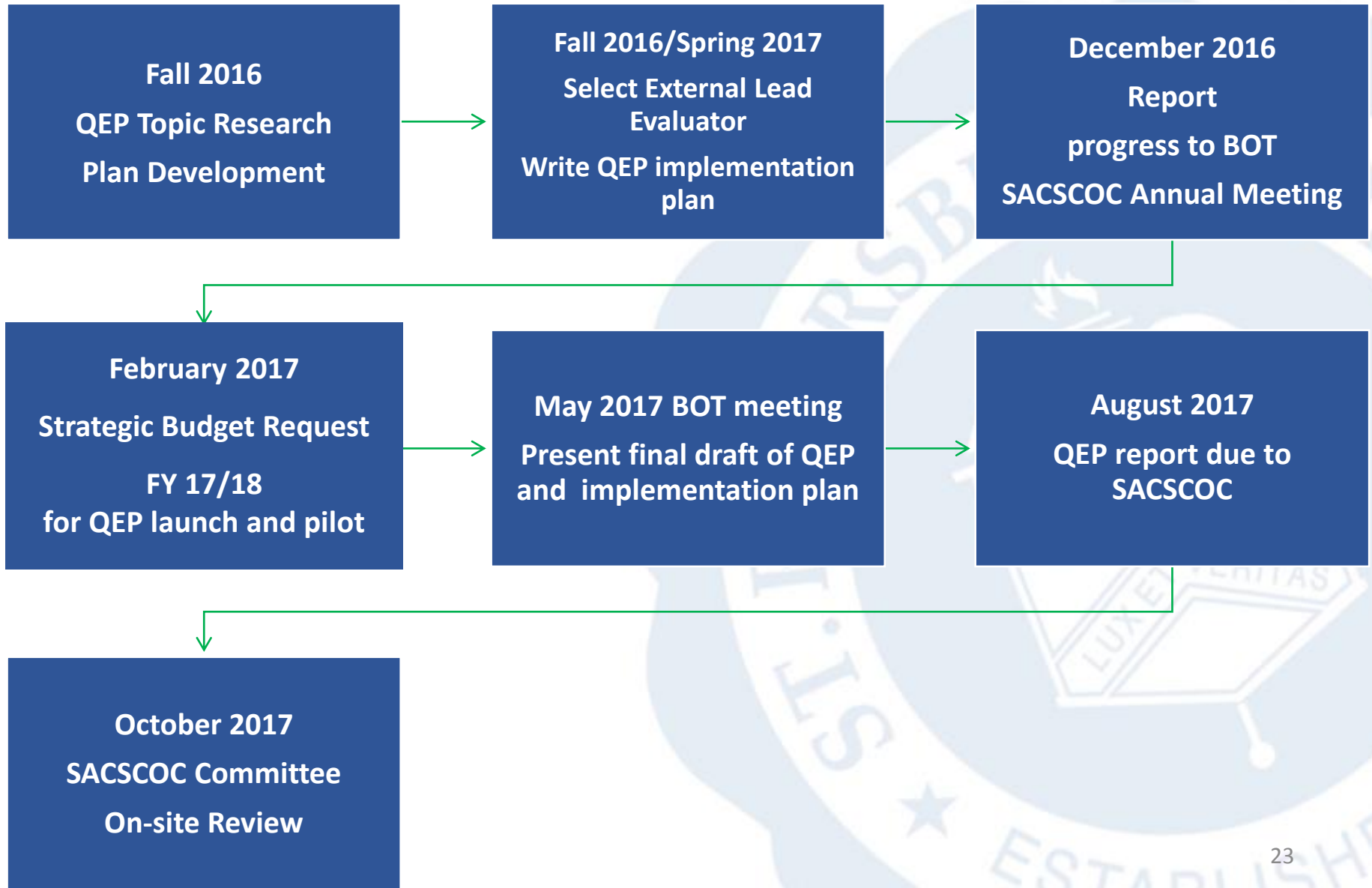
Summer 2017
- **Faculty/Staff development for launch of N4S pilots.**

- **Share collaborative resources to support success strategies.**

Fall 2017
- **N4S pilots begin.**

- **Ready, Set, Succeed! Campus Ambassadors continue.**

- **SPC College family becomes *fluent* in all things *Ready, Set, Succeed!***

Timeline

Fall 2016

QEP Topic Research

Plan Development

→

Fall 2016/Spring 2017

Select External Lead Evaluator

Write QEP implementation plan

→

December 2016

Report

progress to BOT

SACSCOC Annual Meeting

February 2017

Strategic Budget Request

FY 17/18
for QEP launch and pilot

→

May 2017 BOT meeting

Present final draft of QEP and implementation plan

→

August 2017

QEP report due to SACSCOC

October 2017

SACSCOC Committee

On-site Review

Questions?

READY, SET, SUCCEED!
qep.spcollege.edu | #getreadyspc

St. Petersburg College

Quality Enhancement Plan

2007

critical thinking is mission critical

SPC

Table of Contents

Executive Summary

The Focus of the Plan: Improving Students' Critical Thinking

The focus of the Quality Enhancement Plan (QEP) for St. Petersburg College (SPC) is *enhancing student learning by improving students' ability to think critically*. SPC involved a broad range of faculty, staff, and key stakeholders in considering various ideas for the QEP. After identifying critical thinking as the most important and urgent topic and reviewing definitions from the critical thinking literature, the Quality Enhancement Committee (QEC) formulated the following definition for critical thinking:

> *Critical thinking is the active and systematic process of communication, problem-solving, evaluation, analysis, synthesis, and reflection, both individually and in community, to foster understanding, support sound decision-making, and guide action.*

QEP Initiatives in Brief

SPC has done an in-depth review of strategies in instruction and institutional improvement to determine ways of improving students' critical thinking skills. As a result of this research, the College identified key initiatives that faculty believe will have a favorable impact on students' critical thinking. Those initiatives cover three broad areas: 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.
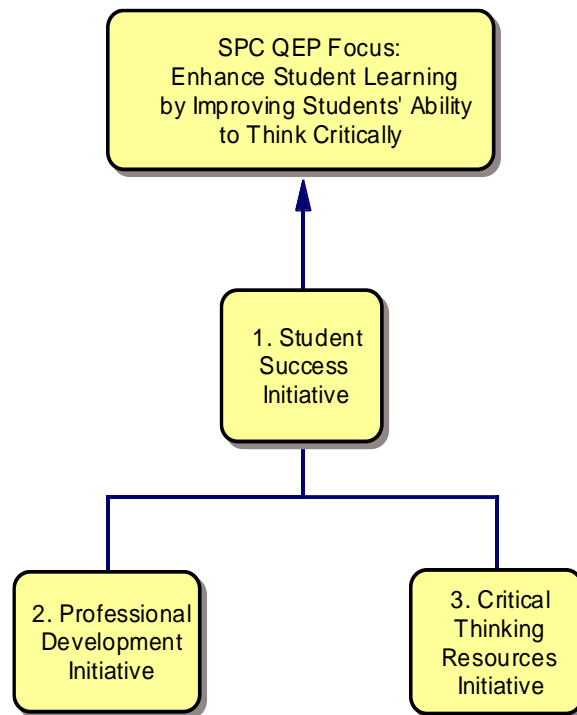
Critical thinking will be infused throughout the institution – a comprehensive set of initiatives developed around a common language, to make current practices more effective and develop new instructional rubrics and strategies.
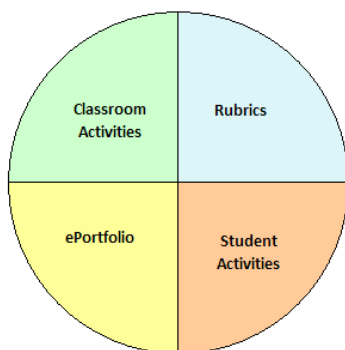
Initiative 1. Student Success Initiative.

This initiative will focus on implementation of classroom critical thinking activities, supported by key club and student leadership programs and tools that assess and document critical thinking, such as student ePortfolios. Students will be exposed to critical thinking throughout the College and will be offered opportunities to create, collect, and reflect on their own artifacts within their ePortfolios. A Collegewide assessment rubric template and discipline-specific assessments will be used by faculty to evaluate the students' critical thinking skills. Academic programs will be selected for implementation over five years, and lead faculty and staff will receive advanced professional development geared to their disciplines or field. Key student organizations will be included in the five-year rollout process.

Initiative 2. Professional Development Initiative.
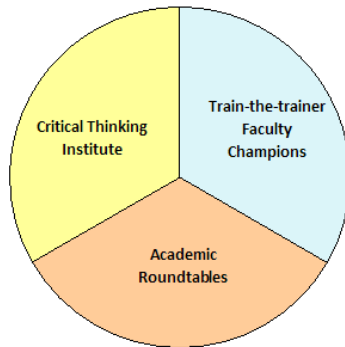
This initiative concentrates on offering professional development opportunities to faculty and staff at the College in order to impact students' critical thinking skills. The College will systematically train a small core of faculty members using a "train-the-trainer" approach, and then build on that existing base of knowledge and expertise. The initiative also will include seminars led by outside experts, development of in-house and on-line training, travel to conferences to learn new techniques, and using Academic Roundtables (ARTs) on the campus sites to explore and implement strategies. Faculty and staff will have access to a variety of professional development opportunities.
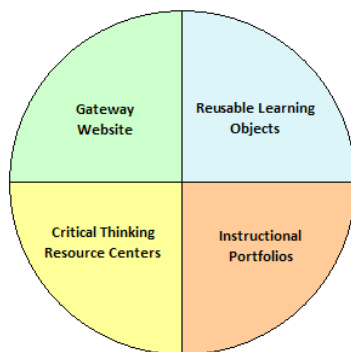
Initiative 3. Critical Thinking Resources Initiative.
This initiative calls for the creation of an array of electronic resources, many of which will be available from a single gateway website. It also calls for identifying, organizing, linking to, and describing outside resources that can be used in the effort. In partnership with other SACS institutions, SPC will collect, create, and house a library of electronic critical thinking tools that can be used in online, traditional face-to-face, or blended classrooms, including Reuseable Learning Objects (RLOs). RLOs are small segments of instruction, usually electronic, that can be used in multiple courses, and instructional portfolios of critical thinking activities created by faculty. Lastly, physical resources will be collected through this initiative and housed at Critical Thinking Resource Centers at each library.

QEP Goals

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 the following:

Student Success Initiative:

Goal 1-1.   Enhance students' critical thinking skills through "teaching for critical thinking" classroom activities across the curriculum.

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

Goal 1-3.   Collect student artifacts through ePortfolio.

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

Professional Development Initiative:

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

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

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

Critical Thinking Resources Initiative:

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

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.

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

Expected Outcomes and Benefits

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

Chapter 1

Introduction to the College

Access and excellence are the hallmarks of St. Petersburg College (SPC), founded in 1927 as St. Petersburg Junior College (SPJC), Florida's first two-year institution of higher education. Initially a private institution, its first classes were in an unused section of the then-new St. Petersburg High School. After one semester, the College occupied a former public school building overlooking Mirror Lake downtown.

Today the College stands as a multi-campus, two-year/four-year public institution with nine learning sites countywide. Services are administered throughout the nation and beyond. Learning sites are located in St. Petersburg (four), Clearwater, Tarpon Springs, Pinellas Park, Largo, and Seminole.

Some SPC courses also are offered in various community facilities throughout the county via the Lifelong Learning program. Others — including entire programs — are transmitted to students by way of the Internet. Since early 2001, the College has offered

more online programs than any other community college in the state and more than most of the Florida universities.

In June 2001, legislation was signed by Gov. Jeb Bush enabling SPJC to become the first among Florida's 28 public community colleges to transition to a four-year institution. The College dropped the "Junior" from its name, but not its commitment to its two-year mission, which remains as strong as ever.

The mission of St. Petersburg College (formerly St. Petersburg Junior College) is to provide accessible, learner-centered education for students pursuing selected baccalaureate degrees, associate degrees, technical diplomas, technical certificates, and continuing education within our service area as well as globally in program areas where the College has special expertise. As a comprehensive, multi-campus state postsecondary institution, SPC seeks to be a creative leader and partner with students, communities, service agencies, businesses, and other educational institutions to deliver enriched learning experiences and to promote economic and workforce development.

SPC fulfills its mission led by an outstanding, diverse faculty and staff whose work is enhanced by advanced technologies, distance learning, innovative teaching techniques, comprehensive library and other information resources, continuous institutional self-evaluation, a climate for student success, and an enduring commitment to excellence. The critical thinking initiative represents a continuation of SPC's track record of innovation, particularly in terms of curriculum development, professional development, library resources, and technology. SPC currently employs 313 full-time faculty, with more than 26% possessing a doctorate degree.

More than 58,000 students a year are served by SPC, including students in residence from many countries. In 2005-06, more than 60% of the students were enrolled in credit classes.   In that same year, baccalaureate degrees were awarded to 339 students, associate in arts degrees were awarded to 1,943 students, and 771 students received associate in science degrees. In addition, 692 certificates and advanced technical diplomas were awarded.

The Seminole Campus includes the C.W. Bill Young University Partnership Center (UPC), which opened in 1999 in collaboration with a half-dozen Florida four-year institutions. The UPC enables students to earn various baccalaureate, graduate degrees and certificates from partner institutions without leaving Pinellas County. There are currently fifteen partnerships including two out-of-state institutions, Case Western Reserve University and Cleveland State University.   The current offerings include 86 degree programs.

SPC is dedicated to the concept of equal opportunity. The College will not discriminate on the basis of race, color, religion, sex, age, national origin, or marital status, or against any qualified individual with disabilities, in its employment practices or in the admission and treatment of students. Recognizing that sexual harassment constitutes discrimination on the basis of sex and violates this rule, the College will not tolerate such conduct.

SPC's nine learning locations throughout Pinellas County, Florida are shown below:

1. *Tarpon Springs Campus*
2. *Clearwater Campus*
3. *EpiCenter/Corporate Training*
4. *Caruth Health Education Center*
5. *Seminole Campus*
6. *St. Petersburg/ Gibbs Campus*
7. *SPC Downtown*
8. *SPC Midtown*
9. *SPC Allstate Center*

Chapter 2

Broad-based Involvement

Quality Enhancement Committee

In September of 2004, St. Petersburg College (SPC) formed a Quality Enhancement Committee (QEC). The QEC was created to address the requirement from SACS to develop a Quality Enhancement Plan (QEP) that will, "enhance the overall institutional quality and effectiveness by focusing on an issue or issues the institution considers important to improving student learning." At the recommendation from a capstone project of an SPC leadership studies cohort (established as a result of succession planning), the President's Cabinet approved the creation of a geographically and professionally diverse committee in 2004 that was representative of the entire College. The current committee has representation from multiple sites and various disciplines and administrative areas.

QEC Participants

	Faculty	*A&P and Staff*	*Students*	*Total*
From St. Petersburg/Gibbs/ Downtown/Midtown	7	2	2	11
From Health Education Center	3	6	2	11
From Seminole/eCampus	6	5	9	20
From EpiCenter	4	12	1	17
From Clearwater	4	2	0	6
From Tarpon	6	2	0	8
From Allstate	1	1	0	2
Total	31	30	14	75

The following disciplines are represented on the QEC:

Health Information Management	Management	Communication
Government	Education	Business Technology
Math	Ethics	Digital Media
Computer Technology	Library Science	Nursing
Public Service Administration	Dental Hygiene	Instructional Technology
Economics	Speech	History
Student Life Skills	Natural Science	

QEC meetings have been conducted on a monthly or more frequent basis throughout the process to develop the topic, plan, implementation schedule, and awareness campaign. Meetings have been held at various times and on various sites over the past three years in order to make it easier for members of the College community to participate and contribute to the process. Meetings have been advertised with Collegewide e-mails and posted on the College's SACS website. A history of the meetings held to develop the QEP is in Appendix 1, p. 75.

Avenues of Input

The QEC solicited input through a number of avenues. First, the QEC itself had widely-publicized, open meetings. Second, the QEC solicited participation and feedback through surveys, presentations at Fall Faculty meetings, and faculty professional development days. Third, SPC used its new facility, the Collaborative Lab, which enables large groups to engage in rapid strategic planning for major projects, to develop potential QEP topics and refine the focus of the QEP. Finally, the draft of the QEP was posted on a "Wiki" (software similar to that used by Wikipedia to permit reviewing and editing), allowing faculty and staff to comment on the draft and see each other's comments. Details of faculty, staff, student, and employer involvement can be found in Appendix 2, beginning on p. 76.

Selection of the Topic

The selection of the topic for SPC's QEP was a long and deliberate process so that as many constituents as possible could have a voice. The Collaborative Labs in February through April, 2005, served as the first broad-based involvement of the College community. Subsequent Collaborative Labs were held with each key constituency of the College in 2006.

Collaborative Lab History

Date	Participants	Topic
2/18/05	Program Directors/Deans	Explore possible QEP topics
2/24/05	Faculty	Explore possible QEP topics
3/4/05	QEC	Refine the focus of the QEP
4/1/05	Students	Explore possible QEP topics
1/05/06	Faculty, Program Directors, and Deans	Refine the focus of the QEP
12/01/06	Community	Explore aspects of critical thinking needed for employability

SPC's Collaborative Lab

"This one-of-a-kind meeting environment is specifically designed to help organizations achieve breakthrough results… A Collaborative Engagement is focused on organizational strengths, stakeholder participation and delivering an actionable plan by the next business day. State-of-the-art TECHNOLOGY captures [a real-time record of] all of the information your team generates. Your team can run sophisticated spreadsheets, models and simulations; brainstorm a strategy with our expert team; and map hundreds of activities and then see the whole plan at once..." (Collaborative Lab website, 2007)

During the collaborative process, several trends emerged from participants:

- The need for more discipline-specific professional development for faculty and staff
- The need to address students' learning styles
- ePortfolios
- Critical thinking
- More technology in the classroom

Over the next few months, the QEC worked with the large amount of community feedback and began to narrow the topic of the QEP. There was much discussion and debate among committee members on how to interpret the information from the Collaborative Labs and it was finally determined that a Collegewide faculty collaborative engagement was needed to help narrow the focus.

Upon reviewing the initial results of the January 5, 2006, Collegewide Collaborative Lab, the QEC felt the bottom-line question addressed in the lab (i.e., selecting research-based learning theories to apply in the classroom) still did not provide a sharp-enough focus on student learning *outcomes*; however, they saw that the raw data from the lab was rich in ideas from faculty on strategies to improve student learning.

A subcommittee of the QEC did a content analysis of the raw data and determined that *activities to promote critical thinking* were most frequently recommended to improve student learning. After the subcommittee presented the results of their analysis, the QEC proposed a revised focus statement to faculty and to senior leadership: *improving student learning in critical thinking via active and collaborative learning techniques.*

Content Analysis of Strategies to Improve Student Learning
from the raw data collected at the January 5, 2006, Collaborative Lab

Learning Item	Frequency
Critical Thinking	43
Group Activity/Collaboration	38
Case Study	21
Peer learning/Peer Critique	19
Speech/Presentation	18
Problem Solving	14
Community Service Project	5
Writing	3
Reading	2

This was later broadened to include other strategies in addition to active and collaborative learning techniques, and was worded finally to *enhance student learning by improving students' ability to think critically*.   The Faculty Senate approved the topic in March 2006, after it had received initial approval from senior leadership.

The focus on critical thinking resonated with the faculty and staff because of its alignment with the mission of SPC.

> *… providing students with advanced teaching and learning technologies in the classroom, distance education courses, international study opportunities, innovative teaching methods and a comprehensive library for promoting literacy and research. St. Petersburg College embraces continuous institutional self-evaluation to assure a climate for student success and an enduring commitment to excellence.*

In support of the College mission, one of SPC's General Education goals is to "think logically, critically and creatively to solve problems and make decisions."
SPC's Definition of Critical Thinking

Given the variety of definitions in the literature, an important step in preparing the plan to improve students' critical thinking skills was to develop a consensus among the SPC faculty on what constituted critical thinking. For the purposes of the plan, SPC began by defining critical thinking.

Members of the QEC at SPC reported on various aspects of critical thinking theory to the faculty and presented them with several definitions in order to solicit feedback and input. Through meticulous incorporation of over 200 faculty members' ideas collected in a faculty-wide survey, the committee was able to draft the following definition for critical thinking:

CRITICAL THINKING is the <u>active</u> and <u>systematic</u> process of

- Communication
- Problem-solving
- Evaluation
- Analysis
- Synthesis
- Reflection

both <u>individually</u> and <u>in community</u> to

- Foster understanding
- Support sound decision-making and
- Guide action

This definition emphasizes the importance of critical thinking on an individual level as well as in community. The definition recognizes intellectual traits of critical thinkers. It also charges students to foster understanding and engage in sound decision-making to address the College's mission of fostering critical thinking. These skills will serve as tools for students in an ever-changing marketplace and world.

Development of the Plan

The QEC requested feedback from constituents throughout the College community while drafting the QEP. Avenues of input were created and maintained throughout the process so that anyone at SPC could influence the development of this document. The QEC leadership (co-chaired by a faculty member and a program director, with oversight by a Senior Vice President and a campus Provost) worked with four formal subcommittees, *Literature Review*, *Assessment Plan*, *QEP Awareness Plan*, and the *SACS/QEP website*. Once the three initiatives, Student Success, Professional Development, and Critical Thinking Resources, were developed, the QEC transitioned into three parallel subcommittees to review various aspects of the QEP from the perspective of each initiative. Finally, a complete draft of the plan was posted on a

"Wiki" for faculty and staff to review and add their comments. Employees from across the College have taken advantage of this opportunity and the QEP reflects a wealth of input. The Wiki was accessed seven hundred and forty-eight times while available for review and edit, and the majority of comments were editorial in nature and overwhelmingly positive.

To support the process of seeking direct input and feedback from various constituencies and providing background on the specifics of the topic, the QEP Awareness team developed materials and activities to foster awareness among faculty, staff, and students.

- For the last three years, faculty have been updated on the progress on the QEP at Fall Faculty meetings through videos, flyers, and book displays.
- Posters and articles in the *Blue & White* (the Collegewide newsletter for faculty and staff) have increased awareness of the upcoming visit and the QEP topic for all employees.
- To create an in-depth awareness of the plan, all employees of the College have participated or will participate in "SACS Certified" training to educate and engage faculty and staff in understanding the SACS process and begin the initial phases of the QEP by reviewing the details of the plan. Adjunct faculty and employees unable to attend face-to-face sessions have or will have an opportunity to explore the plan in an online "SACS Certified" workshop.
- For students, SPC will introduce a short video at all campus counseling areas and in classrooms. Faculty will use the video to highlight key parts of the plan to students. The video will be streamed for online students.
- During the first weeks of the Fall 2007 semester, students will take part in fun critical thinking activities at stations on each campus.
- Finally, the Awareness team has developed printed materials such as flyers, tent cards, and bookmarks to heighten awareness of key elements of the QEP.

A calendar of awareness activities through January 2008 is posted on the QEC website; and awareness activities will continue throughout the implementation of the QEP.

Chapter 3

Critical Thinking and Student Learning

Description of the Critical Issue

The mission of St. Petersburg College (SPC) is "to provide accessible, learner-centered education for students pursuing selected baccalaureate degrees, associate degrees, technical certificates, applied technology diplomas and continuing education…," (2006-2007 Catalog, p.8) is supported by a general education goal that students be able to "think logically, critically and creatively to solve problems and make decisions" (p. 9). The importance of students being able to think critically is understood and appreciated by educators and employers alike. Nationally, critical thinking has been recognized as a paramount skill needed in the 21st Century workplace. The Commission on the Future of Higher Education (2006) found that employers consistently conveyed the message that college graduates do not have the critical thinking skills necessary to be effective in the workplace. The Commission further stressed the importance of a higher education system that prepares its students with the skills needed to be productive in a fast-paced and constantly changing economy. Between 1992 and 2003, college graduates' ability to interpret texts such as newspaper articles fell from 40% to 31%. The ability to interpret medical documents such as prescription information fell from 37% to 25% (Secretary, 2006).

The importance of students' ability to think critically also has been emphasized by local employers. In recent surveys of employers, the need for improved critical thinking skills has been specifically mentioned. In 2006, a panel of local employers participated in SPC's annual faculty professional development program. When asked what traits they were looking for in SPC graduates, they stressed the need for graduates to be able to think critically; to think through a problem. Several of the employers actually present interviewees with scenario-based problems to determine their ability to think critically. In several of the fields in which there are critical shortages in Pinellas County and the state of Florida, such as nursing and K-12 teaching, critical thinking appears in both accrediting standards and state curriculum frameworks as an essential skill for students.

Florida's State University System (SUS) schools, which include all public universities, have identified critical thinking as a key component of their Academic Learning Compacts. This means that all degree-granting units must have critical thinking goals as part of their student outcomes. Although SPC does not fall under these policy guidelines because community colleges with baccalaureate programs are not included in the SUS, SPC's baccalaureate programs have chosen to comply with them.

Data on Students' Critical Thinking Skills

During a Collaborative Lab event held in 2006 designed to determine a focus for the Quality Enhancement Plan (QEP), SPC faculty surfaced critical thinking as an essential element of student learning. In a content analysis of the Collaborative Lab responses, the topic of critical thinking was pervasive. It was evident that across all disciplines, the need for students to think critically was paramount. This was supported by lower-than-desired student means on several institution-wide surveys and assessments over the

last three years that covered critical thinking, including the Community College Survey of Student Engagement (CCSSE), the ETS Academic Profile, a theoretically-based rubric developed by faculty, and in the institution's ongoing general education assessment. On the ETS Academic Profile, for example, 78% of students were considered "not proficient" on the topic of Critical Thinking, 12% were considered "marginal," and only 10% were considered "proficient." (Compliance Certification, 2007, p. 311) Similar results were found in 2004 on the holistically-scored rubric. On a ten-question short answer analysis of a speech selected by faculty, the mean score of students with less than 45 credits of general education was 11%; while the mean score of students with over 45 credits of general education courses was 12%. These results are commensurate with national norms; however, given the importance of critical thinking in the workplace and the community, and the performance of college graduates in this area, the Quality Enhancement Committee (QEC) focused on critical thinking as a "mission-critical" topic. It began reviewing the literature on critical thinking theory and the best instructional practices for developing critical thinking skills to determine whether this was an area which could be defined and improved.

Critical Thinking Literature Review

SPC recognizes that critical thinking is not a new concept. As early as 400 BC, Socrates taught for critical thinking through dialogue and questioning to prepare young men as leaders in the ancient Greek democracy (Paul & Elder, 2006). In the time of the medieval universities, Hugo determined that *meditatio*, personal reflection and engagement with problems, was the only path to the joy of learning (Pedersen, 1997). Dewey (1933) promoted critical thinking in the development of good citizens. The Commission on the Future of Higher Education (2006) found that in order for American students to be competitive in a global market, they must be able to think critically.

Critical thinking is vital, yet it remains elusive, meaning different things to different people. As interest grew in critical thinking as the focus of a quality enhancement plan, SPC faculty members found it necessary to define what it means to think critically. They consulted numerous experts in the literature to determine what skills, abilities, and attributes the students of SPC must acquire to be considered critical thinkers.

<u>Definitions</u>

Dewey (1933) proposed reflective thinking as a way of thinking critically. He determined that the kind of thinking that causes one to seriously mull over and deliberate a subject is a preferred way of thought. Beyer (1985) defined critical thinking as a process in which the individual determines the "authenticity, accuracy, and worth of information or knowledge claims" (p. 271) and that it requires a number of separate skills. Fulton's (1989) definition of critical thinking was used by the Kellogg Center for Adult Learning Research at Montana State University. It focused on learners being able to create new ideas by analyzing information in another contextual situation.

Ennis (1993) defined critical thinking as "reasonable, reflective thinking focused on deciding what to believe or do" (p. 180). Additionally, he identified ten actions a learner usually must take in order to think critically:

1. Judge the credibility of sources
2. Identify conclusions, reasons and assumptions
3. Judge the quality of an argument, including the acceptability of its reasons, assumptions, and evidence
4. Develop and defend a position on an issue
5. Ask appropriate clarifying questions
6. Plan experiments and judge experimental designs
7. Define terms in a way appropriate for the context
8. Be open-minded
9. Try to be well-informed
10. Draw conclusions when warranted, but with caution

Fluellen (1994) considered critical thinking to be the:

> *"… ability to question one's own framework of thought, to understand the arguments and rationale of others, and to reason dialectically in such a way as to determine when one's own point of view is at its weakest and when an opposing point of view is at its strongest.." (p. 1).*

The definition calls for open mindedness and intellectual humility, two dispositions of critical thinking. Chaffee (2004) also alluded to dispositions of critical thinking in his model. He maintained that thinking critically means "carefully exploring the thinking process to clarify our understanding and make more intelligent decisions" (p. 313). His model identified specific acts necessary to think actively, discuss ideas in an organized way, and to become a critical thinker: carefully exploring situations through questioning, thinking independently, considering different perspectives, and supporting differing perspectives with reasoning and evidence.

SPC was at the forefront of defining critical thinking from the perspective of an ethics curriculum. Through its Applied Ethics Institute, faculty penned the definition of critical thinking for Pearson Education's *Ethics Applied* textbook. The Ethics faculty suggested that:

> *Critical thinking involves logic, but it is more than logic. It includes stories, common sense, and perception as well. It includes the best imagination, analysis, synthesis, logic, comparison, knowledge, wisdom, deliberation, and resolution applied to specific problems. Critical thinking brings together our best skills and achievements to resolve problems (Goree, Pyle, Baker, & Hopkins, 2006, p. 60).*

Critical Thinking Theory

Paul and Elder (2006) proposed a substantive model of critical thinking that involves not only the requisite skills, but also standards against which to measure the skills and dispositions or traits that will be realized as learners develop into critical thinkers. The elements of thought required for critical thinking to occur include questions, points of view, inferences, implications, assumptions, concepts, information, and purpose. The standards against which critical thinkers measure the quality of their thinking are clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness. As learners become adept at thinking through the elements and applying the standards of thought, they must be encouraged to develop the intellectual traits of humility, perseverance, autonomy, integrity, courageousness, empathy, fair-mindedness, and confidence in reasoning.

The Underlying Principles of
Critical Thinking

The Standards		
Clarity	Precision	
Accuracy	Significance	
Relevance	Completeness	Must be
Logicalness	Fairness	applied to
Breadth	Depth	

The Elements	
Purpose	Inferences
Questions	Concepts
Points of view	Implications
Information	Assumptions

As we learn
to develop

Intellectual Traits	
Intellectual Humility	Intellectual Perseverance
Intellectual Autonomy	Confidence in reasoning
Intellectual Integrity	Intellectual Empathy
Intellectual Courage	Fair-mindedness

Source: Paul and Elder (2006), p. 18

Dewey (1933) also recognized the dispositions or intellectual traits of critical thinking. He proposed that as learners gain understanding of reflective thinking and appreciate why reflective thinking is superior to other types of thinking, they will change their personal ways of thinking to become more effective thinkers and learners.

Critical thinking, therefore, is not just a set of skills that can be learned; it involves a change of attitude and a new mindset. In its broadest sense, critical thinking is, then, an ideal to which teachers and learners alike must aspire; it is a long-term goal that requires frequent practice within a variety of contexts (Ennis, 1993).

Critical thought cannot be taught in a single lesson or even in a single class (Nosich, 2005). Instead it must be infused throughout the curriculum. Educators do not teach critical thinking; they teach *for* critical thinking through the curriculum, and significant results cannot be expected in a short period of time (Ennis, 1993). Much progress has been made in the last three decades on the instructional theories, approaches, and strategies that support the gradual development of students' critical thinking skills. The following section summarizes the research on those methods.

Learning Theories Describing Critical Thinking

The most important thing for educators to remember is that the skills, standards, and dispositions associated with critical thinking can be taught through various classroom activities. Learning theories inform educators of strategies and methods that can be used to instill critical thinking. In a collegewide Collaborative Lab event, SPC faculty members identified three learning theories that were of most interest to them: brain-based learning, experiential learning, and novice-to-expert theory. An analysis of the real-time record of the Collaborative Lab identified critical thinking as a recurring theme of faculty interest while discussing the theories. Each of the three theories points to ways in which students can learn to think critically.

In brain-based learning, the teacher does not rely solely on lectures or textbook readings, but provides learners with tasks and problem-solving activities in a safe, challenging environment. Students learn through problem solving. Because they learn by doing, they are able to learn throughout their lives (Dwyer, 2002). They are motivated to learn by actively engaging in problem-solving activities which they understand to be a part of a greater whole (Caine Learning Institute, 2005).

Kolb's (1984) experiential learning theory is a four-part cycle: (a) learners engage in concrete experiences; (b) they reflect on these experiences; (c) they form abstract conceptualizations based on their reflections; and (d) they engage in active experimentation, applying their new knowledge to more complex situations (Lewis & Williams, 1994). Educators provide students with opportunities to engage in real or virtual experiences to help them learn concepts and transfer their learning to new experiences (Kolb, 1984). Lee and Caffarella (1994) recommended several types of in-class activities including debates, games, and group discussions. Rather than testing, teachers may use alternative forms of assessment like portfolios that include examples of items students are creating in their experience and attestations from others describing the student's competence (Jackson & MacIsaac, 1994). When designing instruction based on this theory, it is extremely important to include a discussion or written description of the experience so that students integrate the experience into their knowledge base (Kolb, 1984).

Critical thinking is a skill and, as such, cannot be acquired without considerable practice, according to novice-to-expert theory. Novice-to-expert research focuses on the development of skills. Research studies analyzed both an expert and a novice in a particular field to find the most effective way to make the novice an expert (Schunk, 2000). Students may receive progressive steps of instruction that allow them to master components of the skill as they move along the continuum from novice to expert. Actual practice of the skill plays a big role in training so that their knowledge of the skill

becomes conditionalized and fluent. Students have the opportunity to observe expert models, carry out the component tasks of a skill, and learn to develop their own metacognitive (or how they think about thinking) strategies when practicing the skill. Teachers provide students with practice and assessment, and require them to apply concepts and identify specific situations where such application would be relevant (Bransford, 2000).

Instructional Approaches and Strategies to Develop Students' Critical Thinking

As these theories suggest, students learn more effectively when they are actively involved in their learning. To be effective in teaching for critical thinking, however, students must not only be actively involved, they also must be thinking about what they are doing and thinking about their thinking process. Collaborative learning without the standards and elements of critical thinking becomes "collaborative mis-learning" (Paul, 1995, p. 95). With those caveats in mind, the review of the literature identified a number of instructional approaches that help develop students' critical thinking. Among those are active learning, collaborative learning, Socratic questioning, and significant learning experiences, as well as numerous strategies that support the various approaches.

Active learning is defined as instructional activities in which "students are doing things and thinking about what they are doing" (Bonwell & Eison, 1991, p. 2). When the activities involve thinking about their thinking process as well as thinking about what they are doing, they lead to development of critical thinking skills. Some examples of active learning are problem-solving, debate, role-playing, peer instruction, and presentations (Bonwell and Eison, 1991).

In its truest sense, collaborative learning takes place when students engage in active learning in community. Collaborative learning shifts the responsibility of learning from the teacher to the groups who are learning in community (Bruffee, 1999). For collaborative learning to be effective in leading students to critical thinking, it should be structured by the instructors, carried out by students, and contain three key elements: preparation, cognitive structuring, and role structuring (Nelson, 1994). Preparation can be based on a question relating to material students have covered, information given in class, or lab experiences. Role structuring refers to the way in which students will participate: for example, a round robin with every student having a chance to respond, group presentations, or shared writings. Cognitive structuring refers to asking questions that are more open ended, complex and require critical thinking. One form of cognitive structuring that has been used for centuries is the Socratic method of questioning.
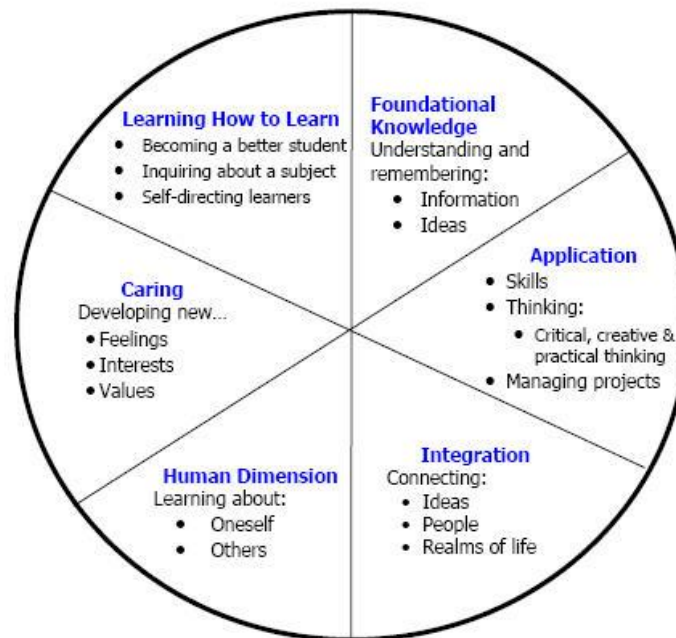
Socratic questioning involves probing deeper, investigating supporting evidence, and elaborating for clearer understanding. The goal of Socratic questioning in the classroom is to make it so familiar, so automatic that students begin to use Socratic questioning as they encounter information (Paul & Elder, 2006).

A systems approach to course design was developed by L. Dee Fink (2003), citing a 1989 study on student performance on critical thinking, or metacognitive, tasks that concluded students developed little during their college years in their ability to identify implications, assumptions, researcher bias, and causal relationships. He suggested this could be improved by the introduction of significant learning experiences within the

framework of the course, experiences that engage students and give classes a high energy level that results in "significant and lasting change" (p. 7). His *Taxonomy of Significant Learning* includes six categories that are interactive rather than hierarchical: foundational knowledge, application, integration, the human dimension, caring, and learning how to learn. In his taxonomy, critical thinking is application learning, which "allows other kinds of learning to become useful" (p. 31).

THE TAXONOMY OF SIGNIFICANT LEARNING

Learning How to Learn
- Becoming a better student
- Inquiring about a subject
- Self-directing learners

Foundational Knowledge
Understanding and remembering:
- Information
- Ideas

Application
- Skills
- Thinking:
  - Critical, creative & practical thinking
- Managing projects

Caring
Developing new...
- Feelings
- Interests
- Values

Human Dimension
Learning about:
- Oneself
- Others

Integration
Connecting:
- Ideas
- People
- Realms of life

Source: L. Dee Fink's Taxonomy of Significant Learning, p. 30

Other instructional strategies that support teaching for critical thinking include serious writing; written summaries, outlines, and illustration; and assessments (Hullfish & Smith, 1961).   Serious writing that serves as communication between teacher and learner also is a tool for enhancing critical thinking skills. Hullfish and Smith (1961) propose that margins in student papers are the workspace of the teacher. Teachers should use the margins to carry on a conversation with their students, asking probing questions, asking for elaboration, or asking for the perspective being presented. As a critical thinking tool, student writing would be presented throughout the course, not as a final project with no chance of re-thinking or elaborating on what was written. As educators read students' work and provide feedback, they look for accuracy, relatedness, and originality. It is important to view students' work through a critical thinking lens that examines various elements of critical thinking and determines the level of critical thought by applying standards of critical thinking (Paul & Elder, 2006).

Summaries, outlines, and illustrations also serve as tools for encouraging students to think through the material (Hullfish & Smith, 1961). Students learn to read course material more critically if they are asked to summarize or outline salient information

contained in readings and relate it to the logic of the discipline (Paul & Elder, 2006). Designing activities in the classroom is not the first step toward critical thinking; instead the first step in promoting critical thinking in the classroom is to make certain that teachers have developed an intuitive understanding of critical thought (Paul, Elder, & Bartell, 1997).

<u>Assessments</u> that require students to use facts they have learned rather than to regurgitate them helps develop critical thinking skills. The complex nature of critical thinking demands multiple, diverse assessment measures to determine whether students are becoming critical thinkers (Ennis, 1993). Examples of current methods in use in higher education include:

- Reflective journals (Bergen Community College, NJ)
- Common general education assignments scored with a standard rubric by trained faculty members (Community College of Baltimore, MD)
- On-line assignments (Perry, 2004)
- Interviews, observations and field notes, faculty portfolios, and faculty-developed rubrics (Surry Community College, NC)
- Faculty observation and assignment rubrics, employer rubrics (for co-op students), and student performance rubrics (Wilkes Community College, NC)
- Data-based questions in history classes (Reed, 1998)
- Published multiple choice critical thinking tests with written justifications of chosen responses (Ennis, 1993)
- Employer and alumni surveys (Stein, 2006)
- High structure, medium structure, and minimal structure essay tests scored with rubrics (Ennis, 1993)
- Interviews, observations, and essay critique (Paul, Elder, and Bartell, 1997)
- Classroom assessment techniques (Angelo & Cross, 1993).

Since students' critical thinking skills develop slowly over time, it is important to assess critical thinking skills on multiple occasions, to evaluate growth, and to identify areas that require further work.

Analysis of the Plan

Research shows that student learning is improved by the infusion of critical thinking in academic programs and student activities. In one study by the Foundation for Critical Thinking, students' critical thinking skills on a nationally-normed assessment were improved significantly with a focus on critical thinking in just one course (Reed, 1998). In another study, students at all levels of achievement improved substantially in a writing rubric after focused instruction based on Paul and Elder's critical thinking model, with low achieving students improving dramatically, over two points on a five-point rating scale (Scanlan, 2006). At New Century College of George Mason University, collaborations with student activities connect classroom study with life experiences, with positive results including higher academic performance and satisfaction with college life (Kezar, Hirsch, & Burack, 2001). The Wharton School of the University of Pennsylvania

has had excellent results with its collaboration of student and academic affairs in leadership development, which includes critical thinking skills. The study concludes that activities beyond the classroom increase learning because "much learning takes place informally and incidentally, beyond explicit teaching in the classroom" (p.31).

Professional development will enable faculty and staff at SPC to implement the various initiatives of the QEP. A review of the literature shows that faculty professional development in the areas of critical thinking and course design can have a substantive effect on student learning. Collaborative faculty groups such as Faculty Learning Communities have been effective at encouraging faculty to examine, experiment, and adopt "new (to them) teaching methods such as using appropriate technology, active learning, and student-centered learning" (Cox, 2006, Overview). The Critical Thinking Resources Initiative will be instrumental in making SPC a national leader in electronic resources in critical thinking.

SPC has determined that critical thinking skills are vital for students' success – not just while they are with us, but also in their personal and professional lives. It is evident in the literature that to be successful in fostering critical thinking, the mode in which content is currently being delivered must change (Paul et al., 1997). The effort described in the QEP calls for an infusion of critical thinking across the College. It calls for professional development, restructuring instruction, patience, and perseverance.

Benefits of the Plan

SPC expects to see numerous benefits from these initiatives in several arenas:

- *Student learning.* First and foremost, SPC expects students to benefit considerably from the increased emphasis on critical thinking. College students, nationally and at SPC, perform poorly in the area of critical thinking when tested on standardized tests and other assessments. Research indicates that given a focus on teaching for critical thinking, students' skills will improve (Reed, 1998; Scanlan, 2006).

- *Employer and graduate satisfaction.* SPC's reputation among employers and graduates, already exceptional, with over 91% of employers saying they would hire another SPC graduate, will rise. The College expects positive feedback from Advisory Committees on the improvement in students' critical thinking skills.

- *Critical thinking research.* SPC expects to contribute applied research to the field of critical thinking, which currently focuses more on general approaches than on discipline-specific approaches.

- *Quality of instruction and quality of faculty life.* SPC expects faculty to benefit significantly from the new learning strategies implemented in the classroom, in terms of satisfaction with improvements in student learning, enjoyment in developing student skills, and collegiality developed within each discipline.

- *Community benefits.* SPC expects improvements will lead to better citizenship and ethical behavior because students will be able to make better choices based on sound judgment.

- *Student competitiveness in the marketplace.* SPC expects students to be pleased with the reception they receive from employers when they can demonstrate solid critical thinking skills, which should be reflected in Recent Alumni surveys.

Chapter 4

The Plan

Rationale for Selecting Critical Thinking

After reviewing the significance of the topic, institutional and national data on student performance in the area of critical thinking, and the literature on developing critical thinking skills, the Quality Enhancement Committee (QEC) determined that critical thinking was a significant issue that faculty and the community cared about deeply. In addition, while great strides have been made in general learning theory and strategies, a review of the literature revealed very few discipline-specific examples of teaching for critical thinking. This led the QEC to believe that SPC faculty could improve student learning through its investigation of teaching for critical thinking in each discipline and development of discipline-specific instructional materials.

Focus of the Plan

St. Petersburg College's (SPC) Quality Enhancement Plan (QEP) will enhance student learning by focusing on improving students' ability to think critically. The plan has three integrated initiatives that cover a five-year period. For the purposes of this document, five years of activities are outlined, but the importance and focus on critical thinking is expected to be an ongoing priority, fully integrated within College life and curricula. Throughout the initial five-year implementation the College will assess the success of the plan and report the results to SACS in the form of SPC's Impact Report. The primary objectives of the QEP are found in the Student Success Initiative, supported by the Professional Development Initiative and the Critical Thinking Resources Initiative.

1. Student Success Initiative

This initiative is at the heart of the plan and will include implementation of classroom critical thinking activities (beginning with four pilot programs), tools that support and assess critical thinking such as student ePortfolios, and key student organization activities, all focused on improving students' critical thinking skills. Academic programs will be selected for implementation over five years, and lead faculty and staff will receive advanced professional development in order to help coordinate the rollout for their disciplines or programs. Students will be exposed to critical thinking throughout the College and will be offered opportunities to create, collect, and reflect on their artifacts within ePortfolios. A Collegewide assessment rubric template will be developed by faculty to evaluate the students' critical thinking artifacts. Key student organizations will be integrated into the process, supporting activities, seminars, and exercises that will complement and underscore the core classroom activities.

### 2. Professional Development Initiative

This initiative concentrates on professional development for faculty and staff at the College in order to provide the background and collaborative support to help faculty adapt or create instruction aimed at teaching for critical thinking. It will include

seminars led by outside experts, development of in-house and on-line training, travel to conferences, as well as professional development through Academic Roundtables (ARTs) on the campus sites. Faculty and staff at the College who have demonstrated expertise in improving students' critical thinking skills will also help to provide professional development to members of the College community. All members of the College community will have access to several professional development opportunities focused on deepening knowledge of critical thinking skills development and specialized sessions for categories of employees like instructional assistants and tutors who work directly with students and faculty using new critical thinking strategies, will be conducted as well. Faculty and staff will be introduced to critical thinking concepts as part of the "soft launch" of the initiative in August and September 2007. It is anticipated that a similar critical thinking "short course" will be part of the employee orientation for every new hire following the initial round of training. A section on how each employee intends to and has exercised critical thinking skills in their classroom or on the job will be included on every faculty and staff evaluation (Goals and Success/Progress).

3. **Critical Thinking Resources Initiative**

This initiative calls for the collection and creation of an array of critical thinking resources, many of which will be available from a single gateway website, for the purpose of supporting faculty and student research on strategies in developing critical thinking skills. It also calls for identifying, organizing, linking to, and describing outside resources that can be used in the effort. In partnership with other SACS institutions, SPC will collect, create, and house a library of electronic critical thinking tools that can be used in online or blended classrooms and will assist in developing a regional consortium on critical thinking activities and effective practices. Lastly, physical resources will be collected for campus libraries through this effort.
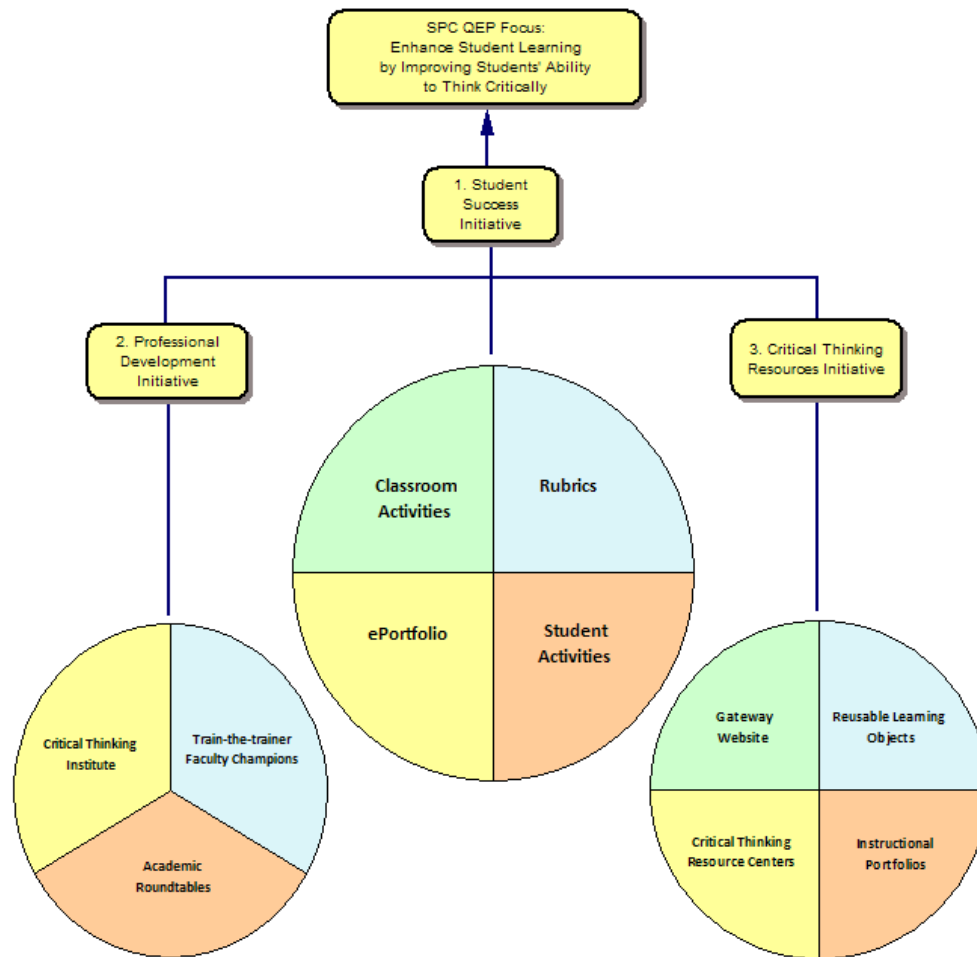
SPC Initiatives Model

Initiative 1. Student Success

Based on the literature, infusing critical thinking across the curriculum appears to be the most important approach to promote improvements in students' critical thinking (Nosich, 2005). In addition, SPC includes critical thinking as one of the general education requirements for the A.A. and A.S. degrees (Compliance Certificate, 2007, p. 391) and program curriculum sequence maps at SPC include critical thinking (Compliance Certificate, 2007, p. 447.) The Student Success Initiative will serve as the primary focus of the QEP, the culmination of the Professional Development Initiative and supported by the Critical Thinking Resources Initiative. The primary goal of the Student Success Initiative is to implement curricular activities that will improve students' critical thinking skills over the course of their program. The second goal of this initiative is to develop general and discipline-specific assessments to help faculty assess students' ability to think critically. The initiative also will include implementing an electronic portfolio for SPC students to house their critical thinking artifacts and other materials that will be

helpful when documenting learning or seeking employment or promotion. Finally, the critical thinking activities in the classroom will be complemented by critical thinking programs supported by key student organizations. The Student Success Initiative will be implemented with the following activities:

a. The Ethics department, Early Childhood Education department, College of Education (COE), and Student Life Skills (SLS) program will be the pilot programs for **fostering critical thinking in the classroom**. Faculty from these departments will attend the Critical Thinking Institute and participate in Academic Roundtables (ARTs) in the first year. Additionally, one faculty member from each of the pilot disciplines will serve as a QEP faculty champion. During the implementation following the first year, faculty members who teach courses in other disciplines at SPC will begin to train and foster critical thinking in their classrooms according to the QEP Rollout Schedule. For the next four years, faculty will be offered professional development seminars on fostering critical thinking in the classroom, and ARTs will be formed for further exploration of critical thinking within the disciplines.

b. Faculty will work with the QEP Assessment Coordinator and the Institutional Effectiveness department to develop a **Collegewide assessment rubric template** to evaluate the students' critical thinking artifacts. Faculty in Academic Roundtables and other interested faculty may attend a professional development workshop developed by faculty champions with the assistance of the QEP Assessment Coordinator on the use of the Collegewide rubric template in their courses. The QEP Assessment Coordinator also will assist faculty in developing discipline-specific assessments at their request. Samples of student artifacts will be collected after the pilot program and after the initial five-year implementation to assess improvements in students' ability to think critically.

c. Students will be trained in relevant courses on the practice of keeping **Electronic Portfolios** (ePortfolios) in which they can keep their critical thinking artifacts and examples of other types of work that may be helpful to them in documenting learning, including the development of critical thinking skills, achievement of specific critical thinking objectives embedded in standard course outlines, and skills relevant to future employment or promotion.

d. **Key student organizations,** principally Student Government Association and Phi Theta Kappa, will participate in fostering an environment of critical thinking through activities and initiatives. The QEC will work with Student Activities Coordinators and Faculty advisors for these student groups to develop and create these activities, which will be designed to complement and support classroom activity.

The Student Success Initiative was crafted to reflect successful models reviewed in the literature and create a process to monitor critical thinking skills development resulting from the infusion of critical thinking practice in the classroom, online, and related activities.

<u>Fostering Critical Thinking in the Classroom</u>

To respect the faculty request to focus on discipline-specific professional development, and to gain synergy from similar disciplines working together, SPC initially will form Academic Roundtables (ARTs) from related disciplines. Participating faculty will engage in (1) professional development, (2) research on strategies for teaching for critical thinking, (3) review of their programs to select the best courses for infusing critical thinking, and (4) developing an instructional portfolio for those selected courses. Different groupings of programs have been examined, and SPC is taking the approach of identifying the programs for the first two years only, in order to allow lessons learned and faculty input on the subsequent years.

Pilot academic programs in Years 1 and 2

	Year 1	*Year 2*
General education programs	Ethics Student Life Skills	Communication Information literacy
Baccalaureate degree programs	Education	Paralegal Studies
A.S. degree programs	Early Childhood Education	Paralegal Studies Business Technologies Sign Language Interpretation

SPC will identify related general education disciplines, baccalaureate degree programs, and A.S. degree programs for each year of the QEP, supplemented with activities or events by key student organizations, with the ultimate goal of involving most programs over the five years. Perfect alignment will not be possible because SPC has very diverse programs, but the initial intent is to group programs that can share strategies from each field that may have applicability in similar fields. For example, health programs may be grouped with the Natural Science general education discipline, design-oriented A.S. degree programs could be grouped with Humanities and Fine Arts, and Bachelor's in Banking could be grouped with General Education Math and the A.S. Accounting program. If, however, reflection on the first year of the QEP provides insights that dissimilar disciplines might enhance collaborative faculty learning or the expected synergy does not emerge, a modified rollout of disciplines would be indicated. Regardless of approach, the QEP Implementation Team would support any interdisciplinary ARTs that want to explore interconnectedness in critical thinking across dissimilar disciplines.

<u>Pilot Programs.</u> Student Life Skills (SLS) courses were considered important to include in the first year of implementation because they are taken early in a student's academic career and are required for all students with less-than-college-level skills in three developmental areas (reading, writing, and math), about 30% of the College's population. These students need to start improving their critical thinking skills as early as possible to succeed in their programs; therefore, an introduction to critical thinking

concepts is expected to be very beneficial to these new college students. Ethics, Communication, and Information Literacy were selected as the initial general education disciplines because the QEC believes the infusion of critical thinking in those disciplines will impact the most students. Ethics, in particular, was a natural selection for the first year pilot because SPC is noted for its innovative Ethics program required for all A.A. and A.S. degrees and the Applied Ethics Institute, and its members are eager to become an early core group of experts to continue the College's professional development programs after the outside experts' delivery of initial professional development courses. The Baccalaureate programs offered by the Colleges of Education and Paralegal Studies were chosen to participate early because a student's ability to think critically is emphasized by their accrediting bodies.

Rollout after Pilots. The QEC has discussed several options for rolling out programs after the initial pilots and will be using the lessons learned from the pilot programs to implement across the curriculum. One possible plan continues the initial approach of clustering related or complimentary disciplines in A.A., A.S., and Baccalaureate programs. A sample schedule of a discipline clusters rollout approach can be found in Appendix 3, p. 81.

Fostering Critical Thinking across the Curriculum

SPC has adopted a Program Sequence Map (2007, Compliance Certificate, p. 444-445) to design the curriculum for all A.A., A.S., and Baccalaureate programs. Program Sequence Maps identify the most important goals in a program and when these goals are introduced, enhanced, and reviewed. To ensure the College's general education goals are met, they are included in Program Sequence Maps in addition to discipline-specific goals; thus, Program Sequence Maps for each program identify which courses include critical thinking as a Major Learning Objective (MLO).

Excerpt from Sample Program Sequencing Map (Paralegal A.S.)

Name of Program: Legal Assisting/Paralegal Studies (LEGAL)

Goals = The most important <u>Major Learning Outcomes</u> from the courses in your program:
1 (of 9) The student will demonstrate the ability to analyze a problem; identify and evaluate alternative solutions; formulate logical solutions to problems; construct logical arguments in support of specific positions; evaluate solutions and arguments; and determine which areas of law are relevant to a particular situation. (Critical Thinking)

Introduce = Introduces the Major Learning Outcome Enhance = Enhances the Major Learning Outcome adds new or deeper content Review/reinforce = Reviews or reinforces the Major Learning Outcome	
Course Title	*Major Learning Outcome: Critical Thinking*
PLA 1003 Introduction to Legal Assisting	Introduce
PLA 1104 Legal Research and Writing	Enhance
PLA 1361 Techniques of Interview and Investigation	
PLA 1730 Computerized Legal Research	
PLA 1763 Law Office Management	
PLA 2114 Advanced Legal Research	Enhance
PLA 2203 Civil Litigation I	
PLA 2223 Civil Litigation II	Review/reinforce
PLA 2231 Medical Evidence for Legal Personnel	Review/reinforce
PLA 2303 Criminal Litigation I	
PLA 2323 Criminal Litigation II	Review/reinforce
PLA 2433 Business Organizations	Enhance
PLA 2601 Probate and Estate Planning I	
PLA 2602 Probate and Estate Planning II	Review/reinforce
PLA 2610 Real Estate Transactions	Enhance
PLA 2731 Microcomputer Litigation Skills	
PLA 2800 Family Law I	
PLA 2801 Family Law II	Review/reinforce
PLA 2940 Legal Assisting Seminar and Work Experience	Review/reinforce

As part of the Student Success Initiative, faculty in ARTs will work with their Program Directors and Deans to review Program Sequencing Maps, identify courses that currently have critical thinking as an MLO, and investigate whether adding a critical thinking MLO to others would be beneficial. Those courses with a critical thinking MLO may be selected as likely candidates for further research into class activities that provide a "teaching for critical thinking" focus.

For more examples of curriculum maps, see Appendix 4, p. 82-85.

Assessing Improvement in Students' Critical Thinking

SPC will determine improvement in students' critical thinking skills using multiple measures, including standardized instruments, authentic assessments, and indirect methods.

Standardized instruments. There are several published tests available for assessing critical thinking in higher education (Bers, 2005). These currently include the Educational Testing Service (ETS) *Measure of Academic Proficiency and Progress* (MAPP) and *iSkills* assessments.

Authentic assessments. Authentic assessments serve dual purposes of encouraging students to think critically and of providing assessment data for measuring improved

student learning. These assessment techniques fall into three general categories: criterion-referenced rubrics, student reports (reflection or self-assessments), and student portfolios.

- <u>Criterion-referenced rubrics.</u> Complex, higher-order objectives can be measured only by having students create a unique product, whether written or oral, which may take the form of in-class essays, speeches, term papers, videos, computer programs, blueprints, or artwork (Carey, 2000).

- <u>Student reflection</u>. Written reflection is espoused to have several important benefits: it can deepen the quality of critical thinking, increase active involvement in learning, and increase personal ownership of the new learning by the student (Moon, 1999).

- <u>Student portfolios</u>. Student portfolios are collections of students' work over a course or a program and can be an effective method of demonstrating student progress in the area of critical thinking (Carey, 2000).

<u>Indirect methods</u>. Student, alumni, employer, faculty, and staff reports, such as end-of-course, institutional, and national surveys and questionnaires, can provide indirect measures that help deepen the interpretation of student learning (Maki, 2004).

<u>Co-curricular Activities</u>

SPC will work with student organizations to schedule student activities and events that promote critical thinking to complement the effort to infuse critical thinking in the classroom. A number of researchers emphasize that co-curricular activities and events at a college can be learning opportunities for students (Helfgot & Culp, 2005). "Student affairs professionals add value by supporting student learning and providing a variety of programs and services intentionally designed to help students be more successful" (Helfgot & Culp, 2005, p. 14). The activities will provide additional opportunities for students to deepen and sharpen their critical thinking skills.

<u>Summary</u>

A summary of the Student Success Initiative goals, activities, and expected outcomes follows on the next page:

Summary of the Student Success Initiative Goals, Activities, and Expected Outcomes

#	Goals	Pilot Program Activities	Follow-on Activities	Pilot Program Expected Outcomes	Year 5 Expected Outcomes
1-1.	Enhance students' critical thinking skills through "teaching for critical thinking" classroom activities across the curriculum.	1. Faculty in the pilot programs will implement their new or revised practices. 2. Develop questions to collect data on student reports of instructional practices.	1. Additional faculty teach for critical thinking resulting in improvements in students' critical thinking skills. 2. Collect data on student reports of critical thinking-oriented instructional practices in revised courses or class activities.	1. By 2009, participating Academic Roundtables (ARTs) and individual faculty will have developed instructional portfolios with discipline-specific activities promoting critical thinking. 2. By 2009, students will report an increase in instructional practices improving critical thinking skills in the pilot programs.	1. By 2012, all students will have demonstrated improvement in critical thinking skills, as evidenced by scores on external tests and ratings on the Assessment Rubric for Critical Thinking (ARC). 2. By 2012, key stakeholders will report positively regarding improvements in critical thinking skills of SPC graduates. 3. By 2012, students will report an increase in instructional practices improving critical thinking skills in the majority of modified courses or class activities across the curriculum.
1-2.	Develop and use general and discipline-specific assessment tools and strategies for measuring students' critical thinking skills.	1. Deploy and refine the ARC template to assess critical thinking skills in a variety of disciplines. 2. Develop at least one discipline-specific assessment tool for each discipline in pilot programs.	1. Develop appropriate discipline-specific assessment tools for each discipline in participating programs.	1. By 2009, the ARC will have been defined, piloted, and critiqued. 2. By 2009, any discipline-specific assessments developed under the auspices of the QEP will have been piloted.	1. By 2012, a majority of programs will have at least one discipline-specific critical thinking assessment tool or strategy for measuring students' critical thinking skills.
1-3.	Collect student artifacts through ePortfolio.	1. Deploy the ePortfolio software and train Instructional Technologists in its use.	1. Implement e-Portfolios and train students to store artifacts in them.	1. By 2009, ePortfolios will have been fielded and student ePortfolio artifacts collected in selected academic programs.	1. By 2012, a range of artifacts will have been collected that demonstrate student growth in critical thinking stills in selected courses across the curriculum.
1-4.	Implement critical thinking programs supported by key student organizations.	1. Key student organizations will sponsor critical thinking programs. 2. Develop questions to collect data on student reports of critical thinking programs initiated by key student organizations.	1. Continue critical thinking programs with key student organizations. 2. Collect data on student report of student programs focused on critical thinking.	1. By 2009, key student organizations (SGA, PTK) will have partnered in programs promoting development of critical thinking skills.	1. By 2012, each key student organization will have had at least one program related to critical thinking annually. 2. By 2012, the majority of students participating in student organizations will report the critical thinking programs add value to their development of critical thinking skills.

Initiative 2. Professional Development

A review of the literature provides evidence that opportunities for in-depth faculty professional development and collaboration can have a positive impact on supporting the primary goal of improving student learning (Elder, 2005; Cox, 2006). The overall aim of the Professional Development Initiative is to provide faculty with transformative experiences using adult learning theory (andragogy), research, and strategies to develop critical thought in students.

SPC's first goal within this initiative is to offer extensive professional development opportunities to assist faculty in developing class activities to support teaching for critical thinking. This will be accomplished by providing faculty with in-house professional development opportunities from external critical thinking experts as well as developing critical thinking workshops with a discipline-specific focus in multiple delivery formats. SPC intends to reach at least three-quarters of full-time and the majority of adjunct faculty with such workshops by the end of the initial five-year implementation plan. The second goal of the initiative is to systematically train a small core of faculty members using a "train-the-trainer" approach and build on that existing base of knowledge and expertise. This approach also will help to foster interdisciplinary communication at the College. The third goal is to establish Academic Roundtables (ARTs) and other faculty/staff clusters to infuse teaching for critical thinking in academic programs through collaborative exploration of theory and strategies. Disciplines across the College will have been involved in ARTs actively pursuing improvements in teaching for critical thinking by the end of the five-year plan.

These professional development opportunities will focus initially on four pilot programs, Ethics, Early Childhood Education, Student Life Skills, and the College of Education, and then will be made available to faculty members Collegewide throughout the five-year rollout plan. The professional development initiative will be implemented with the following activities:

a. The **Critical Thinking Institute** will be held each year for the five years of the QEP implementation. Each Spring, the College will offer a comprehensive set of professional development opportunities to faculty and staff. The professional development during the first year will be onsite and will be conducted by recognized experts on critical thinking. These experts will come from organizations like the Foundation for Critical Thinking in California. During the first year, faculty and selected staff from the pilot programs as well as other College faculty interested in enhancing critical thinking instruction in their classroom will attend the institute. Online training modules used to augment face-to-face seminars and workshops will be created by the QEP team (QEP Director, QEP Assessment Coordinator, QEP Technology Coordinator, and faculty champions). These modules will cover various aspects of fostering critical thinking in and out of the classroom and serve as a key element of the professional development initiative for faculty and staff at SPC. Critical Thinking Institutes will also include educational workshops and awareness activities on each of the individual campuses each academic year. Members of the QEP team will be expected to attend and help organize each Critical Thinking Institute.

b. The "train-the-trainer" approach will begin the first year with the identification of six QEP **faculty champions**. The faculty champions and other members of the QEP team (QEP Director, QEP Assessment Coordinator and QEP Technology Coordinator) will receive specialized professional development that will assist them in becoming a resource for their fellow faculty and staff, such as attending the International Conference on Critical Thinking in California. The QEP faculty champions will come from different disciplines and campuses to assure varied representation of the College and at least one champion will come from each of the pilot programs.

c. The QEP team will foster and encourage **Academic Roundtables** (ARTs) with six-to-twelve members initially focused on academic disciplines or related discipline clusters. These communities, facilitated by individual QEP team members, will allow faculty members to share ideas on fostering critical thinking in the classroom. Members of ARTs will be able to present their ideas and strategies in campus workshops, course portfolios, and publications to College colleagues or the wider community. In the first two years of the QEP, faculty from related disciplines, such as the two-year Early Childhood Education program and the four-year Elementary Education program will be invited to collaborate in one ART or periodic joint meetings to gain synergy from strategies that may improve student learning in both programs. The programs also may find that developing stronger connections between programs through appropriate sequencing and scaffolding will foster development of students' critical thinking skills. In the later years of the QEP, it is anticipated that ARTs could be multidisciplinary as faculty and staff deepen their own critical thinking expertise.

<u>Strategies in Professional Development</u>

The annual Critical Thinking Institute will offer a wide array of strategies in teaching for critical thinking using a variety of delivery modes and may include the following professional development opportunities:

- *Critical Thinking Workshops and Conferences*. Linda Elder of the Foundation for Critical Thinking promotes the implementation of a long-term, broad-based approach to faculty development that includes substantive workshops over several years.

- *Course Design Workshops*. Although comprehensive course design or redesign is not a QEP objective, it is recognized that some faculty may choose to redesign their courses to promote critical thinking; therefore, workshops based on L. Dee Fink's (2003) seminal book on course design, *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses,* may be offered that address that option. L. Dee Fink is a SACS Summer Institute guest lecturer and president of the largest faculty development organization in North America, the Professional and Organizational Development Network in Higher Education, and his approach emphasizes using class time for critical thinking activities. Other institutions have used this approach successfully by adopting intensive course design workshops that allow faculty to address one course as a collaborative group (Saroyan & Amundsen, 2004).

- *Technology.* SPC plans to use technology, such as Community Groups within the ANGEL Course Management System, to support faculty professional development efforts and reduce the number of face-to-face meetings required. Workshop and seminar presentations, where appropriate, will be streamed over the Internet to conveniently support a live Collegewide audience and archived for later viewing by other members of the College community. The key to achieving the desired online outcomes is the collaboration in learning that results from extensive interaction between members of the faculty team (Palloff & Pratt, 1999).

- *Classroom Assessment Techniques.* Another method of instituting continuous and sustained improvement in teaching practices is through action research using classroom assessment techniques. Angelo and Cross (1993) have developed an extensive set of data-gathering techniques that can provide insight into the depth of students' learning and critical thinking skills.

- *Reflection in Instructional Portfolios.* Instructional portfolios containing suggested syllabi, class work, and assessments developed by ARTs can act as models of strategies for other faculty, especially adjunct professors (Hutchings, 1998). Reflection on the process of developing strategies, according to the American Association of Higher Education (AAHE) Course Portfolio Working Group, can be one of the most rewarding aspects of this form of professional development.

In addition, conversations with other institutions working in this same area have led the College to consider two additional strategies.

- *Inclusion of critical thinking in new employee orientation.* SPC intends to introduce new faculty and staff to the culture of critical thinking from the start of their employment. All new full-time faculty currently are required to complete six graduate level academic credits in higher education or an equivalent non-credit course for employees with doctorates, *Excellence in Academic Instruction*. SPC will ensure a substantial section on critical thinking is included in these courses. New adjunct faculty also must complete a course on college teaching, *Excellence in Adjunct Instruction*, which will be modified to include a module on critical thinking. New staff also attend an orientation session that will include an introduction to the College's critical thinking initiatives.

- *Faculty and staff evaluations.* SPC uses a collaborative evaluation process. Full-time Faculty members meet annually with their Program Directors or Deans to evaluate their own performance, receive feedback, and discuss and finalize an individual professional development plan proposed by the Faculty member for the next two-year period. Including professional development in the area of critical thinking on the evaluation will be a natural process.

Summary

A summary of the Professional Development Initiative goals, activities, and expected outcomes follows on the next page:

Summary of the Professional Development Initiative Goals, Activities, and Expected Outcomes

#	Goals	Pilot Program Activities	Follow-on Activities	Pilot Program Expected Outcomes	Year 5 Expected Outcomes
2-1.	Provide professional development opportunities to assist faculty in developing class activities to support teaching for critical thinking.	1. Provide at least six online and face-to-face seminars or related opportunities on *basic teaching for critical thinking*. 2. Collect feedback on effectiveness of professional development opportunities. 3. Provide opportunity for faculty of pilot programs and other interested faculty to attend all seminars. 4. Develop a system for recording and archiving appropriate presentations for use in subsequent years.	1. Revise seminars based on survey feedback. 2. Develop adjunct and new faculty seminars in various delivery formats.	1. By 2009, the Critical Thinking Institute will have had two completed sessions with external trainers. 2. By 2009, the QEP staff and faculty champions will have provided face-to-face and online seminars or related activities, including opportunities for adjuncts and new faculty, on *basic teaching for critical thinking*. 3. By 2009, faculty champions, in coordination with the QEC and QEP staff, will have developed RLO, assessment, and portfolio checklists to assist faculty in evaluating their critical thinking activities.	1. By 2012, SPC will have developed advanced critical thinking seminars with a discipline-specific focus for identified disciplines. 2. In 2012, at least 75% of full-time faculty and the majority of adjuncts will have participated in seminars on "teaching for critical thinking." 3. By 2012, the majority of surveys and other forms of feedback on critical thinking seminars will be positive.
2-2.	Develop in-house critical thinking expertise (i.e., faculty champions) using the "train-the-trainer" approach.	1. Identify faculty champions. 2. Faculty champions will receive specialized professional development from outside experts to become trainers. 3. Faculty champions, in collaboration with the QEC and QEP team, develop professional development opportunities for faculty.	1. Recruit additional faculty champions from the 2nd set of academic programs. 2. Faculty champions, in collaboration with other faculty, the QEC, and the QEP team, will provide discipline-specific professional development opportunities for faculty.	1. By 2009, SPC will have instituted the "Train-the-trainer" program and will have trained an initial cadre of faculty champions. 2. By 2009, faculty champions and the QEP staff will have offered a variety of presentations, seminars, and online classes to other faculty.	1. By 2012, SPC will have institutionalized the "Train-the-trainer" program in order to continue developing expertise.
2-3.	Institute Academic Roundtables (ARTs) to investigate "teaching for critical thinking" strategies.	1. Pilot ARTs in identified disciplines: Ethics, College of Education, Early Childhood Education, and Student Life Skills. 2. Develop a "teaching for critical thinking" checklist as a tool for faculty to use when modifying courses or class activities. 3. Collect feedback on effectiveness of ARTs.	1. Provide opportunities for faculty from additional disciplines to participate in ARTs: 2. Collect feedback on effectiveness of ARTs.	1. By 2009, Academic Roundtables identified in the first two pilot groups will have completed development and fielded critical thinking activities for their instructional portfolios.	1. By 2012, SPC will have formed ARTs for the majority of General Education, A.S., and Baccalaureate programs. 2. By 2012, the majority of faculty participating in ARTs will affirm the value of ARTs to research strategies.

Initiative 3. Critical Thinking Resources

A rich array of library and online materials that help develop a deeper understanding of critical thinking and how it is developed is important to fostering a critical thinking climate at the College (Elder, 2005). The overall aim of the Critical Thinking Resources Initiative is to provide a comprehensive, discipline-specific, physical and online library of models, examples, and strategies in teaching for critical thinking for use by SPC and other colleges. To achieve this, the supporting goals in this initiative are focused on collecting and developing effective tools and materials, such as instructional portfolios, which could include enhanced syllabi, class activities, or RLOs, and conference presentations or publications on strategies within disciplines. These will be made available through a gateway website.

This effort will be closely related to the professional development initiative, but it also will be an outlet for trained faculty to use their expertise to create critical thinking RLOs and instructional portfolios within their discipline or for general use in the area of critical thinking. This initiative also will help to create and foster relationships with other institutions of higher learning as SPC creates and shares its collection of critical thinking RLOs. The Critical Thinking Resources Initiative will be implemented with the following activities:

a. A **gateway website** on critical thinking will be created and managed by the QEP team. The site will serve as a link to internal and external tools on strategies, assessment, and instruction for critical thinking. The gateway website will be linked to appropriate institutional and departmental websites, and materials will be circulated using tools such as email "tip of the day" and RSS feeds. RSS (Really Simple Syndication) is a technology that allows organizations to deliver targeted material directly to a computer. By using RSS feeds, the College can keep faculty and staff informed of new resources as they become available. The website also will host instructional portfolios and all other critical thinking resources created by ARTs or individual faculty members. Critical thinking resources created by the College such as online critical thinking seminars, archived recordings of critical thinking presentations, etc., will be linked to this site as well.

b. The QEP Technology Coordinator will be responsible for the supervision and creation of the **SPC Critical Thinking RLO Library**. These RLOs will be collected or created to augment critical thinking activities in the classroom. The QEP Technology Coordinator will collaborate with faculty to develop discipline-specific RLOs that encourage critical thinking and identify critical thinking materials in other RLO databases, such as Multimedia Educational Resources for Learning and Online Teaching (MERLOT) and the Florida "Orange Grove", Florida's K20 Digital Repository, to faculty members looking for critical thinking materials in their field.

c. Faculty in pilot programs and other interested faculty will create **instructional portfolios** to house course syllabi, classroom activities, RLOs, discipline-specific critical thinking assessments, and reflection on the strategies for teaching for

critical thinking within their disciplines. Instructional portfolios will be stored on the gateway website and include materials that have been developed for the classroom and determined to be effective in developing students' critical thinking skills.

d. Finally, library members on the QEC will monitor funding to augment the current critical thinking resources for faculty and students and locate them in physical **Critical Thinking Resource Centers** at each library and online. Print and multimedia resources will be evaluated, purchased, and housed in the libraries on each campus or in Collegewide databases. Librarians will assist in this effort and serve as managers of their campus critical thinking collection. Librarians also will assist campus Student Activities Coordinators in identifying student-oriented resources for developing critical thinking skills suitable for use by student organizations, such as leadership training materials, games and simulations, and resources to support community service projects.

Strategies in developing critical thinking resource collections.

The Critical Thinking Resources Initiative will use three approaches identified in the literature as strategies in developing resource collections:

- *Collections with both professional development resources and student-oriented critical thinking materials.* Developing a deep understanding of critical thinking is on-going (Foundation, 2007) and it will demand a rich array of materials that will foster that deep understanding. Research into the development of expertise indicates that such development is a long process requiring considerable and varied exposure to examples in the area being studied (Stepich, 1991). Additionally, the library is aware of the need for materials that engage students in critical thinking. Pascarella (1995) found that use of the library by first-year students was linked to benefits in students' critical thinking.

- *Instructional portfolios.* As mentioned earlier, an instructional portfolio is the product of a collaborative group of faculty taking an in-depth look at one or more courses to develop a set of strategies for teaching the material, which might take the form of sample syllabi, class materials, student activities, or RLOs. In a research study done by AAHE (Hutchings, 1998), the AAHE Course Portfolio Working Group solicited a group of readers to review a set of course portfolios that had been developed within the context of the study. The review group saw "real and immediate usefulness in the portfolios – beyond the usefulness to the portfolio developer" (p. 98). Huber (1998) identified four forms of scholarship that are sometimes difficult to document, but which lend themselves to documentation via course portfolios: "scholarship of discovery," which is the pursuit of knowledge for its own sake; "integration," making connections within and between disciplines; application of "knowledge gained through research;" and "scholarship of teaching," which entails identifying methods of "transforming and connecting disciplinary knowledge to students' mental maps."

- *Reusable Learning Objects (RLOs).* RLOs are small multimedia/electronic segments, components, modules or mini-lessons that can be developed, used and reused in numerous courses (Project Eagle Statement of Work, 2003). RLOs are "a

way of thinking about chunking learning content." (Shapiro, et al, 2006, slide 3) They can be designed to have considerable interactivity and alternate paths (as in gaming and simulations), hence providing a potential for promoting critical thinking. "Simulations create a complete environment within which students can apply theory to and practice skills in real-world issues related to their discipline. They motivate students, provide opportunities for active participation, promote deep learning, develop interactive and communication skills, and link knowledge and theory to application." (Hertel & Millis, 2002, book jacket). The implementation of RLOs and other multimedia/electronic activities to promote critical thinking will ensure the inclusion of distance learning courses in SPC's improvement efforts, as well as blended and classroom-based courses that are web-enhanced.

In addition, conversations with other institutions working in this same area have lead the College to consider two additional strategies:

- *Regional Consortium on Critical Thinking.* As SPC has investigated critical thinking activities and practices, especially with peers in the southeast, it is apparent that many institutions have chosen critical thinking as a topic for their QEP or are working on improving critical thinking as a general education outcome. The College intends to pursue a consortium model for gaining insights on activities, programs, and other effective practices at peer institutions throughout the region.

- *Classroom Materials.* As noted, the classroom is the heart where improvements in critical thinking will occur. The College expects to include materials in classrooms and online (e.g., posters and bookmarks) to reinforce the common language and illustrate critical thinking ideas and approaches, e.g., Classroom Assessment Techniques, Socratic questioning, structured experiential learning activities, etc.

<u>Summary</u>

A summary of the Critical Thinking Resources Initiative goals, activities, and expected outcomes follows on the next page:

Summary of the Critical Thinking Resources Initiative Goals, Activities, and Expected Outcomes

#	Goals	Pilot Program Activities	Follow-on Activities	Pilot Program Expected Outcomes	Year 5 Expected Outcomes
3-1.	Compile electronic resources for SPC faculty and staff organized through a College gateway website.	1. Develop an information distribution system for future resources. 2. Develop web-based data collection methods for faculty feedback on critical thinking collections (e.g., page visits, downloads, short online surveys). 3. Develop extensive critical thinking resources in multiple formats for faculty.	1. Update and add to multiple-format faculty resources, including discipline-specific material where available.	1. By 2009, the gateway website will be designed and implemented.	1. By 2012, the majority of faculty will identify the gateway website as a valuable source of information and ideas.
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. Develop face-to-face and online seminar on the creation and appropriate uses of RLOs. 2. Offer the seminar to all ARTs and interested faculty. 3. Develop RLO checklist for faculty use.	1. Develop or collect RLOs requested by faculty of pilot programs, with an objective of at least ten per year.	1. By 2009, an initial collection of existing RLOs will have been collected.	1. By 2012, SPC will have collected or created a minimum of 50 RLOs promoting critical thinking in a variety of disciplines. 2. By 2012, a majority of RLOs will receive favorable feedback in the form of positive student and faculty reactions.
3-3.	Contribute to the critical thinking literature through presentation and publication of instructional portfolios of strategies that support "teaching for critical thinking."	1. Create method for uploading instructional portfolios.	1. Collect instructional portfolios.	1. By 2009, faculty participating in pilot programs will have been given an opportunity to present their research and portfolios to full-time and adjunct faculty.	1. By 2012, instructional portfolios will be available for the majority of programs at the College. 2. By 2012, the majority of faculty will give a positive rating to the peer presentations and portfolios on teaching for critical thinking.
3-4.	Acquire and use print and multimedia critical thinking library resources available at Critical Thinking Resource Centers housed in campus libraries.	1. Develop/organize extensive critical thinking resource collections in Critical Thinking Resource Centers at each library.	1. Update and add to critical thinking resources, including discipline-specific material where available.	1. By 2009, Critical Thinking Resource Centers will be expanded at each SPC library.	1. By 2012, the majority of faculty will identify the Critical Thinking Resource Centers as valuable sources of information and ideas.

QEP Implementation Timeline

Actions Prior to QEP Implementation

Completed Actions

The following timeline identifies those actions completed in preparation for the QEP.

- 2004-2007 – SPC engaged in broad-based involvement with a wide range of constituents to select the topic and gather input on various parts of the plan, including the use of Collaborative Labs with faculty, staff, community, and students; faculty surveys; and QEC meetings.

- Spring and Summer 2007 – SPC engaged in a variety of activities to build faculty and staff awareness of the QEP topic, including surveys to faculty on individual elements of the QEP definition, articles in weekly *Blue & White* newsletter, and preparation of "SACS Certified" training for campus and district staff.

- Summer 2006 and Summer 2007 – A number of SPC faculty and administrators attended the Annual International Conference on Critical Thinking, including the pre-conference professional development workshops.

- Summer 2007 – SPC identified and acquired an initial selection of critical thinking resources for the SPC Library system.

Pending actions after submission of the QEP

The following timeline identifies those actions planned between the submission of the QEP and approval of the plan by the on-site team.

- August 2007 – The QEP Awareness team will set up stations at each campus with entertaining critical thinking materials to intrigue students.

- August-September 2007 – At site meetings and during Professional Development Day, "SACS Certified" training will be provided for all full-time faculty and staff to highlight key parts of the QEP and the SACS accreditation process.

- September 2007 – On Professional Development Day, the QEP Awareness team plans to present a video that faculty can use to introduce the QEP in their classrooms.

- September 2007 – The student video and handouts introducing the topic of critical thinking will be distributed after Professional Development Day.

- September 2007 – The QEC will host student focus groups to assess the effect of the initial awareness activities and use the results to enhance the QEP awareness efforts among students.

Implementation Timeline

Start-up activities. The following activities are planned for the pilot groups of the QEP.

- Fall 2007-Spring 2008 – Staff will be hired, faculty champions will be identified, and critical thinking Academic Roundtables (ARTs) will be formed. The gateway website and Critical Thinking Resource Centers will be established. The Assessment Rubric for Critical Thinking (ARC) template will be developed by a team of faculty and Institutional Effectiveness staff as a template for general use and as a guide for all disciplines. Instruction will be developed focusing on teaching for critical thinking. The ePortfolio software will be configured so that training can be developed by the new Technology Coordinator for campus Instructional Technologists. Checklists to assist faculty in evaluating their activities will begin to be developed.

- Spring 2008 – Outside experts will provide critical thinking workshops for faculty in pilot programs and other interested faculty and staff. Additional seminars, workshops, and on-line training will be offered to support faculty in developing classroom activities.

- Spring-Summer 2008 – The Student Success Initiative starts. Faculty in pilot programs will evaluate critical thinking in their program sequence maps in conjunction with program directors and deans, develop appropriate critical thinking strategies for their discipline, and implement those strategies through such methods as revised syllabi, new or adapted classroom or online activities, and RLOs.

- Fall 2008 – Academic Roundtable members will pilot their efforts and gather data on results.

- Fall 2008 – Initial student programs will be scheduled.

- Spring 2009 – Activities supporting Goal 3-3 of the Critical Thinking Resources Initiative are initiated. Year 1 pilot program faculty will reflect on their experiences, improve their critical thinking activities as needed, and publish their instructional portfolios through the Critical Thinking Resource gateway website. Faculty will be encouraged to present their findings within and outside of the College at Faculty Professional Development days, subsequent year ARTs, discipline-specific conferences, and conferences on strategies in teaching and learning such as National Institute for Staff and Organizational Development (NISOD) and the International Critical Thinking Conference.

- Fall 2009 – Participating program faculty will work with Institutional Effectiveness on evaluating their results and share their strategies with the adjunct faculty in their disciplines.

Follow-on implementation. The second group of pilot ARTs will overlap with the first, starting in Spring of 2009. Planned activities parallel those of the pilot ARTs and will run through Fall 2010. A full review of the Quality Enhancement Plan is scheduled for Summer 2009. The schedule for years 3 through 5 may change based on lessons learned from the first full cycle.

The Rollout Year in Brief

Date	Activities	Constituents
Fall 2007	QEP staff hired.	Senior leadership, in coordination with QEC and FGO.
Fall 2007	QEP faculty champions identified and Academic Roundtables (ARTs) established.	QEC, in coordination with senior leadership and FGO.
Fall 2007-Spring 2008	Planning, development of critical thinking workshops, rubrics, surveys, and checklists.	QEP faculty champions, QEP Director, QEP Assessment Coordinator, QEP Technology Coordinator, faculty within pilot disciplines
Spring 2008	Faculty from pilot programs and other interested faculty and staff attend the Critical Thinking Institute.	Faculty within pilot disciplines, interested faculty and staff
Spring 2008	Faculty from pilot programs meet regularly to explore strategies of teaching for critical thinking and participate in short seminars: 1. Evaluate program sequence map 2. Identify courses 3. Evaluate/develop objectives/syllabus 4. Evaluate/develop critical thinking activities for course 5. Develop RLOs 6. Develop CATs and assessments	QEP faculty champions, QEP Director, QEP Assessment Coordinator, QEP Technology Coordinator, faculty within pilot disciplines
Spring-Summer 2008	Establish gateway website and Critical Thinking Resource Centers. Install ePortfolios and train Instructional Technologists in their use.	QEP faculty champions, QEP Director, QEP Technology Coordinator
Fall 2008	Initial implementation & assessment of pilot program strategies.	QEP faculty champions, QEP Director, QEP Technology Coordinator, QEP Technology Coordinator, Faculty within pilot disciplines
Fall 2008	Initial student programs	QEP Team, faculty advisors, participating students, Directors of Student Activities
Spring 2009	Reflection, revision of materials as needed, and publication.	Faculty in pilot programs, faculty advisors, participating students.

Summary of Goals and Expected Outcomes

Student Success Initiative:

Goal 1-1.	*Enhance students' critical thinking skills through "teaching for critical thinking" classroom activities across the curriculum.*
1.	By 2012, students will have demonstrated improvement in critical thinking skills, as evidenced by scores on external tests and ratings on the Assessment Rubric for Critical Thinking (ARC).
2.	By 2012, key stakeholders will report positively regarding improvements in critical thinking skills of SPC graduates.
3.	By 2012, 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.	By 2012, 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.	By 2012, a range of artifacts will have been collected that demonstrate student growth in critical thinking stills in selected courses across the curriculum.
Goal 1-4.	*Implement critical thinking programs supported by key student organizations.*
1.	By 2012, each key student organization will have had at least one activity related to critical thinking annually.
2.	By 2012, 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.	By 2012, SPC will have developed advanced critical thinking seminars with a discipline-specific focus for identified disciplines.
2.	In 2012, at least 75% of full-time faculty and the majority of adjuncts will have participated in seminars on "teaching for critical thinking."
3.	By 2012, 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.	By 2012, SPC will have institutionalized the "Train-the-trainer" program in order to continue developing expertise.
Goal 2-3.	*Institute Academic Roundtables to investigate general and discipline-specific strategies for teaching for critical thinking.*
1.	By 2012, SPC will have formed ARTs for the majority of General Education, A.S., and Baccalaureate programs.
2.	By 2012, 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.	By 2012, the majority of faculty will identify the gateway website as a valuable source of information and ideas.
Goal 3-2.	*Create or 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.	By 2012, SPC will have collected or created a minimum of 50 RLOs promoting critical thinking in a variety of disciplines.
2.	By 2012, 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.	By 2012, instructional portfolios will be available for the majority of programs at the College.
2.	By 2012, 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.	By 2012, the majority of faculty will identify the Critical Thinking Resource Centers as valuable sources of information and ideas.

Chapter 5

Assessment of the Plan

Principles of Quality Assessment

SPC focuses on assessment-driven improvement. From the Institutional Effectiveness processes to assessment of the Quality Enhancement Plan, assessment is used to identify, support, and establish positive change within the College. Once SPC has clearly identified its objectives, it acts through the process of teaching, researching, and managing to accomplish its desired outcomes. The level of success is then evaluated. A straightforward assessment process requires a realistic consideration of the intended outcomes that the institution has set and a frank evaluation of the evidence that the institution is achieving that intent. There is no single right or best way to measure success, improvement, or quality. Nevertheless, objectives must be established, data related to those objectives must be collected and analyzed, and the results of those findings must be used to drive improvement.

Focus of Assessment

The College defines eleven general education requirements for the Associate in Arts degree and the Associate in Science degree in the Board of Trustees (BOT) rule 6Hx23-4.32. While critical thinking is implied in many of the College's general education outcomes, general education outcome #10 specifically address the ability to think critically. It states students should be able to "think logically, critically, and creatively to solve problems and make decisions."   The SPC General Education Program Sequence Map (Compliance Certificate, 2007, p. 444-445; see also Appendix 4, p. 82-85) shows the critical thinking competency is introduced, enhanced, and reinforced across the general education curriculum. This concept of critical thinking is explicitly defined in SPC's definition of critical thinking: "*Critical thinking is the active and systematic process of communication, problem-solving, evaluation, analysis, synthesis, and reflection, both individually and in community, to foster understanding, support sound decision-making and guide action.*"

Outcomes measures will be assessed using direct and indirect instruments. Direct assessment instruments are those that evaluate representations of student work. Indirect measures are those that are designed to measure student and stakeholder perceptions of skill attainment and performance.

In addition to the primary assessment focus on the outcomes measures regarding students' critical thinking skills, it is also necessary to have process measures that monitor the progress of the implementation plan. These process measures are linked to and accomplished prior to the outcomes measures. SPC has identified specific process tasks for each initiative and has systems in place to monitor those process measures.

Evaluating the Quality Enhancement Plan

The QEP effort will be monitored utilizing existing institutional effectiveness processes to determine whether the implementation phase is accomplishing the tasks and meeting

the goals/objectives/progress indicators set out in the plan. SPC's Institutional Effectiveness processes were described in detail in the Compliance Certification (2007), Section 2.5. In this evaluation process, SPC will follow Stufflebeam's (1971) CIPP evaluation model which looks at context, input, process, and product in a holistic manner to judge success.

- In the Context Evaluation, SPC defined the needs, goals, and objectives for the QEP. Employer and student data were analyzed to diagnose problem areas and identify the focus of the QEP.

- In the Input Evaluation, SPC conducted a comprehensive literature review of the focus, critical thinking, and of learning theories, instructional design approaches, and instructional strategies, and determined the institutional capability, budgetary requirements, and rollout schedule for the initial pilot academic programs.

- In the Process Evaluation, SPC will monitor action plans undertaken to implement the QEP, including reporting on milestones reached (e.g., face-to-face and online training modules, RLOs, discipline-specific activities and assessments, ART and individual faculty instruction portfolios, or student ePortfolios) produced in each initiative.

- In the Product Evaluation, SPC will utilize two already existing program review formats/processes the *Academic Program Assessment Report* (APAR) and the *Comprehensive Academic Program Review* (CAPR) to monitor the QEP's impact on student learning in individual academic programs. Critical thinking goals/objectives/progress indicators will be incorporated in both the APAR and CAPR. In both assessment formats/processes data is collected continuously, and the reports are completed on a three year rotating cycle by academic program area. SPC's CAPR has been developed to meet three objectives within the academic assessment process:

  - To provide a comprehensive report that summaries all elements of the program's viability and productivity from a 360-degree perspective (assessment of students, faculty, College, and employers).

  - To provide comprehensive and relevant program-specific information to key College stakeholders, such as the President's Cabinet members, in order to make critical decisions regarding the continued sustainability of a program.

  - To provide program leadership a vehicle to support and document actionable change for the purposes of performance improvement.

Three-Year Academic Program Assessment Cycle
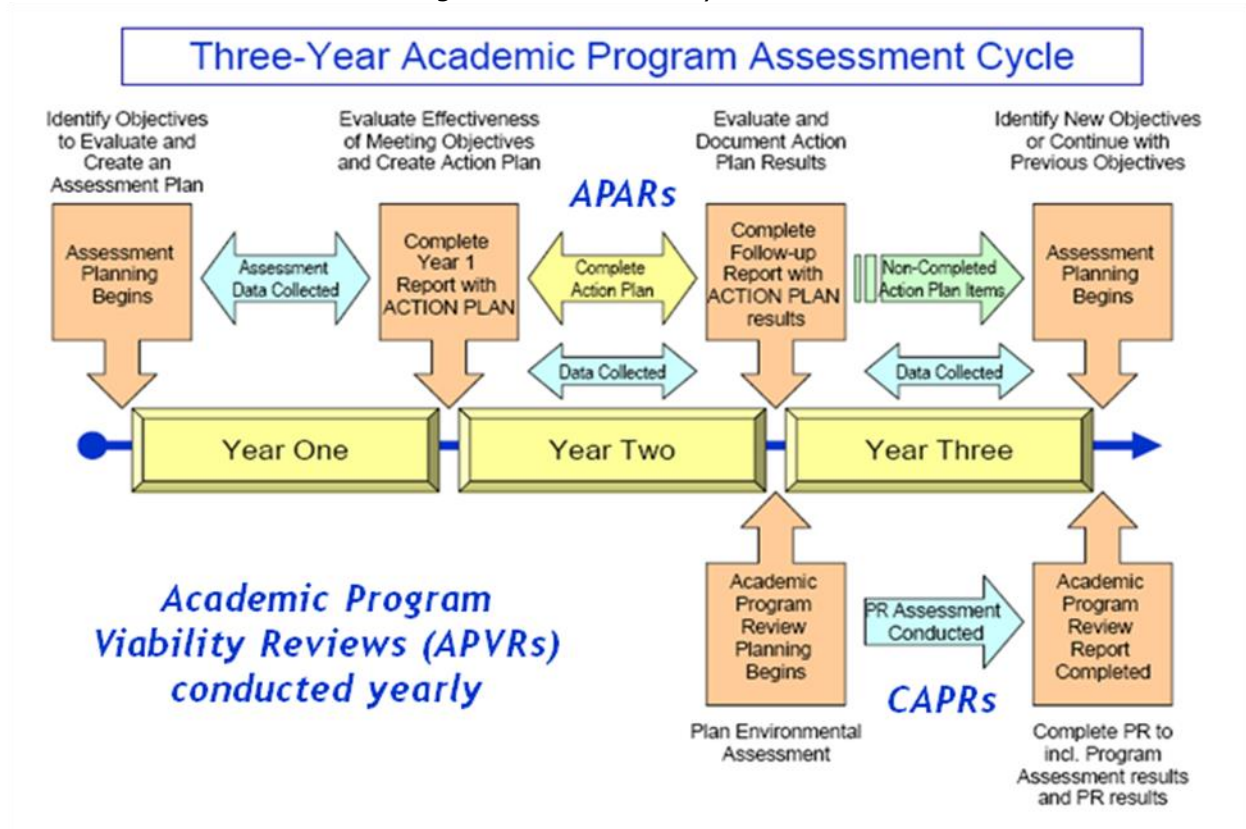
Use of Results

To encourage the use of results, the program director and provost are required to include an action plan for improving the performance of the program. A follow-up report on these results is required the following year. The CAPR process also includes a review of the CAPR documentation by the technical advisory committee and the President's Cabinet. Using this three-year academic program assessment cycle, the programs and disciplines involved in critical thinking QEP initiatives will create an assessment plan, collect the assessment data, and prepare the first year report summarizing the results including the action plan to be completed during the following year. At the end of the second cycle year, the follow-up report will be prepared including the action plan results. In the third year, a comprehensive academic program review will be conducted to assess the overall impact of the QEP initiatives.

Annually, APAR and CAPR results are summarized and presented to the Educational Oversight Committee. This committee utilizes this information to (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 for quality improvement initiatives for the next institutional effectiveness and planning cycle.

In addition, the QEP Director will track progress using appropriate project management tools and report regularly to the Senior Vice President for Academic and Student Affairs (Senior Vice President, ASA) and the Senior Vice President for Baccalaureate Programs and University Partnerships, and annually to the Education Oversight Committee as part of SPC's strategic planning process and to the Board of Trustees.   (See Appendix 5, starting on p. 86, for *Proposed Model for Detailed Implementation Plan*)

At the end of the pilot program implementation period and initial five-year QEP implementation, the QEC will work with participating faculty in a Collaborative Lab to evaluate the student learning gains at the course level. Data used in the lab will be based on formative evaluation comments captured in instructional portfolio reflection, including comments on results of faculty-developed, discipline-specific assessments where appropriate. Student reports on the effects of the QEP will be collected through the Collaborative Lab process in addition to student feedback captured as part of the Student Survey of Instruction (described below under *Assessment Instruments*). Using CAPRs, the QEC will evaluate student learning gains at the program level, and using MAPP, iSkills, and samples of student ePortfolios, the QEC will evaluate student learning gains at the institution level. After evaluating the results at student, course, program, and institution levels, the QEC will recommend future institutional objectives and budget for continuing to improve students' ability to thing critically to the Educational Oversight Committee, as part of the institution's strategic planning process.

Expected Outcomes

Specific expected outcomes have been identified for each initiative during the pilot phase of the QEP. At the full program review at the end of the first two years, SPC will identify the expected outcomes for the subsequent implementation phase using the lessons learned from the pilot period.

Expected Outcomes	Startup Milestones	Follow-on Milestones
Student Success Initiative:		
• Critical thinking classroom activities in pilot programs	Fall 2008	Fall 2009
• Assessment Rubric for Critical Thinking (ARC)	Fall 2007- Spring 2008	
• Discipline-specific assessments	Fall 2008	Fall 2009
• ePortfolios implemented	Fall 2008	
• Student programs supported by key student organizations	Fall 2008	Fall 2009
Professional Development Initiative:		
1. Critical Thinking Institutes, including introductory workshops for Academic Roundtables and in-depth workshops for faculty champions.	Spring 2008	Spring 2009
2. Face-to-face and online training seminars provided by faculty champions and QEP staff	Spring 2008	Spring 2009
3. RLO, assessment, and portfolio checklists	Spring 2008	

Expected Outcomes	Startup Milestones	Follow-on Milestones
Critical Thinking Resources Initiative:		
4. Gateway website	Spring 2008	Spring 2009
5. Online RLO library	Spring 2008	Spring 2009
6. Instructional Portfolios for pilot programs	Spring 2009	Spring 2010
7. Presentations to faculty	Fall 2009	Fall 2010
8. Critical Thinking Resource Centers at all SPC libraries	Spring 2008	Spring 2009

Assessment Instruments

Accurate assessment requires multiple instruments and multiple measurement perspectives. As such the assessment model for the QEP plan will include direct and indirect assessment instruments as well as internally and externally developed instrumentation. The use of internally and externally developed instruments provides a balance between large scale standardization/validation and customized institutional specific assessment.

Proposed Direct Assessment Instruments

- The *Measure of Academic Proficiency and Progress (MAPP)* test, externally developed by Educational Testing Services, Inc. (ETS), Inc., is a measure of college-level reading, mathematics, writing, and critical thinking in the context of the humanities, social sciences, and natural sciences. The MAPP test is designed for colleges and universities to assess their general education outcomes, so they may improve the quality of instruction and learning. It focuses on the academic skills developed through general education courses, rather than on the knowledge acquired about the subjects taught in these courses. The MAPP test will be given bi-annually to a random selection of graduating students.

- The *iSkills™* assessment (former ICT Literacy Assessment), externally developed by ETS, Inc., is a comprehensive test of Information and Communication Technology proficiency that uses scenario-based critical thinking tasks to measure both cognitive and technical skills. The assessment provides support for institutional literacy initiatives, guides curricula innovations, informs articulation and progress standings, and assesses individual student proficiency. The *iSkills* assessment is targeted towards students completing selected information literacy General Education courses, such as CGS 1100, Microcomputer Applications, and selected Baccalaureate capstone courses.

- *Assessment Rubric for Critical Thinking (ARC)*, to be developed by SPC, will be a global rubric template developed for the College to provide a snapshot view of how student learning is being affected by the critical thinking initiative. It will be designed to assess a variety of student projects from a critical thinking perspective. For example, students in a composition class may be asked to complete a paper on a specific topic. This ARC rubric template will evaluate the student's use of critical

thinking skills in the development of the paper as opposed to specifically evaluating the quality of student's writing skills. The ARC rubric template will be designed to be flexible enough to address a number of student project modalities including written and oral communications.

Proposed Indirect Assessment Instruments

- The *Community College Survey of Student Engagement (CCSSE)* was established in 2001 as part of the Community College Leadership Program at The University of Texas at Austin. It is a tool for assessing quality in community college education. *CCSSE* results (1) focus on practice that promotes high levels of student learning and retention and (2) identify areas in which community colleges can improve their programs and services for students. The *CCSSE* is developed from research regarding 'what works' in strengthening student learning and persistence.

- The *Student Survey of Instruction (SSI)* is administered each Fall and Spring semester in classroom settings and every semester in online classes. Students are asked to provide feedback on the quality of their instruction. The purpose of the *SSI* survey is to acquire student input on the quality of courses, faculty, and instruction to help guide improvement efforts.

- Students are surveyed multiple times during their academic experience at SPC. The *Entering Student Survey, Enrolled Student Survey, Graduating Student Survey, and Recent Alumni Survey* are the primary surveys that have been developed to collect student feedback of their experience. Students are provided questions regarding their academic experience, student services, and knowledge of skills associated with SPC's general education outcomes.

- *Employer Surveys* are sent out to employers of recent SPC graduates in order to gather information on graduates' knowledge and behavior associated with SPC's general education outcomes.

Proposed Evaluation Checklists

- *Critical Thinking Assessment Checklist*, to be developed by pilot groups in the first year, will be a checklist tool developed to assist College faculty in evaluating the quality and appropriateness of program and class-specific critical thinking assessments that they design with the support of faculty champions and the QEP Assessment Coordinator.

- *Critical Thinking Instructional Portfolio Checklist.* Through its Project Eagle grant, SPC has created a checklist for redeveloping courses for distance learning that can be adapted for reviewing critical thinking instructional portfolios. The checklist currently includes requirements to apply the Seven Principles of Good Practice, ADA accessibility guidelines, and principles of good web design, and develop higher-level thinking activities (in accordance with Bloom's taxonomy) as well as interactive and collaborative activities, all strategies shown in the research to promote critical thinking.

- *Critical Thinking Reusable Learning Objects Checklist*, to be developed by SPC, will be a checklist tool developed to assist in reviewing critical thinking reusable learning objects. This form will assist faculty in evaluating the quality, appropriateness, and

reusability of various program-specific critical thinking assessments that they design with the support of the QEP Technology Coordinator to serve as good examples in the area of critical thinking for online and blended classes.

Measures of Success

<u>Student Success Initiative</u>

This initiative will include implementation of critical thinking classroom activities, complemented by activities by student organizations and student ePortfolios. <u>Process measures</u> include (1) the implementation of courses and class activities modified by faculty to enhance students' critical thinking, (2) the completion of rubrics and surveys for data collection, (3) implementation of ePortfolio, including training of Web and Instructional Technology Support (WITS), faculty, and students in its use, and (4) the implementation of student club organization critical thinking activities. SPC will avail itself of external and internal measures to determine changes in students' critical thinking skills. <u>External measures</u> will provide a direct comparison with national norms, while <u>internal measures</u> will provide a more qualitative, yet valid, comparison measure. SPC's internally-developed rubric template, ARC, will allow comparisons across time and across the institution. Student artifacts may be collected in ANGEL ePortfolios or from individual faculty members for summative evaluation. Finally, student reports of teaching will reflect the increased emphasis on developing critical thinking skills.

Process measures for the Student Success Initiative

Objectives	Project Expected Outcomes	Indicators
1. Enhance students' critical thinking skills across the curriculum through "teaching for critical thinking" classroom activities.	1. Discipline-specific classroom activities that promote development of students' critical thinking	1. Number of academic programs and faculty participating in development of critical thinking activities
2. Develop general and discipline-specific assessment tools and strategies for measuring students' critical thinking skills, including collection of student artifacts through ePortfolio.	1. General assessment tools and strategies 2. Discipline-specific assessment tools and strategies 3. ePortfolio artifacts	1. Number of discipline-specific critical thinking assessments 2. Number of students using ePortfolio
3. Implementation of critical thinking programs supported by key student organizations.	4. Student programs and activities	1. Number of student activities

The success of this initiative will be measured by the following standards:

#	Goals	Pilot Program Expected Outcomes	Year 5 Expected Outcomes	Assessments
1-1.	Enhance students' critical thinking skills through "teaching for critical thinking" classroom activities across the curriculum.	1. By 2009, participating Academic Roundtables (ARTs) and individual faculty will have developed instructional portfolios with discipline-specific activities promoting critical thinking. 2. By 2009, students will report an increase in instructional practices improving critical thinking skills in the pilot programs.	1. By 2012, all students will have demonstrated improvement in critical thinking skills, as evidenced by scores on external tests and ratings on the Assessment Rubric for Critical Thinking (ARC). 2. By 2012, key stakeholders will report positively regarding improvements in critical thinking skills of SPC graduates. 3. By 2012, students will report an increase in instructional practices improving critical thinking skills in the majority of modified courses or class activities across the curriculum.	Direct 1. MAPP test 2. iSkills test 3. ARC template Indirect 1. Employer surveys 2. Alumni surveys 3. CAPRs 4. Student surveys and focus groups
1-2.	Develop and use general and discipline-specific assessment tools and strategies for measuring students' critical thinking skills.	1. By 2009, the universal rubrics will have been defined, piloted, and critiqued. 2. By 2009, any discipline-specific assessments developed under the auspices of the QEP will have been piloted. 3. By 2009, ePortfolios will have been implemented and student ePortfolio artifacts collected in selected academic programs.	1. By 2012, a majority of programs will have at least one discipline-specific critical thinking assessment tool or strategy for measuring students' critical thinking skills.	1. Instruments (surveys, portfolio reflections) related to faculty feedback on effectiveness of critical thinking assessments.
1-3.	Collect student artifacts through ePortfolio.	1. By 2009, ePortfolios will have been implemented and student ePortfolio artifacts collected in selected academic programs.	1. By 2012, a range of artifacts will have been collected that demonstrate student growth in critical thinking stills in selected courses across the curriculum.	1. ARC template
1-4.	Implement critical thinking programs supported by key student organizations.	1. By 2009, key student organizations (SGA, PTK) will have conducted student programs promoting development of critical thinking skills.	1. By 2012, each key student organization will have had at least one activity related to critical thinking annually. 2. By 2012, the majority of students participating in student programs focusing on critical thinking skills will report that the activities add value to their development of these skills.	1. Instruments (survey, focus group, or "debriefings" from student activities) related to student reports of critical thinking activities

Professional Development Initiative

This initiative concentrates on the professional development of faculty and staff at the College. Process measures include (1) developing and delivering the number of workshops identified in the plan, (2) providing outside expert professional development, (3) developing co-curricular activities, (4) implementing Academic Roundtables (ARTs) each year. In addition, the QEP Implementation team will monitor the number of participants in the various professional development opportunities to evaluate the level of participation as an indicator of success. Website visits, downloads, conference presentations, and publications will be evidence of the contribution SPC's faculty are making to their field and to the body of research on critical thinking. The Professional Development Initiative will be evaluated through workshop surveys and Comprehensive Academic Program Reviews (CAPRs). ARTs will be evaluated through participant satisfaction surveys.

Process measures for the Professional Development Initiative

Objectives	Project Expected Outcomes	Indicators
1. Provide yearly training opportunities.	1. Annual Critical Thinking Institutes, including introductory workshops for ARTs and in-depth workshops for faculty champions 2. Online seminars 3. RLO, Assessment, and instructional portfolio checklists	1. Number of full-time and adjunct faculty participating 2. Number of registrations or downloads of online seminars
2. Develop in-house critical thinking expertise (i.e., faculty champions) through the "train-the-trainer" program.	1. Face-to-face and online training seminars provided by the QEP team 2. RLO, assessment, and portfolio checklists developed by the QEP team	1. Number of faculty champions 2. Number of face-to-face and online training seminars developed 3. Number of RLOs, assessments, and checklists developed
3. Establish ARTs.	1. Discipline/program specific ARTs 2. Cross-sectional ARTs including faculty, non-academic staff, students, advisory committee members	1. Number of ART's established 2. Number of full-time and adjunct faculty participants 3. Number of non-academic staff participants

The success of this initiative will be measured by the following standards:

#	Goals	Pilot Program Expected Outcomes	Year 5 Expected Outcomes	Assessments
2-1.	Provide professional development opportunities to assist faculty in developing class activities to support "teaching for critical thinking."	1. By 2009, the Critical Thinking Institute will have had two completed sessions with external trainers, including introductory workshops for Academic Roundtables and in-depth workshops for faculty champions. 2. By 2009, the QEP staff and faculty champions will have provided the face-to-face and online seminars or related activities on basic teaching for critical thinking. 3. By 2009, faculty champions, in coordination with the QEC and QEP staff, will have developed RLO, assessment, and portfolio checklists to assist faculty in evaluating their critical thinking activities.	1. By 2012, SPC will have developed advanced critical thinking seminars with a discipline-specific focus for identified disciplines. 2. In 2012, at least 75% of full-time faculty and the majority of adjuncts will have participated in seminars on "teaching for critical thinking." 3. By 2012, the majority of surveys and other forms of feedback on critical thinking seminars will be positive.	1. Critical thinking workshop evaluations
2-2.	Develop in-house critical thinking expertise (i.e., faculty champions) using a "train-the-trainer" approach.	1. By 2009, faculty champions and the QEP staff will have offered a variety of presentations, seminars, and online classes to other faculty. 2. By 2009, SPC will have instituted the "train-the-trainer" program and will have trained an initial cadre of faculty champions.	1. By 2012, SPC will have institutionalized the "train-the-trainer" program in order to continue developing expertise.	1. Feedback from faculty champions on the "Train-the-trainer" program
2-3.	Institute Academic Roundtables (ARTs) to investigate general and discipline-specific strategies for "teaching for critical thinking."	1. By 2009, ARTs identified in the first two pilot years will have completed development and fielded critical thinking activities for their instructional portfolios.	1. By 2012, SPC will have fielded ARTs for the majority of General Education, A.S., and Baccalaureate programs/faculty. 2. By 2012, the majority of faculty participating in ARTs will affirm the value of ARTs to research strategies.	1. Feedback from ART participants

Critical Thinking Resources Initiative

This initiative is intended to create an array of electronic resources, many of which will be available from a single gateway website. The initiative also calls for organizing, linking to, and describing outside resources, and increasing the size of the critical thinking collections at each site. Process measures include (1) the development of a website for linking outside critical thinking resources, uploading RLOs created or collected, and posting instructional portfolios for use by others, and (2) providing opportunities to the resource developers to share strategies.

Process Measures for the Critical Thinking Resources Initiative

Objectives	Project Expected Outcomes	Indicators
1. Develop resources for faculty/staff use.	1. Reusable learning objects (RLOs) 2. Checklist for RLO development	1. Number of RLOs developed 2. Number of faculty utilizing checklists 3. Number of RLOs developed by faculty/staff
2. Collect and organize critical thinking resources.	1. Gateway website 2. RLO library 3. Library Critical Thinking Resource Centers	1. Number of hits on website 2. Number of resources included in website 3. Number of RLOs collected 4. Number of print/multimedia resources
3. Integrate tools and resources within the classroom.	1. Instructional/program portfolios and signature classes	1. Number of instructional portfolios/signature classes

The success of this initiative will be measured by the following standards:

#	Goals	Pilot Program Expected Outcomes	Year 5 Expected Outcomes	Assessments
3-1.	Compile electronic critical thinking resources for SPC faculty and staff organized through a College gateway website.	1. By 2009, the gateway website will be designed and implemented.	1. By 2012, the majority of faculty will identify the gateway website as valuable sources of information and ideas.	1. Feedback collected from ART participants
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. By 2009, an initial collection of existing RLOs will have been collected.	1. By 2012, SPC will have collected or created a minimum of 50 RLOs promoting critical thinking in a variety of disciplines. 2. By 2012, a majority of RLOs will receive favorable feedback in the form of positive student and faculty reactions.	1. Feedback collected from ART participants
3-3.	Contribute to the critical thinking literature through presentation and publication of instructional portfolios of strategies that support teaching for critical thinking.	1. By 2009, faculty participating in pilot programs will be given an opportunity to present their research and instructional portfolios to full-time and adjunct faculty.	1. By 2012, instructional portfolios will be available for the majority of programs at the College. 2. By 2012, the majority of faculty will give a positive rating to the peer presentations and portfolios on teaching for critical thinking.	1. Professional Development Day surveys
3-4	Acquire and use print and multimedia critical thinking library resources through the Critical Thinking Resource Centers.	1. By 2009, Critical Thinking Resource Centers will be expanded at each SPC library.	1. By 2012, the majority of faculty will identify the Critical Thinking Resource Centers as valuable sources of information and ideas.	1. Feedback collected from ART participants

Chapter 6

Institutional Capability

Institutional Planning and Resources

St. Petersburg College (SPC) has planned and budgeted to provide the appropriate monetary, staff, academic, and physical resources necessary to implement and successfully complete this Quality Enhancement Plan (QEP). The QEP was developed with involvement from various constituent groups at the College within the framework of SPC's mission, strategic goals, and institutional ability. The initiatives within the QEP can be linked to the College's Strategic Objectives and Institutional Objectives (SD-IOs) as well.

Strategic Planning

In order to ensure that SPC has allocated sufficient resources for the QEP, it has fully integrated QEP tasks and budget requirements into its ongoing, integrated, and institution-wide research-based planning and evaluation system. The College's strategic planning process flows from the College Mission into a system that addresses five-year Strategic Directions and annual Institutional Objectives.

College Mission and Institutional Objectives

The mission of SPC is:

> *… to provide accessible, learner-centered education for students pursuing selected baccalaureate degrees, associate degrees, technical certificates, applied technology diplomas and continuing education within our service area as well as globally in programs in which the College has special expertise. As a comprehensive, multi-campus postsecondary institution, St. Petersburg College seeks to be a creative leader and partner with students, communities, and other educational institutions to deliver enriched learning experiences and to promote economic and workforce development.*

> *St. Petersburg College fulfills its mission by developing an outstanding team of diverse faculty and staff providing students with advanced teaching and learning technologies in the classroom, distance education courses, international study opportunities, innovative teaching methods and a comprehensive library for promoting literacy and research. St. Petersburg College embraces continuous institutional self-evaluation to assure a climate for student success and an enduring commitment to excellence.*

To accomplish this mission, SPC has developed College Goals, including goals for General Education of all students. One of the College Goals specifically addresses the need to develop students' critical thinking skills:

> [SPC will] *provide an open admission general education curriculum which results in students' achievement of the following educational outcomes: [to] "***think logically, critically and creatively to solve problems and make decisions****."*

The QEP addresses this goal supporting the mission statement directly.

Institutional objectives addressed by QEP

The College has made a systematic effort to align the QEP initiatives with Institutional Objectives. Several Institutional Objectives address improving faculty skills, resources supporting student learning, and evaluation instruments to assess student learning. The following table shows the alignment between the QEP Initiatives and the College's Institutional Objectives:

Institutional Objectives	*QEP Initiative*
Plan for introduction of teaching for critical thinking concepts to 100% of full-time faculty to enhance student learning.	Professional Development Initiative and Critical Thinking Resources Initiative
Provide support for faculty who are developing courses; particularly courses with an emphasis on using critical thinking instructional strategies to provide workshops and seminars for at least two hundred (200) faculty members in future years.	Professional Development Initiative and Critical Thinking Resources Initiative
Complete the Quality Enhancement Plan (QEP) including the associated financial plan, resulting in approval/reaccreditation by SACS. Begin implementation of the high priority items in the QEP.	Professional Development Initiative, Critical Thinking Resources Initiative, and Student Success Initiative

Unit planning

The College's Unit Planning and Budgeting processes are centered on: (a) more than 150 Unit/Budget Managers, and (b) development of departmental unit plans and budget requests. During the unit planning phase of the 2007-2008 strategic planning timeline, academic, library, and student activities unit managers were encouraged to look at the framework of the QEP and develop unit objectives to support the QEP initiatives. In particular, the specific units identified for the first implementation year, Ethics, Early Childhood Education, College of Education, and Student Life Skills developed a number of objectives directly related to the three initiatives.

The QEP has been added as a Unit and the appropriate objectives from Year 1 have been added. These unit objectives also appear under *Objectives Impacting this Planning Unit* in the other units implementing the QEP in the first year, including the Ethics Department, the College of Education, Institutional Effectiveness, Web and Instructional Technology Services, and Staff and Program Development.

Unit Objectives for the QEP Unit

Unit Objectives	Tasks	Assessment/Evaluation

Enhance students' critical thinking skills through "teaching for critical thinking" classroom activities across the curriculum.	1. ARTs meet regularly to develop strategies and participate in short seminars:
	  a. Evaluate program sequence map
	  b. Identify courses
	  c. Evaluate/develop objectives/syllabus
	  d. Evaluate/develop critical thinking activities for course
	  e. Develop RLOs
	  f. Develop CATs and assessments
	2. Develop ARC template and discipline-specific Critical Thinking Assessments
		1. ART feedback
		2. ARC template
		3. Critical Thinking Assessment Checklist
		4. Critical Thinking Instructional Portfolio Checklist
		5. Critical Thinking Reusable Learning Objects Checklist

Provide professional development opportunities for faculty and staff at the College that relate to the development of students' critical thinking skills.	1. Identify QEP faculty champions 2. Develop critical thinking workshops 3. Schedule/conduct Critical Thinking Institute (CTI)	1. Number/percentage of critical thinking seminars 2. Number/percentage of participants 3. Critical thinking workshop evaluations
Contribute to the critical thinking literature.	1. Develop or collect critical thinking reusable learning objects (RLOs)	1. Critical Thinking Reusable Learning Objects Checklist

Financial Resources

SPC has allocated substantial financial resources to support the QEP's three initiatives, as well as the assessment effort required to evaluate the success of these initiatives and the plan itself.   The overall budget for the five years is approximately $1.5 million, including personnel, professional development, assessment, resource, and support costs.

Personnel costs, as is typical, comprised the highest percentage of the budget. The QEC Executive Committee, in concert with the SACS Steering Committee and SPC's standing Budget Committee, determined that the plan, to be executed properly, required two full-time administrators and one half-time administrator. SPC used its standard HR formulas to determine the cost of a Director and two Coordinators, including salary and benefits, and allocated budget to cover those costs. In addition, budget was allocated to provide stipends for faculty champions, a key element of the plan.

Professional development budget was allocated for external trainers for the Critical Thinking Institute. Other professional development activities and materials identified in the plan will be developed in-house by the faculty champions, QEP staff, and faculty participating individually or in Academic Roundtables (ARTs). Personnel and office budget will cover the cost of developing those professional development materials.

As the QEC researched external assessments that measure students' critical thinking skills, the criteria for selection included costs. Costs for two external tests, the Educational Testing Service (ETS) *Measure of Academic Proficiency and Progress* (MAPP) and *iSkills* assessments were included in the budget.

Resource and support costs included costs for books and other library resources for the Critical Thinking Resource Centers, software licenses (e.g., ePortfolio), office and promotional support, and costs of using the facilities and support staff of the Collaborative Lab and Corporate Training. Additional budget was provided for support of student programs, which could include speakers, field trips, or critical thinking materials.

SPC developed the budget for the QEP using a bottom-up approach (Greer, 1999). A list of project activities was assembled, along with historical data regarding costs of resources and activities. New activities such as external trainers for the Critical Thinking Institute were costed by researching actual or similar vendors who provide the services or products needed for the QEP. Costs were summarized by activity and resource for each year. This provided a detailed budget to meet the plan's unique requirements.

Budget

Line Item	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	Total
QEP Director*	$91,000	$94,640	$98,426	$102,363	$106,458	$492,887
QEP Assessment Coordinator (.5)*	$42,250	$43,940	$45,698	$47,526	$49,427	$228,841
QEP Technology Coordinator*	$84,500	$87,880	$91,395	$95,051	$98,853	$457,679
QEP faculty champions	$15,000	$15,000	$15,000	$10,000	$7,500	$62,500
Collaborative Labs/Corporate Training support	$5,000	$5,000	$5,000	$5,000	$5,000	$25,000
Support for Student Programs	$2,000	$2,000	$2,000	$2,000	$2,000	$10,000
Assessment Instruments/ ePortfolio Software	$36,120	$37,675	$39,310	$41,370	$43,550	$198,025
Promotional	$2,000	$1,000	$1,000	$500	$500	$5,000
QEP Office	$3,500	$1,000	$1,000	$1,000	$1,000	$7,500
Critical Thinking Institute	$8,000	$8,000	$8,000	$8,000	$8,000	$40,000
Critical Thinking Collections	$2,000	$2,000	$1,000	$1,000	$1,000	$7,000
Faculty/Staff Development Funds	$6,000	$6,000	$4,000	$4,000	$4,000	$24,000
Total	$297,370	$304,135	$311,829	$317,810	$327,288	$1,558,432

Includes salary and fringe benefits

Personnel Resources

Implementation Team

Implementation of the QEP ultimately rests with the College President and the Board of Trustees, but a team of individuals at the College has been proposed to manage the daily implementation process. The team includes the Quality Enhancement Committee, including faculty champions, three salaried positions, and an extensive number of faculty, students, and staff who will be included over the course of the initial five-year implementation. (See Appendix 6, p. 91, for current leadership and job descriptions for future QEP staff. Resumes of key personnel can be found on the QEP website.)

The Quality Enhancement Committee (QEC)

The QEC, chaired by a full-time faculty member, is responsible for providing oversight and strategic direction to the QEP team during the QEP initiative. Members of the QEC will consist of faculty and staff from across the College, including the faculty champions. Appointments will be made by the President of the College, with input from the Senior Vice Presidents of the College in coordination with the Faculty Governance Organization, Program Directors, Provosts, and the President's Cabinet. Decisions of the committee will be implemented by the QEP Director, who serves, along with the two coordinators, as the staff of the committee.

The QEC will be made up of three sub-committees that mirror the three initiatives of the QEP. Each corresponding sub-committee will have primary responsibility for providing guidance and direction within its area. The QEP staff will support all three sub-committees.

The Senior Vice President of Academic and Student Affairs (Senior Vice President, ASA), the Senior Vice President for Baccalaureate Programs and University Partnerships (Senior Vice President, Bacc & UP) and the QEC will direct the QEP Director. The QEP Assessment Coordinator, the QEP Technology Coordinator, and the QEP faculty champions will implement the various actions identified in the QEP and report back on their status. The QEP staff and faculty champions will act as facilitators for the non-credit workshops in their areas of expertise.

QEP Faculty Champions

There will be six faculty members, chosen by the QEC in coordination with the Program Director or Dean of the pilot programs, who will serve as QEP faculty champions. These individuals will be chosen on their knowledge of the topic and their dedication to the initiative. The QEP faculty champions will also each come from a different discipline within the College and there will be an effort to ensure that they are geographically diverse as well. The QEP faculty champions will be responsible for advising and training their colleagues on the various campuses and sites. The QEP faculty champions will also serve as a gateway to the various members of the QEP team whenever someone may need more assistance than the champion can provide. QEP faculty champions will respond to the QEP Director with regard to implementing the QEP and will receive a

stipend of $1,000 each for the fall and spring semesters and a stipend of $500 for the summer semester.

The QEP Director

The QEP Director will be the College employee who is responsible for implementing and managing the QEP at SPC. This full-time position will be held for five years by an individual who has been involved throughout the QEP process or someone who is uniquely familiar with the initiative and its goals. He or she will report directly to the Senior Vice President, Academic and Student Services, and the Senior Vice President, Baccalaureate Programs and University Partnerships.   In addition to managing the implementation of the QEP, the QEP Director will be responsible for managing the development of SPC seminars and workshops on different aspects of teaching for critical thinking with content provided by faculty champions, other faculty involved in the QEC, and external resources from the Critical Thinking Resources Initiative. With the support of the QEP Technology Coordinator, the QEP Director will modify face-to-face workshops for online delivery.

The QEP Technology Coordinator

The QEP Technology Coordinator will be the College employee who is responsible for creating online training courses, creating and managing, with faculty input, a collection of critical thinking-related RLOs, rolling out ANGEL ePortfolios and managing a web depository of critical thinking tools and resources. The QEP Technology Coordinator also will be responsible for developing new RLOs requested by faculty. The QEP Technology Coordinator will report to the Web and Instructional Technology Director and respond to requests from the QEP Director. Support for the QEP Technology Coordinator is expected to be full-time for five years.

The QEP Assessment Coordinator

The QEP Assessment Coordinator will be the College employee who is responsible for the implementation of Collegewide assessments as well as assisting faculty with the creation and implementation of internal assessments among the disciplines. The QEP Assessment Coordinator will also be responsible for improvements made to the Collegewide rubric template developed by members of the faculty. He or she will be the person in charge of assisting faculty in aligning assessments with specific disciplines as well. The QEP Assessment Coordinator will be a full-time employee dedicated half-time to supporting the QEP for five years. He or she will report to the Director of Institutional Effectiveness and respond to the QEP Director for requests related to the QEP.

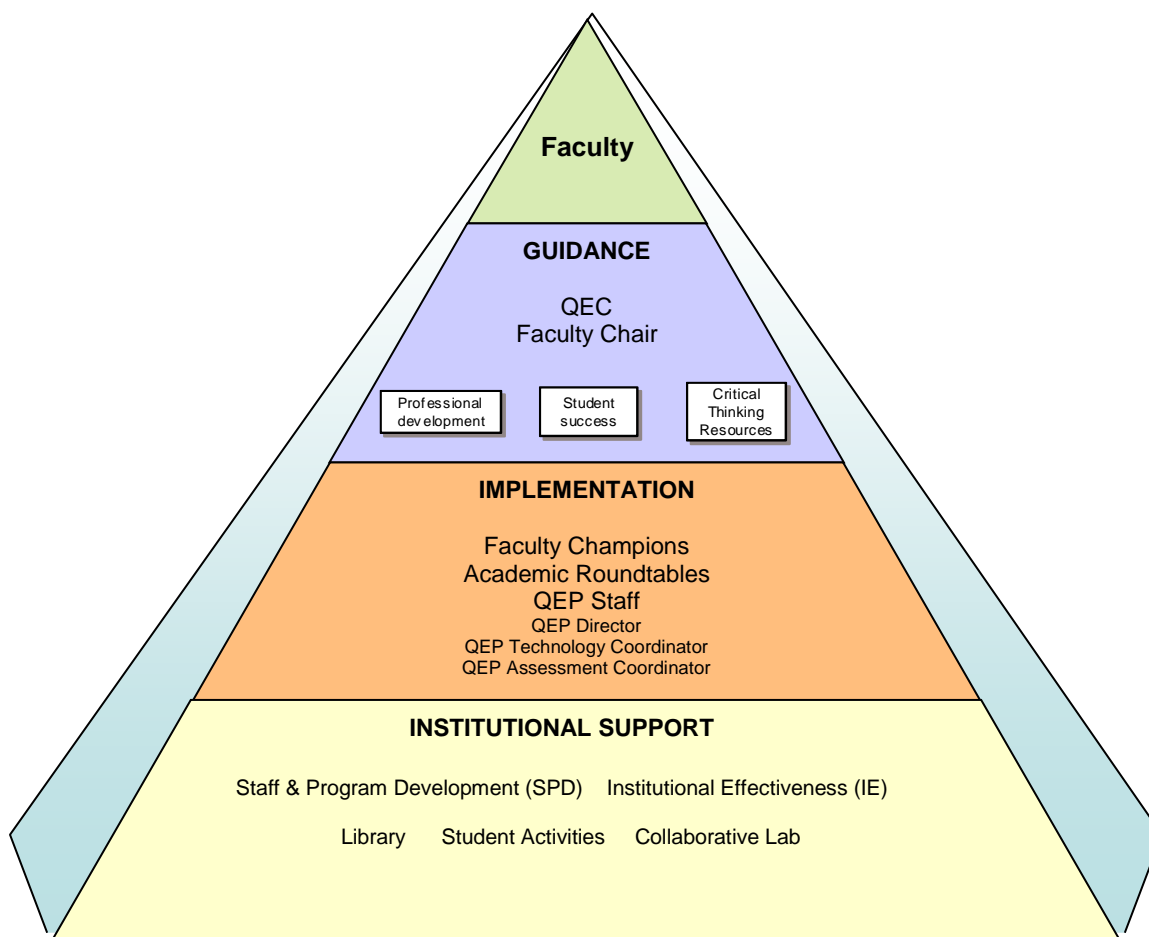## QEP Organizational Structure
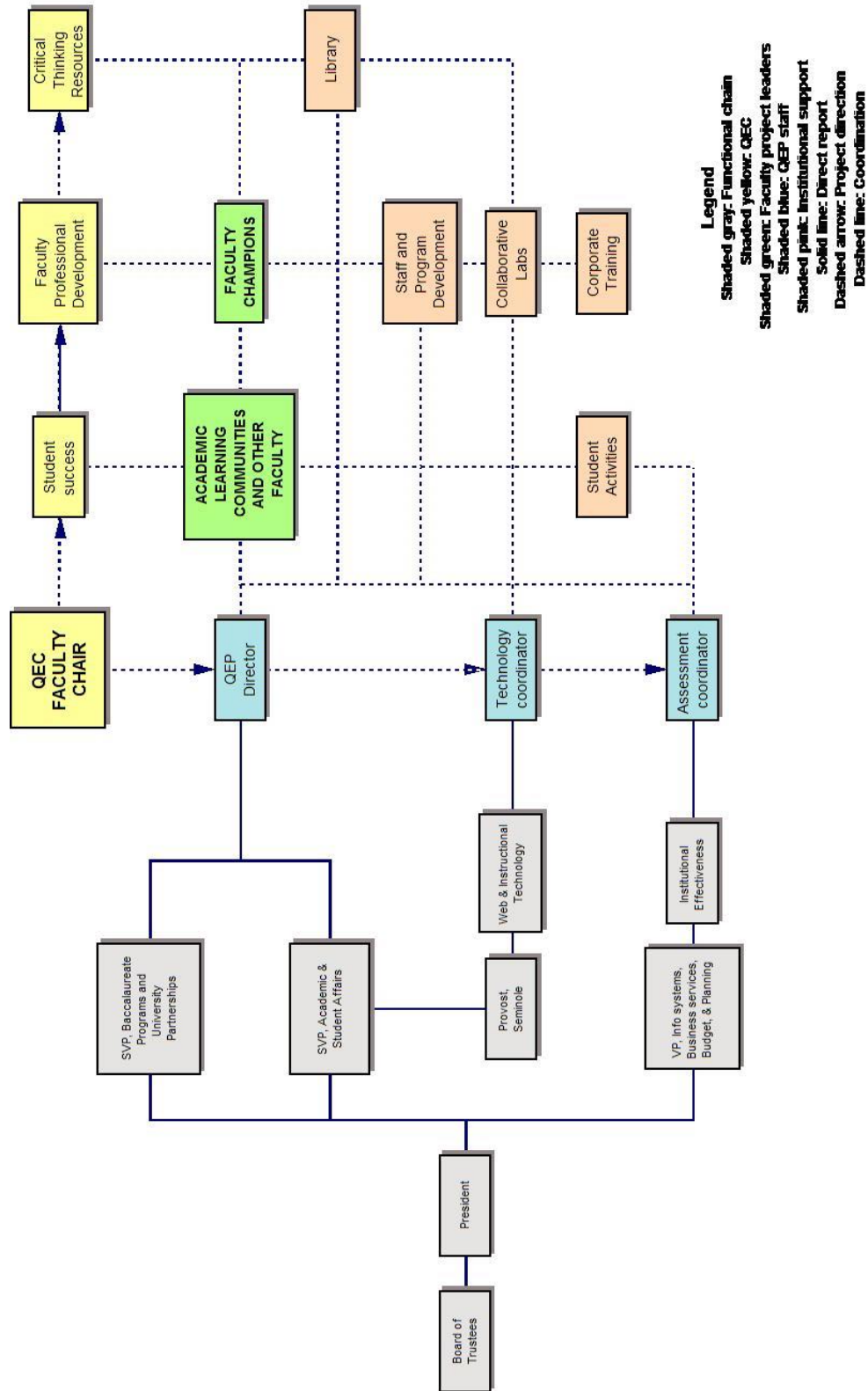
QEP Organizational Support

SPC has a strong foundation of internal professional development resources that will augment the QEP staff in each departments' areas of expertise, e.g., creating online RLOs, coaching/facilitating learning communities, and developing online professional development workshops to sustain the effort over the long term.

- Administrative support for the QEP Implementation team will be provided by the departments in which the team members work: Academic and Student Affairs, Web and Instructional Technology Services, and Institutional Effectiveness.

- The Technology Coordinator will work with campus Web and Instructional Technology support (WITS) personnel to develop RLOs for web-based support of each project.

- Institutional Effectiveness personnel will provide support and expertise to the Assessment Coordinator and supply data from current institutional assessments and surveys.

- SPC's Collaborative Labs and Corporate Training departments have staff and adjuncts who are trained to guide learning communities in developing teamwork and designing changes rapidly. The Collaborative Labs also has a powerful capability to capture real-time records of the facilitated meetings and translate them into websites for sharing with other learning communities and institutions.

- The QEP Director will coordinate with SPC's Staff and Professional Development office to integrate faculty training materials developed within the QEP and faculty presentations of strategies into the normal flow of faculty professional development activities such as Fall Faculty Professional Development Day, *Excellence in Adjunct Instruction* and *Excellence in Academic Instruction* online training, and National Institute for Staff and Organizational Development (NISOD) or other conferences.

- The QEC will work with student leadership organizations and their faculty advisors and campus staff to define the appropriate student activities each year that promote critical thinking. These may include activities with local leaders, media, and cultural events, or may entail games, simulations, or community projects.

In summary, SPC has established focused personnel resources and institutional support it believes will be robust in its support of the QEP process. SPC recognizes that organizational structure and faculty and staff responsibilities may evolve as the QEP is implemented. The QEC will be monitoring the implementation of the QEP to ensure the faculty and staff have the structure and support necessary to implement the plan effectively. The model below illustrates the personnel support for the focus of the QEP.

Enhancing STUDENT LEARNING by focusing on
IMPROVING STUDENTS' ABILITY TO THINK CRITICALLY

Faculty

GUIDANCE

QEC
Faculty Chair

Professional development   Student success   Critical Thinking Resources

IMPLEMENTATION

Faculty Champions
Academic Roundtables
QEP Staff
QEP Director
QEP Technology Coordinator
QEP Assessment Coordinator

INSTITUTIONAL SUPPORT

Staff & Program Development (SPD)   Institutional Effectiveness (IE)

Library   Student Activities   Collaborative Lab

Academic Resources and Systems

External trainers

SPC has identified several potential outside professional development organizations to provide workshops to a core group of faculty and staff in each discipline. At the Critical Thinking Institute each year, faculty will have an option of attending a one-day workshop and subsequent online sessions, which is the minimum requirement to join an ART, or a two-day workshop in order to become a faculty champion.

The first organization is Faculty Development Associates, which provides "workshops … grounded in current research and benchmarked practices …" and has had numerous client institutions in Florida and across the country. They provide a one-day workshop taking faculty through a very practical approach to redesigning courses to develop critical thinking skills.

Option 1: Teaching with a Critical Thinking Approach (Faculty Development Associates)

Teaching With A Critical Thinking Approach

Target audience: Faculty members and instructional leaders

Session One: The Changing Nature of Teaching (60 minutes)
Session Two: Assessing your teaching style (90 minutes)
- Factors that drive our teaching style
- Administration of Teaching Style Self Assessment
- Diagnosis of results, implications

Session Three: A Foundation for Effective Teaching and Learning (60 minutes)
- Bloom's Taxonomy
- How students learn
- Comparison of instructor-directed vs. student-driven methods
- Criteria for selecting the most appropriate method

Session Four: Instructor-Directed Methods (90 minutes)
- Lecturing more effectively
- Effective questioning strategies
- Employing guest speakers to achieve strategic results
- Effective use of video presentation

Session Five: Student-Driven Methods (120 minutes)
- Fostering students' critical thinking potential
- Employing small group learning strategies
- Role playing
- Student presentations
- Experiential strategies

Session Six: Putting It All Together (30-45 minutes)

The second external expert team in teaching for critical thinking is the team of Milt Hakel and Diane Halpern, one of the editors of the 2002 issue of *New Directions in Teaching and Learning,*

From Theory to Practice: Applying the Science of Learning to the University and Beyond, and presenters at the 2007 SACS Summer Institute on teaching and assessing critical thinking.

Option 2: Teaching and Assessing Critical Thinking: Applying the Science of Learning.

Teaching and Assessing Critical Thinking

Topics:
A Four-Part Model for Improving Critical Thinking
A Taxonomy of Critical Thinking Skills
The Science of Learning
Teaching Critical Thinking Skills: Reasoning, Analysis, Hypothesis Testing, Probabilities, Decision-making, and Problem-solving
Critical Thinking Assessment

The third external organization is the well-known and respected Foundation for Critical Thinking, based in California. The Foundation designs their seminars to prepare the faculty to become future mentors and trainers in order to develop a sustainable professional development program for the foreseeable future.

Option 3: The Foundation for Critical Thinking Workshops (two full days)

<u>An Introduction to The Fundamentals of Critical Thinking</u>

<u>& the Art of Instruction</u>

Participants will:

1. form a basic concept of critical thinking, understanding in general why it is essential to the mastery of content and effective day-to-day problem solving
2. form a basic concept of the affective and cognitive principles & strategies essential to critical teaching
3. practice using critical thinking in the solution of some everyday problems as well as in the redesign of instructional units.

Program Description

The session begins with a general introduction to critical thinking and to its significance not only to the academic but also to the vocational and personal success of students. This first session closes with questions and answers and is ninety minutes. It is followed by hands-on sessions during which small group activities are used to illustrate the application of various dimensions of critical thinking strategies to instruction as well as to personal life.

Each session is designed to build on the previous sessions and cultivates increasing knowledge of and skill in critical teaching. Specific topics include: the intellectual standards essential to in-depth, higher-order learning; the basic vocabulary of critical thinking; the micro-skills and macro-abilities of critical thinking; the importance of precision in language usage; how to question students Socratically; how to design assignments, activities, and tests that require critical thinking; and how to assess critical thinking skills and abilities.

Members of the QEC have been in contact with numerous representatives from other institutions fully engaged in developing critical thinking activities who might serve as consultants or trainers for SPC faculty and staff. Further experts will likely be identified through the consortial activities noted earlier.

Internal Academic Resources

Internal academic resources include a gateway website and the College's course management system, ANGEL, with its ePortfolio and Community Groups capability.

- *Critical Thinking Institute Website*. The Critical Thinking Institute website will house a collection of materials developed by faculty, including instructional portfolios with syllabi, classroom activities, and RLOs, conference presentations, and other publications, as a resource for other learning communities. SPC has allocated sufficient server space to host and support a website with materials developed by faculty and student organizations.

- *ANGEL course management system and ePortfolios.* To collect artifacts for a qualitative content evaluation of students' critical thinking skills, SPC will develop the ePortfolio option of its ANGEL course management system. Since all SPC courses currently have an ANGEL shell for faculty use, the ePortfolio option can be seamlessly integrated to collect student work from courses across their program. In addition, the ANGEL course management system has a community group feature that supports online discussions, postings, and other tools for ARTs to coordinate their activities.

Assessment Resources and Systems

SPC will use external and internal, direct and indirect assessments to evaluate the impact of the three initiatives. External direct assessments will include two Educational Testing Services, Inc. (ETS) instruments, the *MAPP* test, given to a random sample of graduating students, and the *iSkills™* assessment, used as the test-out option for Information Literacy and in selected information literacy classes. For an indirect measure, SPC will continue to participate in the Community College Survey of Student Engagement (CCSSE) when it is administered statewide. Internal indirect assessments (Student Survey of Instruction [SSIs], Enrolled Student Surveys, Program Reviews, Employer Surveys, etc.) are currently in place and stored on the College Institutional Effectiveness website. Internal direct assessments will be developed by the QEP Assessment Coordinator and faculty champions, and funded by the QEP.

Physical Resources

The SPC Libraries will develop and continuously augment Critical Thinking Resource Centers at the four main campuses:

- *Libraries*. SPC has ample space in its libraries to allocate space for additional critical thinking resources for faculty and students. In addition, the SPC Library Online is developing a web page with links to critical thinking resources.

- *Collaborative Lab.* The Collaborative Lab has sufficient time available in its schedule to accommodate the occasional use of the facility by the QEC and ARTs. The Collaborative

Lab will be used to facilitate the initial and concluding meetings of ARTs. Also, the Collaborative Lab will be used by the QEC for discussing and analyzing qualitative data from faculty and student experiences as part of the evaluation of the QEP.

- *ART Meeting Spaces.* Campuses and sites have ample space readily available for ART meetings and professional development seminars, including conference rooms, computer labs, and library study rooms. In addition, ARTs can schedule space at a central location such as those located at EpiCenter's Corporate Training or the Collaborative Lab.

- *WITS Faculty Labs.* Larger sites have dedicated faculty lab space with instructional technologists to support the development of any online materials.

Conclusion

SPC has carefully considered all support requirements of the QEP and has allocated considerable personnel, physical, and budgetary resources to ensure the QEP's success. As the QEP is implemented, the institution's senior leadership will monitor the use of resources closely to ensure the College's assets are being used efficiently and appropriately. Should more resources be required, SPC will use its normal strategic planning process to provide the needed support.

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Appendix 1. History of Meetings Developing the QEP

09/15/04	Regular QEC meeting	02/15/06	FGO Senate meeting - update on QEP
10/27/04	Regular QEC meeting		
11/16/04	Regular QEC meeting	02/17/06	Regular QEC meeting
12/18/04	Regular QEC meeting	03/15/06	FGO Senate meeting - update on QEP & approval of Critical Thinking focus
01/27/05	Regular QEC meeting		
02/09/05	FGO Senate meeting		
02/14/05	Provosts' meeting	04/05/06	Regular QEC meeting*
02/18/05	Program Director Collaborative Lab to explore QEP topics	04/26/06	Conference Call with Dr.Linda Elder
02/22/05	SACS/QEP Awareness Team	05/24/06	Regular QEC Meeting
02/24/05	Faculty Collaborative Lab to explore QEP topics	06/28/06	Regular QEC Meeting
		09/08/06	Regular QEC Meeting
03/04/05	QEC Collaborative Lab to explore QEP topics	09/13/06	FGO Senate meeting - update on QEP
03/24/05	QEC Core Group meeting	10/10/06	QEP update at Faculty Development Day
04/01/05	Student Collaborative Lab to explore QEP topics	10/13/06	Regular QEC meeting
04/07/05	Regular QEC meeting	10/23/06	Cabinet Update on QEP
05/24/05	Regular QEC meeting	11/08/06	Regular QEC Meeting
06/23/05	Awareness Team meeting	12/01/06	Community Forum with Business Leaders
06/28/05	Awareness Video planning meeting		
		12/08/06	Regular QEC Meeting
06/30/05	Regular QEC meeting	01/12/07	Regular QEC Meeting
07/14/05	QEC Virtual meeting	01/17/07	FGO Senate meeting – update on QEP
08/18/05	SACS/QEP flyer & Learning Theories display table at Fall Faculty meeting		
		02/09/07	Regular QEC Meeting
		02/22/07	One week of feedback from faculty on definition
08/29/05	Tom Cleary - onsite Compliance & QEP document consultation	03/09/07	Cabinet approval of faculty's definition of critical thinking
09/8/05	Donna Wilkinson – onsite Compliance & QEP feedback	03/16/07	Regular QEC Meeting
09/16/05	Regular QEC meeting	04/02/07	Two days of meetings with Jason Chaffin
09/19/05	FGO meeting to discuss SACS/QEP activities for 10/11/05 & 1/6/06 Faculty In-service		
		04/11/07	FGO Senate meeting – update on QEP
		04/11/07	Approval of Executive Summary from SACS Steering Committee
10/12/05	Meeting with SP/Gibbs Academic Staff / Dr. Roberts	04/13/07	Executive Summary sent out to entire college for two weeks of feedback
10/21/05	Regular QEC meeting		
11/15/05	Regular QEC meeting		
12/02/06	Regular QEC meeting	04/20/07	Regular QEC Meeting
01/05/05	Collaborative Event with Faculty, Program Directors and others	05/23/07	Regular QEC Meeting
		06/20/07	Regular QEC Meeting
		07/05/07	Draft of QEP place on Wiki for review and comment from faculty and staff
01/18/06	FGO Senate meeting - update on QEP		
		07/11/07	Regular QEC Meeting

Appendix 2.   Summary Broad-Based Involvement

Faculty input

One of the goals of the Quality Enhancement Committee (QEC) has been to invite and encourage participation from faculty. Many have volunteered their services on the QEC. The QEC leadership also has encouraged participation in several other ways: (1) Open QEC meetings have been hosted on several of the college's campuses, (2) full-time faculty have been invited to collaborative events, and (3) each member of the QEC has served as a "point-person" for the QEC on their campus or in their discipline. The QEC also has run a comprehensive awareness campaign with multiple opportunities for feedback. Faculty have been briefed frequently and invited to provide feedback to the QEC on key aspects of the plan, such as the executive summary, SPC's definition of critical thinking, and the entire draft of the document.

Summary of Faculty Involvement

Activity	Location	Dates
Membership/attendance QEC meetings	Main campuses plus EpiCenter and HEC	9/2004-9/2007
Faculty Senate Briefings	Main campuses plus EpiCenter and HEC	2/2005-9/2007
Collaborative Labs	EpiCenter	2/2005 & 1/2006
Campus Road Shows, FGO briefings and various meetings	Sites	9/2006-9/2007
Critical Thinking Definition Survey	"allofspc" e-mail/survey tool	2/2007
Executive Summary Feedback	"allofspc" e-mail	4/2007
Feedback on QEP Draft	"allofspc" e-mail/WIKI	6/2007
Critical Thinking for the Disciplines Survey	"allofspc" e-mail/survey tool	6-7/2007

Administration and staff input

Members of the administration and staff have been well represented on the QEC. Many crucial areas of the college are represented by able and dedicated staff who have been instrumental in creating the QEP. While much of the work will be done in the classroom, SPC will need to create points of contact across the institution in order to succeed.

Summary of Administrator and Staff Involvement

Activity	Location	Dates
Membership/attendance QEC meetings	Main campuses plus EpiCenter and HEC	9/2004-9/2007
Collaborative Labs	EpiCenter	2/2005
Campus Road Shows, FGO briefings and assorted meetings	Sites	9/2006-9/2007
Critical Thinking Definition Survey	"allofspc" e-mail/survey tool	2/2007
Executive Summary Feedback	"allofspc" e-mail	5/2007

Student input

Student involvement has been achieved in various ways. Early in the process several students were invited to a Collaborative Lab to help the QEC develop a topic. The QEC also has two students as permanent members, as well as several others who have attended committee meetings. Student organizations have been briefed at multiple campuses and given opportunities to provide input and ask questions.

Summary of Student involvement

Activity	Location	Dates
Membership/attendance QEC meetings	Main campuses plus EpiCenter and HEC	9/2004-9/2007
Collaborative Labs	EpiCenter	4/2005
Student Club/Organization Briefings	Sites	9/2006-9/2007

Board of Trustees input

Board members at SPC have have had multiple opportunities for input and approval. Dr. Kuttler, President of the College is the Chair of the SACS Steering Committee and Secretary to the Board of Trustees as well. Along with Dr. Furlong, Senior Vice President for Baccalaureate Programs and University Partnerships, Dr. Kuttler has served as the main channel for feedback and information between the QEC and the Board of Trustees.

Summary of Board of Trustees involvement

Activity	Location	Dates
Briefings from SACS Steering Committee	Board Workshops	10/2006-9/2007
Briefing and approval of QEP Executive Summary	HEC	5/15/2007
Briefing and approval of QEP	EpiCenter	7/17/2007

Employer input

The QEC has solicited input from local area employers as well. A primary and invaluable source of employer input is the Baccalaureate Programs' DACUM (Developing a Curriculum) process, which identifies the knowledge and skills, traits and attitudes, duties and tasks, and tools and equipment for a particular profession. The DACUM process for Paralegal, International Business, and a number of other Baccalaureate programs identified critical thinking as an important skill to develop. Additionally, SPC annually surveys graduates' employers to identify areas for improvement in program curriculum. These surveys over the last few cycles have identified critical thinking as both an important skill and an area of desired improvement for graduates. SPC invited local employers to a panel discussion on Faculty Professional Development Day to ask them to describe what they are seeking in an SPC graduate, during which critical thinking surfaced an important factor. Subsequently, the QEC invited local employers to a Collaborative Lab for a focus group discussion on their needs for critical thinking.

Summary of Employer Involvement

Activity	Location	Dates
Employer Surveys	Mail/Electronic	Ongoing
Employer panel at Faculty Professional Development Day	Clearwater	10/2006
Collaborative Lab	EpiCenter	12/2006

Collaborative Lab events

SPC used its new facility, the Collaborative Lab, which enables large groups to engage in rapid strategic planning for major projects, to develop potential QEP topics and refine the focus of the QEP.

Schedule of Collaborative Labs

- 2/18/05   Program Director Collaborative Lab to explore QEP topics
- 2/24/05   Faculty Collaborative Lab to explore QEP topics
- 3/4/05   QEC Collaborative Lab to refine QEP topics
- 4/1/05   Student Collaborative Lab to explore QEP topics
- 1/5/06   Collegewide Collaborative Event with faculty, program directors, deans, and others to sharpen the focus of the QEP
- 12/01/06   Community Collaborative Engagement with to explore real-world needs for critical thinking

One of the most beneficial products from the Collaborative Lab is a real-time record of the key spoken and written comments during the event, which are transcribed and uploaded on a web page as a permanent record of the event. Each Collaborative Lab provided rich data from which to develop ideas for the topic of the QEP. Sample comments from the various labs are listed below.

Samples from Early Collaborative Labs

Comments from Faculty Lab:

1. Increase student learning engagement and achievement – critical thinking learning, active/collaborative learning.

2. Critical thinking/ Writing Assessments throughout curriculum.

3. Develop problem solving skills.

4. Professional development for all faculty, including the adjuncts.

5. Make learning active, reciprocal and collaborative so the student is expressing their goals.

6. Assessment. We need to incorporate several types of assessment, including portfolios.

7. Build life-long learners so that education continues after the student leaves the institution.

8. Assessing the learning styles of the student and the class would be required.

9. Infuse more technology and blended coursework in course and labs so the student has more choices.

10. Instituting portfolio assessing: We want faculty to create assignments that would be useful for the student's portfolio.

Comments from Program Directors Lab:

1. Learner centered approach and student participation in their course work and collaborative learning with writing support.

2. A capstone class - we could do outcomes assessment here and portfolio

3. Building practical skills through active and collaborative classroom experiences.

4. Develop problem solving skills.

5. Focus on Creativity. Help our students reach their dreams.

6. Ethics: building the good employee, building a whole person.

Comments from Student Lab:

1. Cultural diversity is a big issue. We need to try to prepare students for the diversity in the workplace.

2. Archive where you could show your best work, documents that you made during the time in College.

3. More mandatory re-certification for instructors, better qualified and certified teachers are more capable of giving the information needed to succeed.

4. Better technology available for the instructors to use in the classroom.

Comments from QEC Lab:

1. Infusion of research – learning & disciplined, include sabbaticals – transfer of knowledge. Student research assistants. Faculty dev. Latest in learning theory. Grants.

2. Infuse global thinking – international exchange – program and faculty and bring the international perspective into the classroom. Customize learning instruction. Implement faculty mentors. Develop open-entry open exit.

3. Customized individual learning styles. Create multiple learning tracks so that would accommodate learning styles.

4. Learning Institute- Faculty/Staff Development. Master teacher concept. We could have a national credentialing center. Mandatory faculty training. Seminars for SPC employees. In might be time to move to a CLO – Knowledge Broker who manages all these things so they are easy to find. Staff development. Reciprocal UPC opportunities.

5. Dynamic, innovative curriculum: developing a capstone course for critical thinking, streamlining the C&I process. Maybe asking the question: what is the real purpose of it? In this global world and in which global thinking is part of what we do, we need to infuse global thinking into our instruction.

6. Increase student learning and engagement. Coop experiences. We need to get students better engaged for achievement.

7. Encouraging life-long learning. We might need more offerings. Staff and faculty training leading to a degree. If we're going to develop critical thinking skills, we'll need to look at class curriculum.

8. Students: teaching students how to learn. Some think we can provide them opportunities to be successful. Develop individual learning plans, because some students are under-prepared. If we do this for everyone, we can identify areas of need.

Appendix 3. Sample Rollout

Sample Rollout

	Year 1	Year 2	Year 3	Year 4	Year 5
Gen ed	Ethics SLS	Communication Information literacy	Nat Science	Math	Social science Citizenship Hum/Fine arts
Baccalaureate	Education	Paralegal	Nursing Dental Hygiene O&P Vet tech	Technology Management Banking	Public Safety Administration International Business
AS	Early Childhood Education	Paralegal Studies Sign Language Interpretation	Dental Hygiene Emergency medical Services Funeral Services Health Information management Hospitality & Tourism Management Human Services Medical Laboratory Technology Nursing Parks and Leisure Services Physical Therapist Assistant Radiography Respiratory Care Veterinary Technology	Accounting Technology Aviation Maintenance management Technology Business Administration Computer Information Technology Computer Networking Computer Programming and Analysis Database Technology Electronics Engineering Technology Information Technology (IT) Security Manufacturing Technology Microsoft Certified Systems Engineer Quality Compliance Technology Technology Management	Crime Scene Technology Emergency Administration and Management Fire Science Technology Public Safety Services Architectural Design and Construction Technology Computer-Integrated Design Digital Media/multimedia Technology Drafting and Design Technology Graphic Design Web Designer

Appendix 4. Sample Program Sequence Maps

The following Program Sequence Maps illustrate the infusion of General Education Goals throughout the curriculum. Included in this attachment are a B.S. in Education Program Sequence Map, an A.S. in Legal Assisting/Paralegal Program Sequence Map, and SPC's General Education Program Sequence Map.

Sample 1. Baccalaureate Program Sequence Map

General Education Goals

1. Communicate effectively by demonstrating the ability to speak, listen, read and write in an organized and analytical manner;

2. Demonstrate effective mathematical skills emphasizing practical problem solving and data interpretation;

3. Utilize the scientific method as it applies to understanding scientific and social phenomena;

4. Recognize basic scientific principles underlying human influence upon the earth and its inhabitants;

5. Implement appropriate forms of existing and evolving technology for personal, educational, and professional purposes;

6. Demonstrate the ability to work effectively with others in a variety of settings;

7. Demonstrate an understanding and appreciation of the humanities and fine arts including participating in cultural activities featuring art, music, literature, dance and/or theater;

8. Participate as informed and responsible citizens in solving social, economic and political problems in a multicultural and global society;

9. Recognize ethical issues and dilemmas in the personal, business and social areas of their lives and apply ethical principles and logical problem-solving skills when making ethical decisions;

10. Think logically, critically and creatively to solve problems and make decisions;

11. Recognize the importance of lifelong learning process in the pursuit of personal, intellectual and career development.

Name of Program: Bachelor of Science in Elementary Education
College/School: Education
Dean: Sally Naylor
Verified: Spring 2007

Table 1:   General Education Goals (see attached)
Table 2:   Program Sequencing Map

Course Title	General Education Goals										
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
EEX 3011: Nature and Needs of Exceptional Students K-12	R					R				R	
EDE 4304: Integrated Mathematics and Science	R	R	R	R	R	R				R	
EDE 4940: Internship: Elementary Education	R				R	R				R	R
EDE 4226: Integrated Language Arts, Children's Literature and Social Sciences	R				R	R	R	R		R	
TSL 3080: ESOL Issues: Principals and Practices I K-12	R					R		R		R	
EDF 4780 & EDG 3041 (EDF 4790): Role of the Teacher	R					R		R	R	R	
EDG 3410: Classroom Management and Communication K-12	R					R			R	R	
EDE 4943: Integrated Mathematics and Science Practicum	R					R				R	R
EDE 4942: Integrated Language Arts, Children's Literature and Social Science Practicum	R					R				R	R
RED 3309: Early and Emergent Literacy K-2	R					R				R	
RED 4519: Diagnosis and Intervention in Reading	R					R				R	
TSL 4081: ESOL Issues: Principles and Practices II K-12	R					R		R		R	
EDG 3620: Curriculum and Instruction	R			R		R				R	
EDF 4430: Measurement, Evaluation and Assessment in Education K-12	R	R				R				R	
EDF 3214: Student Development and Learning Principles K-12	R					R		R	R	R	R

Sample 2. A.S. Program Sequence Map

Name of Program: Legal Assisting/Paralegal Studies (LEGAL)

Table 1:   Goals

List Goals = The most important Major Learning Outcomes from the courses in your program:
1. The student will demonstrate the ability to analyze a problem; identify and evaluate alternative solutions; formulate logical solutions to problems; construct logical arguments in support of specific positions; evaluate solutions and arguments; and determine which areas of law are relevant to a particular situation. (Critical Thinking)
2. The student will demonstrate the ability to organize and manage information effectively and the ability to manage time efficiently. (Organizational)
3. The student will demonstrate the ability to interact effectively, in person, by telephone and in written correspondence with lawyers, clients, witnesses, court personnel, co-workers, and other business professionals. (Communication)
4. The student will demonstrate the ability to competently use the tools of research available in a standard law library, "cite check" the legal sources, run a computer assisted legal research program, and incorporate the results of the research into a proper memorandum format. (Legal Research)
5. The student will demonstrate the ability to write various types of documents, correspondence, pleadings, memoranda, and briefs. (Legal Writing)

6. The student will demonstrate the ability to deal with a basic word processing program, a spreadsheet program, and a database as well as presentation software. (Computer)
7. The student will demonstrate basic interview and investigating skills including identifying and locating witnesses, potential parties to a suit and experts; preparing for and conducting effective interviews, locating information and obtaining records and using the Internet to obtain relevant and reliable information pertaining to a given situation. (Interview and Investigation)
8. The student will demonstrate knowledge of the types of work paralegals/legal assistants perform, the nature of supervision that must be present , the manner in which their conduct is directed by the ethical guidelines of the American Bar Association, the Florida Bar and the ethical guidelines for paralegal/legal assistants. (Professionalism and Ethics)
9. The student will demonstrate knowledge of financial and human resources principles and apply these to solving organizational and management issues in the office setting. (Law Office Management)

Table 2:   Program Sequencing Map

Course Title	Major Learning Outcomes									
	1	2	3	4	5	6	7	8	9	
PLA 1003 Introduction to Legal Assisting	I	I	I	I	I	I	I	I	I	
PLA 1104 Legal Research and Writing	E	E	E	E	E					
PLA 1361 Techniques of Interview and Investigation			E				E	E		
PLA 1730 Computerized Legal Research				R	R					
PLA 1763 Law Office Management		E				E			E	
PLA 2114 Advanced Legal Research	E									
PLA 2203 Civil Litigation I				E	E			E		
PLA 2223 Civil Litigation II	R	R	R			R	R	R	R	
PLA 2231 Medical Evidence for Legal Personnel	R	R					R	R		
PLA 2303 Criminal Litigation I				E	E			E		
PLA 2323 Criminal Litigation II	R	R	R			R	R	R	R	
PLA 2433 Business Organizations	E	E	E			E	E	E	E	
PLA 2601 Probate and Estate Planning I				R	R			R		
PLA 2602 Probate and Estate Planning II	R	R	R			R	R	R	R	
PLA 2610 Real Estate Transactions	E	E	E			E	E	E	E	
PLA 2731 Microcomputer Litigation Skills		R			R	R				
PLA 2800 Family Law I				E	E			E		
PLA 2801 Family Law II	R	R	R			R	R	R	R	
PLA 2940 Legal Assisting Seminar and Work Experience	R	R	R	R	R	R	R	R	R	

I   = Introduces the Major Learning Outcome (mark the course with an I);
E   = Enhances the Major Learning Outcome adds new or deeper content (Mark with an E);
R   = Reviews or reinforces the Major Learning Outcome (Mark with an R).

Sample 3. Excerpt from A.A. General Education Sequence Map showing Critical Thinking
Prerequisites: Composition I before Composition I

General Education Area General Educational Competencies: Students will be able to:	Communication			Humanities/ Fine Arts	Ethics	Social & Behavioral Science	Computer Information Literacy	Mathematics	Natural Sciences	
	Composition I	Speech	Composition II or literature	Humanities/Fine Arts	Ethics	Social/Behavioral Science	Computer/Information Literacy	Mathematics	Biological Science	Physical Science
Demonstrate an understanding and appreciation of the humanities and fine arts including participating in cultural activities featuring art, music, literature, dance and/or theater;			I, E	I, E, R						
Participate as informed and responsible citizens in solving social, economic and political problems in a multicultural and global society;					E,R	E,R				
Recognize ethical issues and dilemmas in the per-sonal, business and social areas of their lives and apply ethical principles and logical problem-solving skills when making ethical decisions;				E, R	I, E, R				E, R	E, R
Think logically, critically and creatively to solve prob-lems and make decisions;	I, E	E, R	E, R	E, R	I, E, R	E, R	I, E	E, R	E, R	E, R
Recognize the importance of lifelong learning process in the pursuit of personal, intellectual and career development.	I	E, R	E, R	E, R	E, R	E, R	I	E, R	E, R	E, R

Appendix 5. Proposed Model for Detailed Implementation Plan

START	END	PREPARATION	RESPONSIBILITY	PARTICIPANTS
2004	2007	QEC meetings	QEC Co-chairs	QEC
2004	2007	Fall Faculty and Professional Development Day updates	QEC Co-chairs	Faculty and administrators
2005	2006	Collaborative Labs	QEC Co-chairs	Various constituent groups
2007				
Feb	Mar	Finalize detailed definition	QEC	Faculty
May	Jun	Draft QEP – Student Success initiative	QEC Co-chairs	Student Success team
May	Jun	Draft QEP - Professional development initiative	QEC Co-chairs	Prof Dev team
May	Jun	Draft QEP - Critical Thinking Resources Initiative	QEC Co-chairs	CT Resource team
May	Aug	Articles in B&W	Awareness team	IA
May	Aug	Develop videos for Student Orientation, Fall Faculty	Awareness team	IA
May	Aug	President's remarks for Fall Faculty breakfast	Awareness team	IA
Jun	Jun	Review draft QEP on Wiki	QEC Co-chairs	All faculty/staff
Jun	Jun	"SACS Certified" training for QEC	SACS Trainer	QEC
Jun	Jun	Strategic planning - Update unit plans for selected disciplines	QEC Co-chairs	Pilot unit managers
Jun	Aug	Order QEP materials	Awareness team	
Jun	Aug	"SACS Certified" training for Cabinet	SACS Trainer	Cabinet
Jun	Sep	Develop Gateway Website for Critical Thinking	Website team	
Jun	Oct	Develop ARC template	Assessment team	Ethics
Aug	Aug	Show videos - Student orientation and Fall Faculty	Awareness team	Students, Faculty
Aug	Sep	"SACS Certified" training for institutional support staff	SACS Trainer	IA, Bus Svcs, Fac, HR
Aug	Dec	Strategic planning - bring new people on board	SACS Steering Committee	QEP Team
Aug	Dec	Enroll in online Critical Thinking course	QEP team	
Aug	Dec	Distribute Critical Thinking activities to students	Awareness team	Students
Sep	Sep	"SACS Certified" training for campus support staff	SACS Trainer	Campus support staff
Sep	Sep	"SACS Certified" training for leadership, academic A&P, and faculty on Professional Development Day	SACS Trainer	Leadership, academic A&P, faculty
Sep	Sep	Faculty sharing with students	Awareness team	Faculty

START	END	Pilot Program – 2007-2009 (one year and six months)	GOAL	RESPONSIBILITY	PARTICIPANTS
2007	2008				
Oct	Jan	Launch ePortfolio on development server for learning/training purposes	1-3	QEP Technology Coordinator	WITS
Oct	Jan	Develop Critical Thinking ARC template	1-2	QEP Assessment Coordinator	QEC Assessment team
Oct	Jan	Develop Critical Thinking Reusable Learning Object checklist	3-2	QEP Assessment Coordinator	QEC Assessment team
Oct	Jan	Develop Instructional Portfolio checklist	3-3	QEP Assessment Coordinator	QEC Assessment team
Oct	Jan	Develop ART surveys	2-3	QEP Assessment Coordinator	QEC Assessment team
Oct	Jan	Develop student focus group questions	1-4	QEP Assessment Coordinator	QEC Assessment team
Oct	Jan	Develop training for ePortfolio	1-3	QEP Technology Coordinator	WITS
Oct	Jan	Identify faculty champions	2-2	QEC	
Oct	Jan	Develop teaching for critical thinking workshops	2-1	QEP Director	faculty champions
Oct	Jan	Develop online Critical Thinking modules for current faculty	2-1	QEP Director, QEP Technology Coordinator	faculty champions,
Nov	Jan	Identify Academic Roundtables (ARTs)	2-3	QEC	Program Directors/Deans, Faculty
Nov	Jan	Train campus ITs on ePortfolio	1-3	QEP Technology Coordinator	WITS
Jan	Jan	Train the trainer course for faculty champions	2-2	QEP Director	External experts, faculty champions

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START	END		GOAL	RESPONSIBILITY	PARTICIPANTS
Jan	Jan	Launch ARTs	2-3	QEC	ARTs
Jan	Feb	Initial Critical Thinking seminars	2-1	QEP Director	External experts, ARTs
Jan	Mar	Conduct seminar on Creating Significant Learning Experiences	2-1	QEP Director	ARTs, Interested faculty
Jan	Apr	Collaborative Lab: ARTs develop plan – review program sequence maps, course outlines, objectives	2-3	Program Directors/Deans for the pilot programs	Facilitators, ARTs
Feb	Feb	Conduct seminars on Teaching for Critical Thinking – Instructor- and Student-driven methods	2-1	QEP Director, faculty champions	ARTs, Interested faculty
Feb	Feb	ARTs discuss Teaching for Critical Thinking strategies	2-3	ART Leader	ARTs
Feb	Feb	Conduct seminar on Assessment – ARC template and other methods	2-1	QEP Assessment Coordinator	ARTs, Interested faculty
Feb	Feb	ARTs discuss assessment for Critical Thinking in their courses	2-3	ART Leader	ARTs
Feb	Feb	ARTs develop sample syllabus for Instructional Portfolio	2-1	ART Leader	ARTs, Interested faculty
Feb	Feb	ARTs develop classroom activities for Instructional Portfolio	2-1	ART Leader	ARTs, Interested faculty
Feb	Feb	ARTs develop student co-curricular activities on campus	2-3	ART Leader	ARTs, Student groups, Campus student activity directors
Mar	Mar	Conduct seminar on Course Technology – Reusable Learning Objects and ePortfolios	2-1	QEP Technology Coordinator	ARTs
Mar	Mar	Faculty and ITs design RLOs	3-2	ART Leader	QEP Technology Coordinator, ARTs, interested faculty
Mar	Mar	Conduct seminar on Classroom Assessment Techniques (CATs) – Field-testing new material	2-1	QEP Director	ARTs
Mar	Mar	ARTs field-test class activities with small number of students	2-3	ART Leader	ARTs, Students
Apr	Apr	ARTs meet to discuss field tests/revise activities as needed	2-3	ART Leader	ARTs

START	END		GOAL	RESPONSIBILITY	PARTICIPANTS
May	May	Student organizations conduct first co-curricular activity	1-4	QEP Director	Student groups, Campus student activity directors
Jul	Jul	Conduct mid-year ART survey	2-3	QEP Assessment Coordinator	ARTs
Jul	Jul	Present QEP Implementation Status to Board of Trustees		QEP Director	Senior leadership, QEC, QEP staff
Aug	Dec	Implement new classroom activities	1-1	ART Leader	ARTs
Aug	Dec	Field test RLOs	3-2	ART Leader	Technology Coordinator, ARTs
Oct	Nov	Faculty present at Professional Development Day	3-3	HR	ARTs, interested faculty
Nov-Dec	Dec	Student organizations conduct second co-curricular activity	1-4	ART Leader	Student groups, Campus student activity directors
2009					
Jan	Feb	Reflection for Instructional Portfolio	2-3	ART Leader	ARTs, interested faculty
Jan	Dec	Faculty presentations - Discipline conferences	3-3	Campus SPD coordinator	ARTs, interested faculty
Feb	Mar	Upload Instructional Portfolio items on Critical Thinking gateway website	3-1	QEP Technology Coordinator	ARTs, interested faculty
May	June	Faculty presentations - NISOD	3-3	Campus SPD coordinator	Interested faculty
Jul	Jul	Faculty presentations - International Conference on Critical Thinking	3-3	QEP Director	Interested faculty
Aug	Aug	Faculty presentations to Adjuncts	3-3	QEP Director	Faculty, adjuncts

START	END		OBJ	RESPONSIBILITY	PARTICIPANTS
May	May	Student organizations conduct first co-curricular activity	3-2	ALC Leader	Student groups, Campus student activity directors
Jul	Jul	Conduct mid-year ALC survey	3-1	Assessment Coordinator	ALCs
Aug	Dec	Implement new course activities	2-1	ALC Leader	ALCs, Interested faculty
Aug	Dec	Field test RLOs	2-2	ALC Leader	Technology Coordinator, ALCs, Interested faculty
Oct	Nov	Faculty present at Fall Faculty Professional Development Day	2-3	HR	ALCs
Nov	Dec	Student organizations conduct second co-curricular activity	3-2	ALC Leader	Student groups, Campus student activity directors
2009					
Jan	Jan	Reflection for Instructional Portfolio	2-3	ALC Leader	ALCs, Interested faculty
Jan	Dec	Faculty presentations - Discipline conferences	2-3	Campus SPD coordinator	ALCs, Interested faculty
Feb	Mar	Upload Instructional Portfolio items on Critical Thinking Gateway	2-1	Technology Coordinator	ALCs, Interested faculty
May	May	Faculty presentations - NISOD	2-1	Campus SPD coordinator	Interested faculty
Jun	Jul	Student ePortfolios - first review	3-3	IE	Faculty Champions
Jun	Aug	Review lessons learned - Plan years 3-5	2-3	QEP Director	QEP Committee
Jul	Jul	Faculty presentations - International Conference on Critical Thinking	2-3	QEP Director	ALCs, Interested faculty
Jul	Jul	Present QEP Implementation Status to Board of Trustees		QEP Director	Senior leadership, QEC, QEP staff
Aug	Aug	Faculty presentations to Adjuncts	1-1	QEP Director	Faculty, Adjuncts

Appendix 6. Qualifications of Personnel

SACS Steering Committee

Name	Position at the College	Position on the Committee
Dr. Carl M. Kuttler	President	Chair
Dr. Tom Furlong	SVP, Bacc & UP	Lead Administrator
Dr. Anne Cooper	SVP, ASA	
Dr. Stan Vittetoe	SVP, Administration	
Dr. Jim Olliver	Provost, Seminole	QEP Administrator
Conferlete Carney	VP, Business Services, Planning, Institutional Effectiveness, & AIS	
Dr. Carol Weideman	Director, Institutional Effectiveness	QEC Assessment Team chair
Dr. Lynn Grinnell	SACS Accreditation Liaison	Compliance/QEP Editor
Joe Leopold	Faculty, Tarpon Springs	President, FGO
Earl Fratus	Faculty, Seminole	QEC Faculty Co-Chair
Angela Picard Carney	Program Director, HEC	QEC Administrator Co-Chair
Kay Burniston	AVP, Baccalaureate Programs	
Leigh Goldberg-Hopf	Baccalaureate Assessment	
Kathleen DeSousa	Director, Curriculum & Student Success, COE	
Tina O'Daniels	Director, Corporate Training	QEP Awareness Team chair On-site visit chair
Doug Duncan	Director, HR	
Patty Jones	Asst Director, HR	
Karen Altieri	Credentialing	Credentialing

QEC Team Leaders

Name	Position at the College	Position on the Committee
Dr. Jim Olliver*	Provost, Seminole	QEP Administrator, QEP Editing Team
Earl Fratus*	Social Science Faculty, Seminole	QEC Faculty Co-Chair, QEP Editing Team
Angela Picard Carney*	Program Director, HEC	QEC Administrator Co-Chair, QEP Editing Team
Dr. Lynn Grinnell	SACS Accreditation Liaison	Compliance/QEP Editor
Dr. Carol Weideman*	Director, Institutional Effectiveness	QEC Assessment Team chair, QEP Editing Team
Tina O'Daniels	Director, Corporate Training	QEP Awareness Team chair On-site visit chair
Gail Lancaster*	Librarian, SP/G	QEC Literature Review Team chair, QEP Editing Team
Sunita Kumari*	Professional-in-Charge, SE Library	QEC Website Team chair
Juan Flores*	Communications Faculty, Tarpon Springs	Student Success subcommittee co-chair
Cliff Stoddard*	Natural Science Faculty, Tarpon Springs	Student Success subcommittee co-chair
Deborah Boyle	HR Staff and Program Development	Professional Development subcommittee chair
Donna Kelly*	Baccalaureate Librarian	Critical Thinking Resources subcommittee chair
Leigh Goldberg-Hopf	Baccalaureate Assessment	QEP Editing Team

*Full-time or adjunct faculty
** Resumes can be found in the SACS On-Site Team workroom.

QEP Staff Job Descriptions

QEP Director

DEPARTMENT: **Academic and Student Affairs** SITE: **Epicenter**

BASIC FUNCTION:

Manage and oversee the implementation of St. Petersburg College's Quality Enhancement Plan on the various sites and campuses college-wide.

RESPONSIBILITIES:

- Organize the Critical Thinking Institute each spring semester.
- Coordinate with QEP Faculty Champions in providing training and resources to faculty throughout the college.
- Direct QEP staff in all activities related to QEP implementation.
- Work with college librarians to add resources to campus Critical Thinking Collections.
- Direct and coordinate all QEP promotional activities.
- Organize and coordinate all QEP student programs.
- Supervise all QEP related Collaborative Labs.
- Attend Quality Enhancement Committee meetings and implement directives from the committee.
- Report progress to Board of Trustees on an annual basis.
- Compile evidence of the QEP's progress to report back to SACS.
- Performs related duties as required.

EDUCATIONAL REQUIREMENTS:

Master's degree required, Doctorate preferred.

EXPERIENCE REQUIREMENTS:

Minimum of three (3) years experience in a higher education setting required.

KNOWLEDGE/ABILITIES/SKILL REQUIREMENTS:

Strong verbal and written communication skills. Demonstrated leadership and supervisory skills. Ability to design and implement various types of specialized training for groups throughout the college. Ability to work in a team environment and manage multiple task/projects simultaneously.   Knowledge of critical thinking practices and professional development.

QEP Technology Coordinator

POSITION TITLE: **Instructional Technologist - QEP**

DEPARTMENT: **Web & Instructional Technology Services** SITE: **SE**

BASIC FUNCTION:

Provides consulting, training, design and support services to departments and instructors using technology to improve instruction and strengthen the curriculum as it relates to the Quality Enhancement Project (QEP) and critical thinking. Responsible for identifying and testing new technologies that enhance learning outcomes via Reusable Learning Objects (RLOs) and ANGEL ePortfolio. Using emerging educational technologies, develops alternative assessment strategies to integrate into course development. Provides a leadership role in a team model environment to advance the development of technology-enhanced curriculum, courses and instructional programs.

RESPONSIBILITIES:

- Supports technological change by designing, developing, and implementing training and support programs for instructors on the use of RLOs and ePortfolio to facilitate critical thinking and to improve learning outcomes.
- Develops multimedia presentations for courses, meetings, and seminars.
- Designs, develops, implements and/or coordinates the development of RLOs and ePortfolio.
- Implements and maintains instructional technology systems used for departmental use.
- Teams with campus Instructional Technologist to work with faculty in the design and development of technology-enhanced courses, including blended and online courses.
- Evaluates current instructional technologies and disseminates appropriate recommendations to faculty.
- Performs related duties as required.

EDUCATIONAL REQUIREMENTS:

Master's degree preferred in instructional technology, adult education, curriculum planning or related field.

EXPERIENCE REQUIREMENTS:

Four years experience or 2 years experience and a Masters Degree in Instructional Technology. Experience in instructional design, computer-based training, course development and instruction. Strong background in curriculum development, multimedia production, distance learning technologies and web design is required. Project management skills and experience working with higher education faculty preferred. Experience in distance learning or technology-enhanced courses, including blended and/or online courses preferred. Experience with project management skills to meet deadlines and deliverables preferred. Experience with ANGEL Learning Management System is preferred.

KNOWLEDGE/ABILITIES/SKILL REQUIREMENTS:

Understand how to use technology to promote a learning organization. Build and deliver multimedia projects. Use the instructional design process and develop computer-based training. Ability to design, develop, implement, maintain, and evaluate instructional technology systems. Ability to work in a team environment with faculty and staff in developing projects while meeting established deadlines. Ability to write clearly and concisely. Skills in analyzing information from various media and incorporating the data into presentations. Ability to create storyboards and course outlines, objectives and requirements for training and instruction. Excellent consulting, coaching and client skills. Familiarity with networking protocols and multiple hardware platforms and related software products.

This is a temporary position which will be funded for no more than 5 years.

QEP Assessment Coordinator

DEPARTMENT: **Institutional Research**   SITE: **EpiCenter**

BASIC FUNCTION:

Responsible for data collection and summarization for the various assessment programs of the College.

RESPONSIBILITIES:

- Works with program directors and faculty to design, validate and implement assessments for general education and academic program assessments
- Compiles information for comprehensive academic program review and works with program director(s) and faculty to summarize information for presentation to senior administration
- Manage existing survey instruments, and suggest new survey items to monitor and collect data on the assessment programs to utilize in reports and revisions.
- Develops, implements and maintains continuous improvement training and educational plan for the general education and program assessment system.
- Documents business rules, procedures, nomenclatures and standards related to the use of assessment within the various lower and upper division programs.
- Documents reports, queries PeopleSoft functionally related to the assessment program use of the Angel and PeopleSoft systems.
- Performs related duties as required.

EDUCATIONAL REQUIREMENTS:

Bachelor's degree required. Master's degree preferred.

EXPERIENCE REQUIREMENTS:

Three (3) years experience in educational setting including experience in the design, validation and implementation of assessments. Training and/or experience in educational measurement. Experience with SAS or SPSS software. Knowledge of or the ability to acquire knowledge of the college business rules and procedures. Knowledge of PeopleSoft educational systems. Knowledge of advanced computer, database, system architecture and database administration. Ability to design, develop, implement and maintain PeopleSoft system enhancements. Ability to design and document systems and procedures. Ability to develop and deliver technical training programs and teach systems and concepts. Ability to function in a team environment with other technical, administrative and Baccalaureate staff. Possession of written and verbal communication skills. Skill in planning and preparing for new initiatives to be incorporated into existing database systems.

Appendix 7. Table of Acronyms

A&P	Administrative and Professional staff
A.A.	Associate in Arts degree
AAHE	American Association of Higher Education
AC	Allstate Center
AIS	Administrative Information Systems
ANGEL	**A N**ew **G**lobal **E**nvironment for **L**earning, SPC's course management system
APAR	Academic Program Assessment Report
APVR	Academic Program Viability Review
ARC	Assessment Rubric for Critical Thinking
ART	Academic Roundtable
A.S.	Associate in Science degree
AVP	Associate Vice President
B&W	Blue and White, Collegewide newsletter
BOT	Board of Trustees
B.S.	Bachelor of Science degree
C&I	Curriculum and Instruction
CAPR	Comprehensive Academic Program Review
CAT	Classroom Assessment Technique (Angelo & Cross, 1993)
CCSSE	Community College Survey of Student Engagement
CL	Clearwater Campus
CLO	
COE	College of Education
CTI	Critical Thinking Institute, an annual workshop series with outside experts
DACUM	Developing a Curriculum process
E	Major Learning Objective (MLO) **enhanced** in a program
Epi	EpiCenter
ePortfolio	Electronic Portfolio, a software module affiliated with ANGEL course management system
ESOL	English for Speakers of Other Languages
ETS	Educational Testing Service
FGO	Faculty Governance Organization
HEC	Health Education Center
HR	Human Resources
I	Major Learning Objective (MLO) **introduced** in a program
IA	Institutional Awareness
IE	Institutional Effectiveness
iSkills	An information literacy test that includes a critical thinking component
K-12	Kindergarten through twelfth grade
MAPP	Measure of Academic Proficiency and Progress
MERLOT	Multimedia Educational Resource for Learning and Online Teaching
MLO	Major Learning Objective
NISOD	National Institute for Staff and Organizational Development
PTK	Phi Theta Kappa, a student honor society
QEC	Quality Enhancement Committee
QEP	Quality Enhancement Plan
R	Major Learning Objective (MLO) **reviewed/reinforced** in a program
RLO	Reusable Learning Object
SACS	Southern Association of Colleges and Schools
SAS	SAS Institute Inc. Statistical Software
SD-IO	Strategic Directions and Institutional Objectives
SE	Seminole Campus
SGA	Student Government Association

SLS	Student Life Skills
SP/G	St. Petersburg/Gibbs Campus
SPSS	SPSS, Inc. Statistical Software
SPC	St. Petersburg College
SPD	Staff and Program Development, schedules all professional development for the College
SSI	Student Survey of Instruction
SUS	State University System
SVP	Senior Vice President
SVP, ASA	Senior Vice President, Academic and Student Affairs
SVP, Bacc & UP	Senior Vice President, Baccalaureate Programs and University Partnerships
TS	Tarpon Springs Campus
UPC	University Partnership Center
Wiki	Wikipedia-like software for reviewing and editing a document
WITS	Web and Instructional Technology Support

FIVE YEAR FACILITIES DISCUSSION

CURRENT PROJECTS UNDERWAY
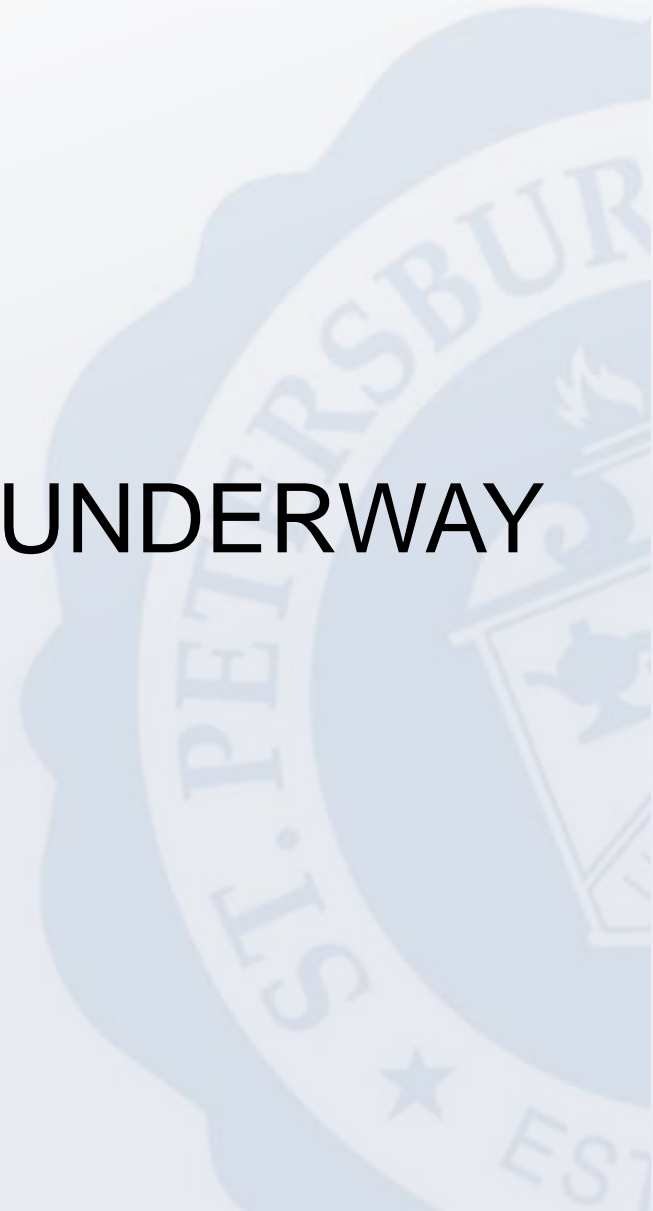
ALLSTATE CENTER CHILLER

BAY PINES MARINE SCIENCE CENTER

CLEARWATER JOINT-USE LIBRARY

SP/G STUDENT SUCCESS CENTER

SMALL PROJECTS

- Tarpon Springs Campus – Student Services
- Seminole Campus – Student Services
- Health Education Center – Study Rooms
- Clearwater – Arts Auditorium Upgrades
- Palladium – HVAC
- Collegewide – Roofs
- Tarpon Springs Campus - Biomedical Manufacturing Program
- Tarpon Springs Campus – Site Improvements
- Seminole – Removal of Portables
- Seminole – New Space for Veterans
- Midtown (Keene Center) – New Flooring

LOOKING AHEAD

SP/G STUDENT SUCCESS CENTER
Funding of $12.5M has been appropriated

HEALTH EDUCATION CENTER REVITALIZATION
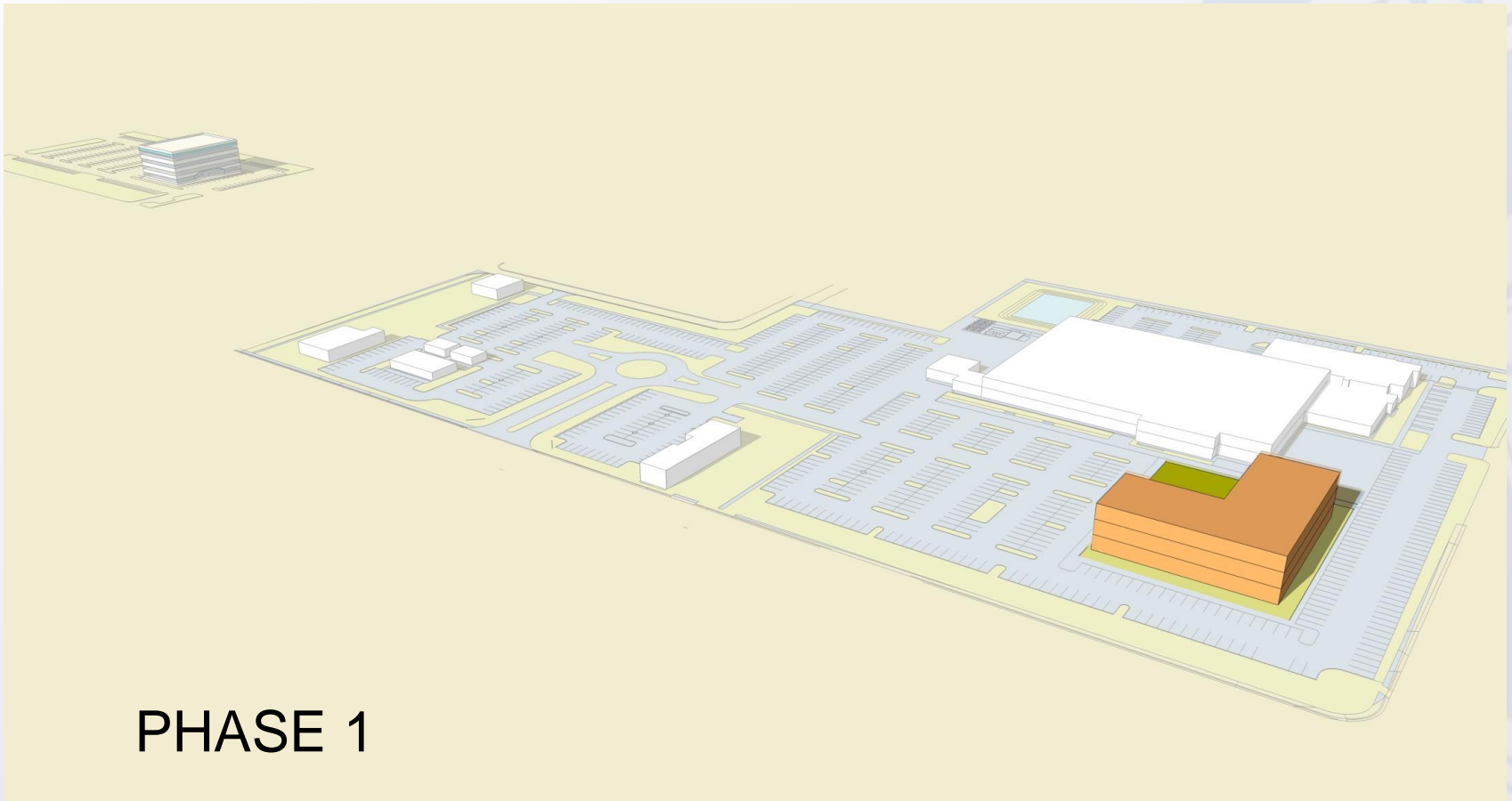
PHASE 1

HEALTH EDUCATION CENTER REVITALIZATION
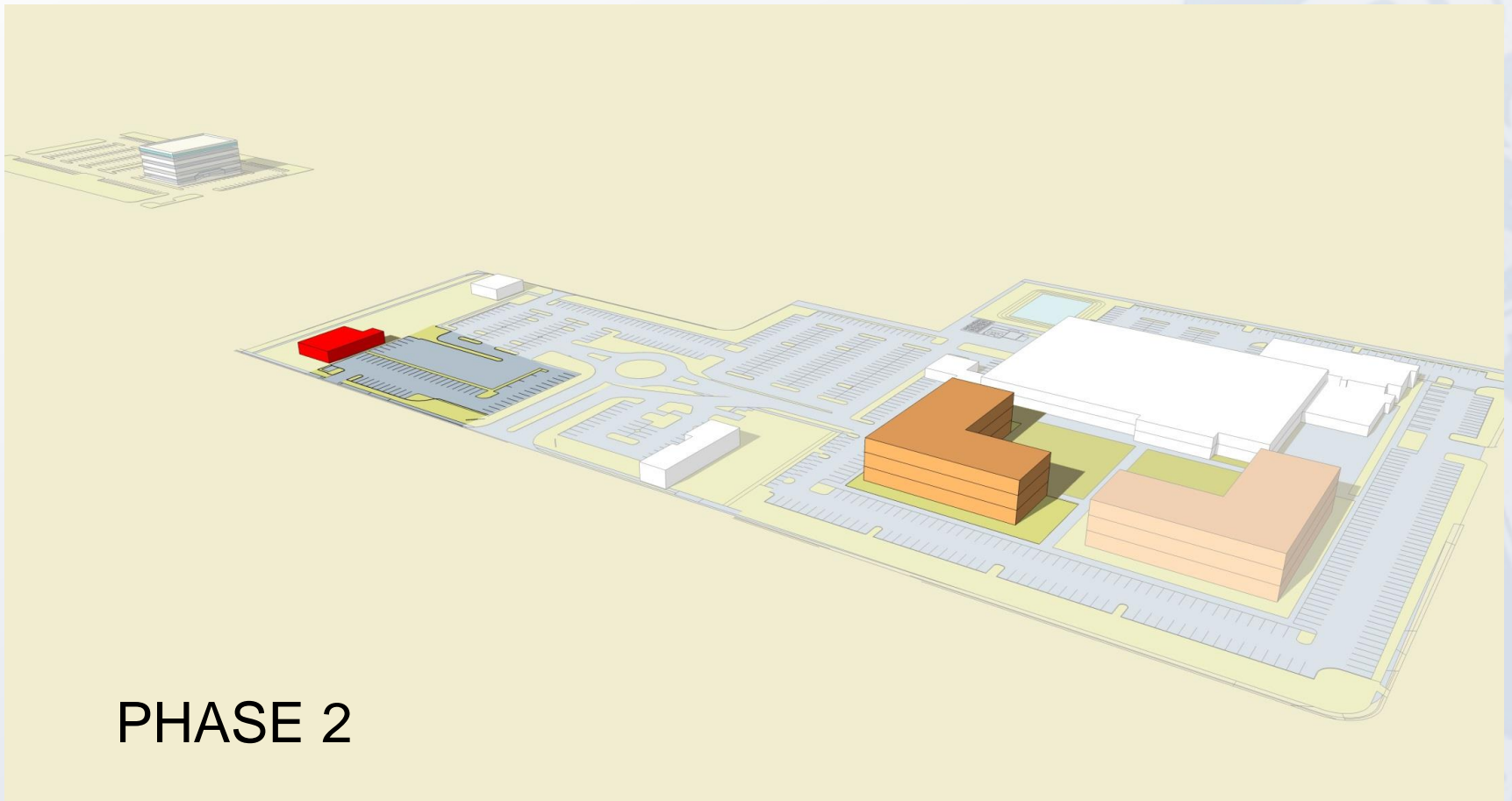
PHASE 2

HEALTH EDUCATION CENTER REVITALIZATION
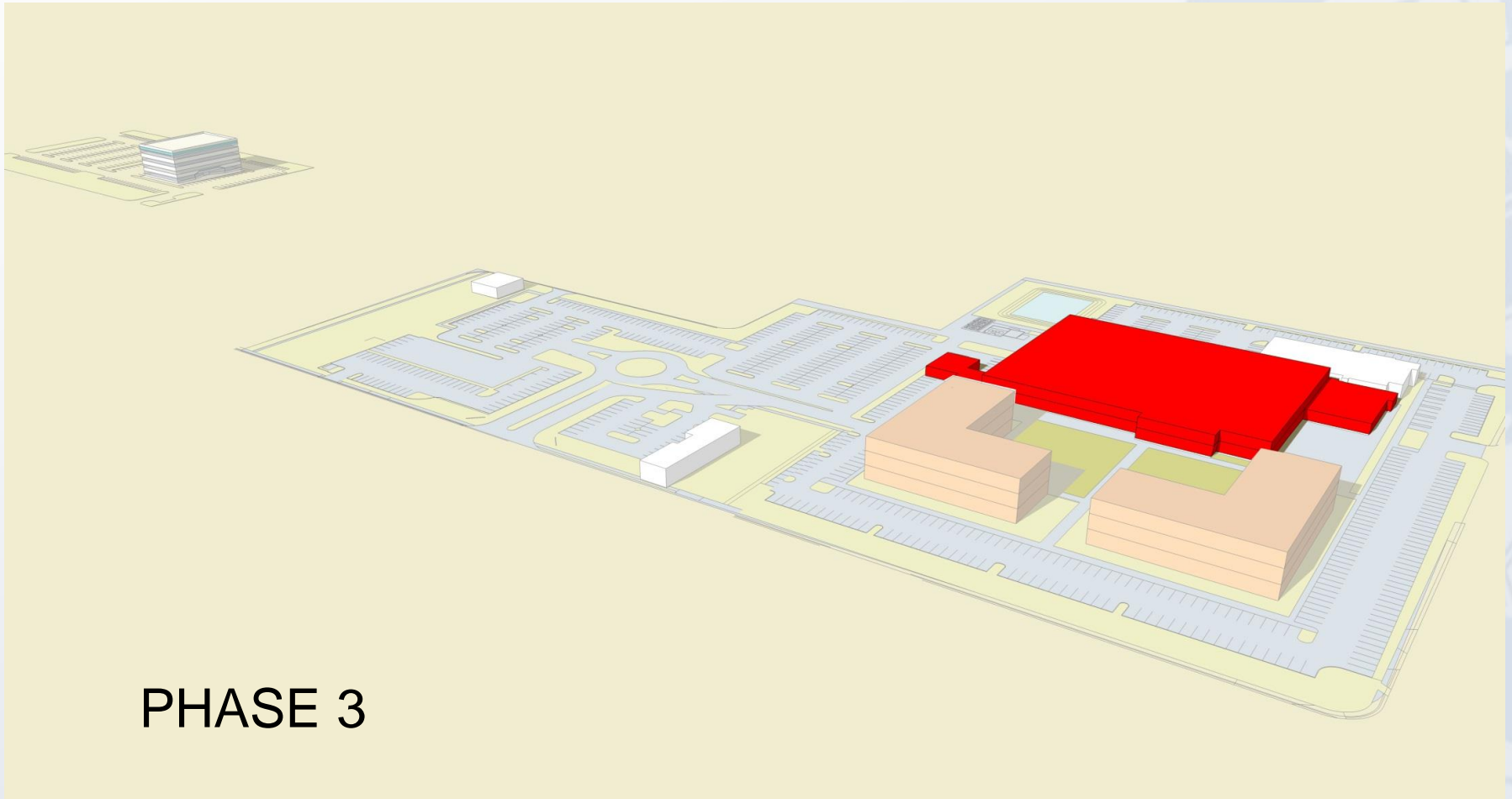
PHASE 3

HEALTH EDUCATION CENTER REVITALIZATION

COMPLETION
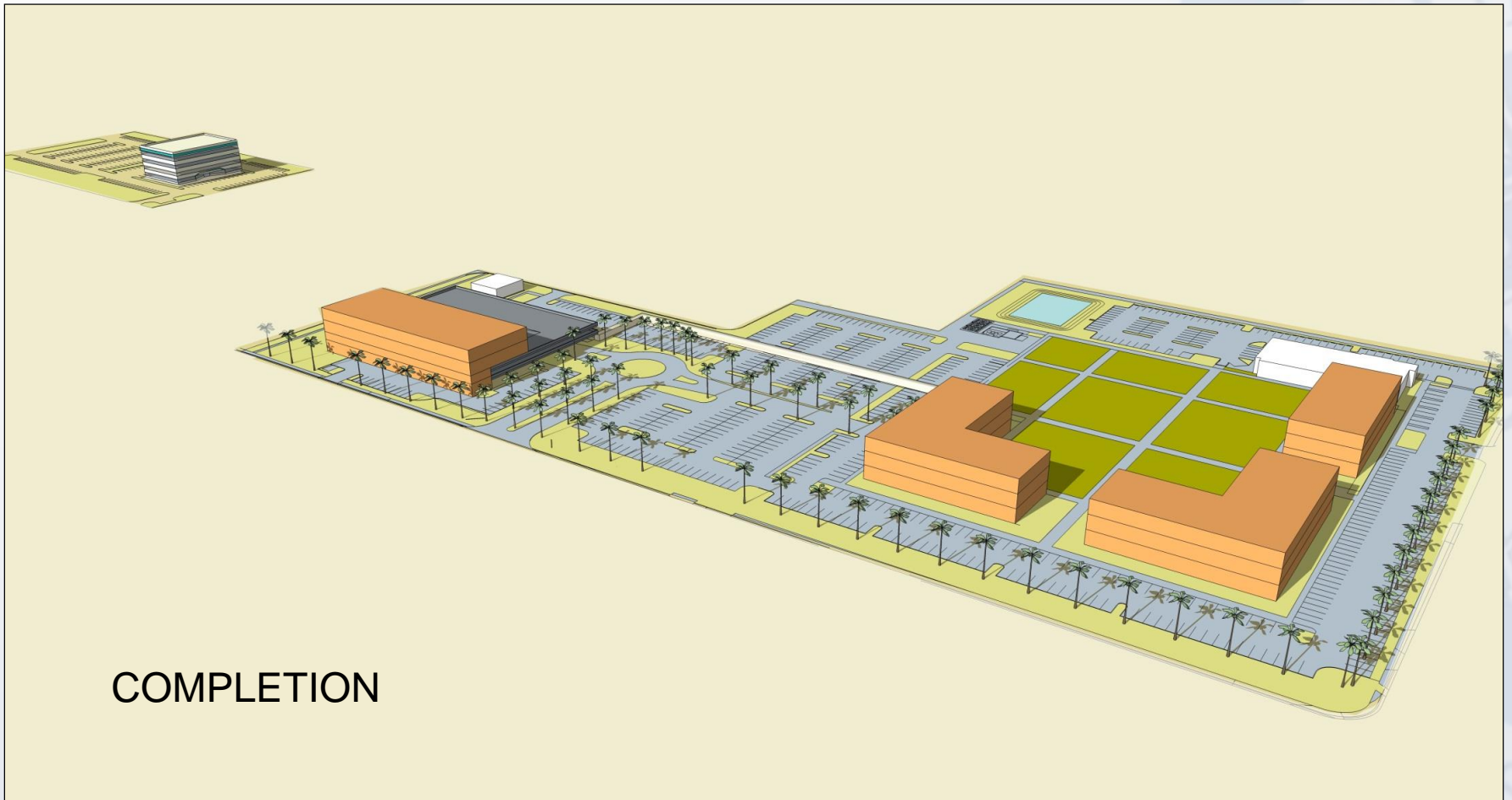
OPEN FOR DISCUSSION
ADDITIONAL CONSIDERATIONS

Vacant/Underutilized Parcels

- HEC Annex
- Epi Vacant Parcel
- Palladium Small Parking Lot
- Midtown Community Center
- Downtown Center Vacant Space
- Vacant Land at Tarpon Springs and Seminole Campuses

St. Petersburg College
Board of Trustees
Three Year Financial Plan

December 13, 2016

St. Petersburg College
SPC

Adjust Revenue & Expense

CURRENT SITUATION

- Decrease in tuition revenue
- Decrease in state appropriated funding
- Increase in health insurance costs
- Increase in waiver costs

POTENTIAL RISKS

- Negative impact on fund balance (net position)

OPTIONS

- Stabilize and increase enrollment
- Modify health insurance plan, increase employee/retiree contributions, use reserves
- Increase auxiliary revenue by improving services
- Reduce discretionary waivers:
  - Senior Citizens
  - Athletics
  - Fine Arts
  - Institutional
- Maximize performance funding
- Reduce travel
- Invest in budgeting software
- Conduct supervisor level budget training

CURRENT SITUATION

- Personnel expense ($118M) is 77% of total budget
- Temporary position expense (OPS, adjuncts & supplemental) is $17.2M
- Exceeding overtime budget

POTENTIAL RISKS

- Decrease in revenue over expense
- Less money for student-oriented initiatives
- Continue to decrease fund balance (net position)

OPTIONS

- Reduce personnel expense ratio by 2%
- Develop strategic plan for personnel expense
  - Keep people employed
  - Follow hiring/salary discipline
  - Re-evaluate positions as vacancies occur
  - Capture lapse money
  - Develop discipline for part-time employees (overtime, 2080 hours, etc.)
- Fund salary increase

Reduce Reliance on Fund Balance

CURRENT SITUATION

- Unencumbered Fund balance (net position) is $14.9M
- State requires 5% (June 30, 2017 approx. $8M)
- Using fund balance for recurring expense
  - Stabilization Reserve is $2.2M
  - One-Time Non-Recurring Fund is $2.3M

POTENTIAL RISKS

- Fund balance continues to reduce and falls below state required minimum; state monitoring
  - Audit risk increases
  - Less attractive grantors

OPTIONS

- Reduce reliance on fund balance
  - Eliminate recurring expense being covered by fund balance
  - Eliminate Stabilization Reserve and One-Time Non-Recurring Fund line items from budget

St. Petersburg College

SPC

Proposed Three-Year Financial Plan
Fiscal Years July 2018 – June 2020

Contents

Introduction

The purpose of this plan is to provide St. Petersburg College's financial goals and objectives for the next three fiscal years (FY2017-18, FY2018-19, FY2019-20). The information contained herein derives from various sources and includes projections and recommendations. Going forward, it is the College's intent to update this plan each year as part of the budgeting process.

SPC's Mission, Vision and Values

SPC's prioritizes its financial resources in accordance with its mission, vision and values. The College's mission is to "*promote student success and enrich our communities through education, career development and self-discovery.*" Its vision is to be "a great college transforming the lives of our students, of our communities, of our employees." Institutional values include student focus, academic excellence, outstanding service, diversity, ethics, culture of inquiry, partnerships, transparency, leadership and empowerment, global citizenship, innovation, mutual respect, and professional development. Each year in December, the Board of Trustees and college employees meet in a workshop setting to formulate the SPC's annual strategic priorities.

Aligning Financial Resources

Since 2011, SPC has aligned its financial resources to enhance student success by reducing the amount of funding to administrative support and increasing funding to academic support and student support.
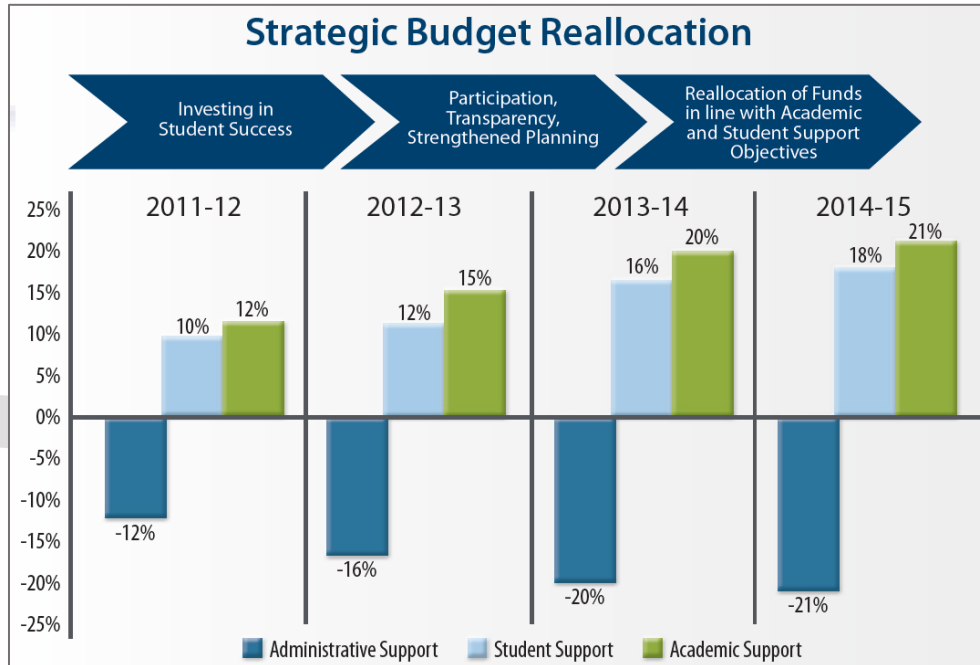
I. Current Position

SPC is experiencing several financial pressures. These pressures include an enrollment decline (3.6% in Fall 2016), increased costs related to health insurance, and increased costs related to student tuition waivers. With these pressures in mind, SPC has developed the following financial goals and objectives for the next three years.

A. Goals and Objectives

- Stabilize the Operating Budget by:
  - Adjust revenue and expense to track enrollment trends and financial pressures.
    - Increase auxiliary revenue.
    - Develop strategic plan to manage discretionary waivers.
    - Enhance SPC's position to receive maximum performance funding dollars.
  - Reduce, and eventually eliminate, the recurring expenditures supported by Stabilization Reserve and other fund balance line items.
  - Decrease the deficit in the Health Insurance Plan by transferring cash reserves, making plan modifications, and securing against high-dollar claims
- Fund a 2.5% salary increase in FY17-18

II. Operating Budget (Fund 1x)

Following is projected revenue and expense under three scenarios (optimistic, base, and pessimistic) followed by further discussion.

DRAFT

Following this table are details of specific assumptions:

	Scenario Assumptions - Fund 1X								
	Optimistic			**Base**			**Pessimistic**		
	2017 - 2018	2018 - 2019	2019 - 2020	2017 - 2018	2018 - 2019	2019 - 2020	2017 - 2018	2018 - 2019	2019 - 2020
Revenue Changes									
State Appropriation	$ 720,420	$ 727,624	$ 727,696	$ -	$ -	$ -	$ (144,084)	$ (143,796)	$ (143,796)
Student Tuition	$ 546,381	$ 827,767	$ 1,053,851	$ -	$ -	$ -	$(1,639,142)	$(1,059,978)	$ (535,781)
Distance Learning Fee	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$(3,754,620)	$ -
Stabilization Reserve	$ (724,336)	$ (724,336)	$ (724,336)	$ (724,336)	$ (724,336)	$ (724,336)	$ (724,336)	$ (724,336)	$ (724,336)
One Time Non-Recurring Funds	$ (485,361)	$ (485,361)	$ (970,722)	$ (485,361)	$ (485,361)	$ (970,722)	$ (485,361)	$ (485,361)	$ (970,722)
Revenue Change Total	**$ 57,104**	**$ 345,694**	**$ 86,489**	**$ (1,209,697)**	**$ (1,209,697)**	**$ (1,695,058)**	**$(2,992,923)**	**$(6,168,091)**	**$(2,374,635)**
Expenditure Change									
Salary Increase & Changes	$ 2,051,519	$ -	$ -	$ 2,051,519	$ -	$ -	$ 177,506	$ -	$ -
Benefits Changes	$ 616,393	$ 332,105	$ 327,909	$ 851,947	$ 578,534	$ 330,373	$ 688,622	$ 694,194	$ 574,026
Decrease Personnel Expense Ratio[1]	$ (1,010,870)	$ (788,870)	$ (788,870)	$ (1,010,870)	$ (788,870)	$ (788,870)	$ -	$ -	$ -
6 Month Hiring Freeze[2]	$ (1,200,000)	$ (1,200,000)	$ (1,200,000)	$ (1,200,000)	$ (1,200,000)	$ (1,200,000)	$(1,200,000)	$(1,200,000)	$(1,200,000)
One Time Non-Recurring Funds	$ 350,000	$ -	$ -	$ 350,000	$ -	$ -	$ 350,000	$ -	$ -
Expenditure Change Total	**$ 807,042**	**$ (1,656,765)**	**$ (1,660,961)**	**$ 1,042,596**	**$ (1,410,336)**	**$ (1,658,496)**	**$ 16,128**	**$ (505,806)**	**$ (625,974)**
Net Change	**$ (749,939)**	**$ 2,002,459**	**$ 1,747,450**	**$ (2,252,293)**	**$ 200,639**	**$ (36,561)**	**$(3,009,051)**	**$(5,662,285)**	**$(1,748,661)**

Changes are shown in the year they occur; therefore, changes in fiscal year 2017-2018 will carry forward to upcoming years.

[1] The personnel expense ratio is currently 77% of the total budget, developing a comprehensive plan to reduce the ratio by 2% is recommended. The comprehensive plan includes overtime costs, temporary positions, and a collaborate effort among leadership and department heads to review positions as they become vacant.

[2] Excluding mission critical positions approved by the College President and all Vice Presidents. This adjustment is temporary; it does not reduce the budgeted amount.

B. Revenue Assumptions

1. State Appropriations

State appropriations include the Community College Program Funding (CCPF), Lottery Allocation, and Performance Based Funding. The following scenarios represent a range of possibilities concerning state appropriations:

- **Optimistic**: State appropriations will increase slightly.
- **Base**: State appropriations will remain flat.
- **Pessimistic**: State appropriations will decrease by 0.2%. In Fiscal Year (FY) 2015-16, SPC received $1.2 million in performance funding dollars. The addition of this funding to the College's operating budget represented a 5.1% increase in state appropriated revenue. In FY2016-17, SPC received $1.8 million in Performance Based Funding, but experienced a 0.2% decrease in total state appropriated revenue, to date, for the year. This scenario assumes a similar decrease for each of the next three years.

2. Student Tuition

Student tuition includes both upper and lower division tuition rates as well as out of state fees for non-resident students. SPC's ability to collect tuition as a revenue source depends on the institution's headcount, and headcount tends to run counter-cyclical to how well Florida's economy is performing. As students find meaningful employment, they tend to take fewer courses, thereby causing SPC's headcount and tuition to decrease.

Source: http://edr.state.fl.us/content/conferences/communitycolleges/
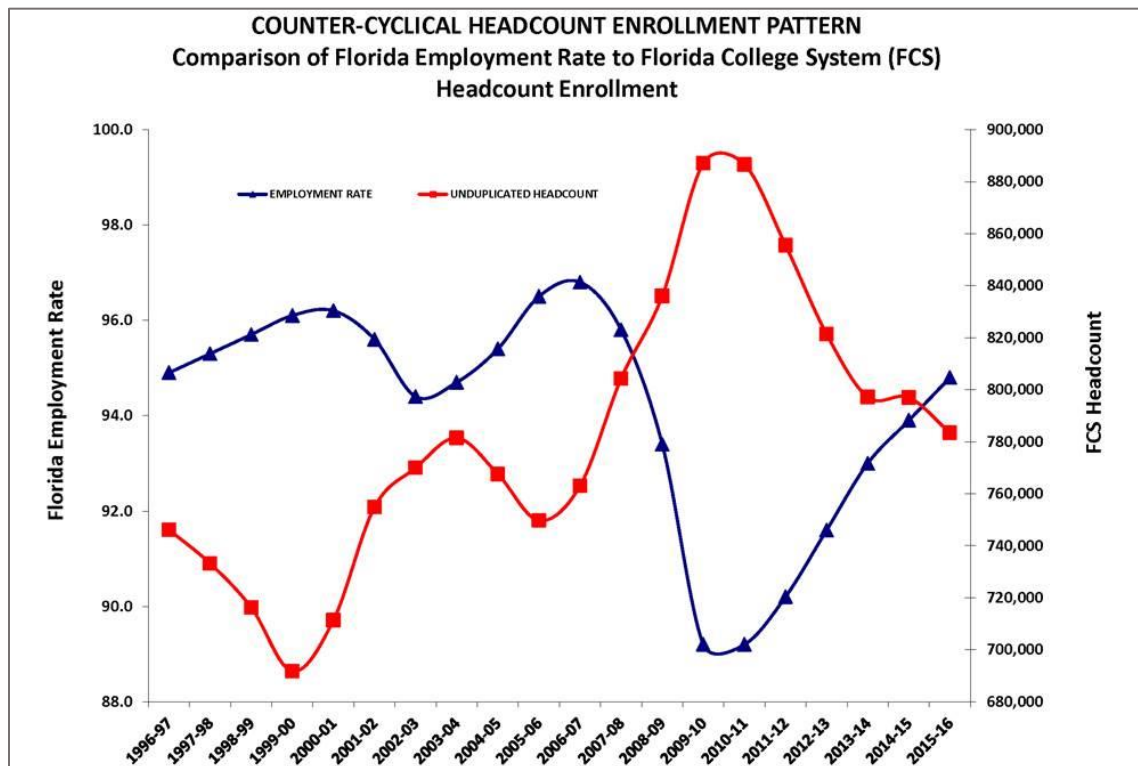
The following scenarios represent a range of possibilities for student tuition:
- **Optimistic**: Enrollment will increase by 4.4% over the next three years (1% in the first year, 1.5% in the second year, and 1.9% in the third year), resulting in the following tuition increase over the next three years: $546,381, $827,767, and $1.1 million, respectively. These projections are based on the National Center for Education Statistics' report titled, *The Condition of Education 2016,* in which enrollment for postsecondary two-year institutions is projected to increase by 21% between 2014 and 2025 (see below). This projection equates to a 1.9% increase per year over 11 years.

Source: http://nces.ed.gov/pubs2016/2016144.pdf
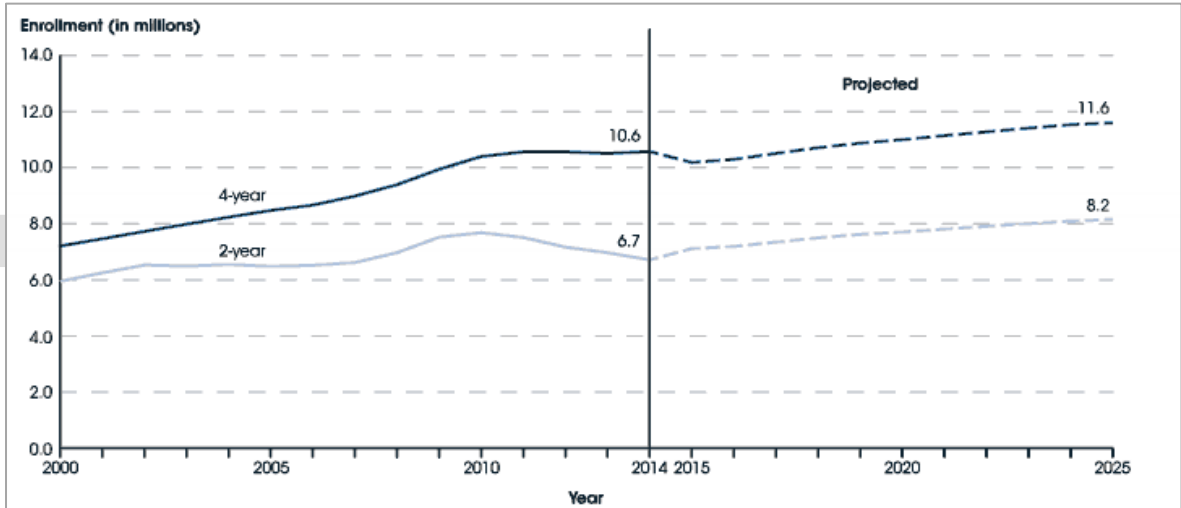
- **Base**: Enrollment will be flat. This projection is based on actual revenue received in the Spring, Summer and Fall semesters of Calendar Year (CY) 2016.
- **Pessimistic**: Enrollment will decline by 3.0% in FY2017-18, 2.0% in FY2018-19, and a 1.0% in FY2019-20, resulting in a $3.2 million decrease in tuition revenue over the next three fiscal years.

3. Distance Learning

Distance learning fees are assessed to students enrolled in lower division and upper division online courses. Effective July 1, 2016, Florida Statutes limits how much SPC may charge in distance learning fees to $15 per credit hour. In response to this change, the College adjusted its upper division fees from $17 to $15 per credit hour for FY2016-17.

The following scenarios represent a range of possibilities for distance learning fees:
- **Optimistic**: Fees remain at $15 per credit hour.
- **Base**: Fees remain at $15 per credit hour.
- **Pessimistic**: Fees are reduced below $15 per credit hour. There is some indication the State of Florida may ask Florida Colleges to eliminate distance learning fees altogether. Doing so would represent a $3.7 million loss in revenue at SPC.

4. Stabilization Reserve

The Stabilization Reserve line item was created several years ago and placed into the budget to help soften the impact of fluctuations in revenue and expense. This line item is subsidized by the College's fund balance (net positon), and is not meant to support recurring operating expense. Fund balance is the accumulative remainder of revenues over expenses. SPC should work to reduce the amount in this line item to maintain a healthy net position. All three scenarios (Optimistic, Base, and Pessimistic) assume a 33% reduction each year. However, the Board of Trustees should consider a higher reduction percentage to guard against reaching the minimum fund balance percentage of 5% outlined in statute.

5. One-Time Non-Recurring Funds

One-time non-recurring funds include purchase order roll forwards. Purchase order (PO) roll forwards are POs from the prior fiscal year budget that are paid out of the current fiscal year due to timing of goods and services received. In other words, budget from the previous year is rolled forward to the next fiscal year and fund balance is encumbered. In the budgeting process, an expense line item should be added to offset the roll forward amount.

In FY2016-17, it is recommended that the issuance of POs cease in the month of May, unless for an emergency situation, to decrease the amount of fund balance encumbered.

Reducing the $2.3 million line item to reflect the new PO process equates to a $1.9 million revenue change, leaving a balance of $350,000. A corresponding expense offset of $350,000 will result in a net zero budget effect. All three scenarios (Optimistic, Base, and Pessimistic) assume 25% reduction each year for the first two years and 50% reduction in the third year.

C. Expenditure Assumptions

1. Personnel Salaries

- **Optimistic:** Fund a 2.5% salary increase in October 2017. This scenario includes the final year of salary increases to the Career & Academic Advisors, totaling $73,000, and a projected $105,000 salary increase to certain positions impacted by the change to Fair Labor Standards Act. This scenario results in a $2.1 million increase in personnel costs.
- **Base:** Same as the optimistic scenario.
- **Pessimistic:** No salary increase. This scenario includes the final year of salary increases to the Career & Academic Advisors totaling $73,000, and a projected $105,000 salary increase to certain positions impacted by the change to Fair Labor Standards Act.

2. Personnel Benefits

Benefits will increase in proportion to the 2.5% salary increase. Additionally, SPC is working with its insurance team to make appropriate plan changes. Claims projections support a 3-8% increase in employer and employee health insurance contributions. Historically, the College has experienced benefit expense increases at the low-to-mid end of that range. The College assumes a projection of 1-2.5% increase in benefit costs. The following scenarios with respect to personnel benefits represent the assumed possibilities:

- **Optimistic**: Includes the funded 2.5% salary increase, the final year of salary increase to Career & Academic Advisors, and benefits related to the positions impacted by the change to Fair Labor Standards Act. Additionally, assuming a 1% per year health care cost increase and 0.22% increase in retirement costs results in $616,393; $332,105; and $327,909, respectively, in total benefits costs.
- **Base**: Same as the optimistic scenario with the exception of health care costs, which increase 2.0% in FY2017-18 and FY2018-19, then 1.0% in FY2019-20, resulting in $851,947; $578,534; and $330,373 increase in benefits costs.
- **Pessimistic:** No salary increase. Includes the final year of salary increases to the Career & Academic Advisors. Retirement benefit increase of 0.22% increase and health care costs increase 2.5% in FY2017-18 and FY2018-19, then 2.0% in FY2019-20, resulting in $688,622; $694,194; and $574,026 increases in benefits costs.

3. Personnel Expenditure Ratio

Currently, personnel costs represent 77% of SPC's total operating budget. The recommended goal is to reduce the percentage from 77% to 75% over the next three fiscal years. Reducing the personnel costs 2.0% over three years equates to a 0.66% reduction in personnel costs, resulting in a savings of $789,000 per fiscal year. This reduction could be achieved by evaluating and repurposing positions leading to efficiencies and enhanced sustainability. The College Vice Presidents will collaborate with department heads to implement a strategic plan to reduce personnel costs. Included in the plan is to re-evaluate the use of temporary personnel. Temporary personnel that reach an accumulated 2,080 hours are entitled to State of Florida Retirement Service (FRS) benefits. In addition, the College's overtime costs equate to approximately $372,000 per year. We recommend reducing overtime costs to $150,000.

- **Optimistic:** Reduce overtime costs by $222,000, repurpose of positions and reexamination of comprehensive Other Personnel Services (OPS) $789,000; totaling $1.0 million.
- **Base:** Same as the optimistic scenario.
- **Pessimistic:** No change.

4. One-Time Non-Recurring Funds

As stated above, this expense is to offset the one-time rolled POs.

5. Recommendations to Achieve Budget Equilibrium

Given the financial planning assumptions, achievement of the College's strategic goals will require a combination of actions to enhance revenues, reduce expenditures, and reallocate resources. To achieve budget equilibrium, the College should continuously pursue the following actions:

- Increase revenues through enrollment growth.
- Increase self-supporting grants and contracts from all sources that bring services to students and the institution.
- Explore opportunities to increase auxiliary revenue.
- Increase facilities rental.
- Review benefit programs for potential cost savings.
- Invest in an enterprise budget-planning software system. Budget with more granularity.
- Tailor budget training to groups of faculty and staff with common functions throughout the College.

- Develop and implement processes that are more efficient, structured, and systems that will reduce annual administrative costs in academic support, student services, and institutional support areas.
  - Invest in budgeting software to enhance planning, management, and analysis
  - Develop a web-based travel reimbursement process
  - Develop a web-based PAAR (Personnel Action Authorization Request)
  - Implementation of Nelnet program

D. Budget FY2017-18

For FY2017-18, the College will develop the initial departmental budget based on prior year actual expenditures. These initial budgets will be provided to each department for review and justification as to how the dollars and/or positions tie to the College's strategic initiatives. Each department will also be encouraged to find savings.

Each department is designated a Budget Supervisor. It is the Budget Supervisor's responsibility to ensure that the budget is spent in accordance with the College's mission and policies. The budget staff will lead several trainings to assist Budget Supervisors.

III. Other Relevant Financial Data

A. Investments

The College has adopted a written investment policy requiring that surplus funds of the College be invested in those institutions and instruments permitted under the provisions of the Florida Statutes. The College investments are held in three major classes: State Treasury Special Purpose Investment Account (SPIA), Florida Prime Investment Pool administered by the State Board of Administration (SBA), and Certificates of Deposits (CDs).

Funds in SPIA and SBA are classified as cash-equivalents since these are liquid assets that can be transferred between those investment accounts and SPC's operating account (cash) in one-two business days.

CDs are time-restricted deposits that upon maturity are either re-invested or placed in the operating account for planned large payments.

The below chart depicts the earned interest over the last three fiscal years. The Federal Reserve is signaling that it will raise interest rates slightly at the end of this calendar year; however, due to the College's large construction projects, the investment earnings will decrease over the next two fiscal years with an opportunity for growth in the third year.

Investment Earnings

Category	FY2017	FY2016	FY2015	FY2014
CDs	36,534	105,792	107,588	120,992
SPIA	90,090	245,173	424,483	297,190
SBA	17,675	56,301	4,566	13,830
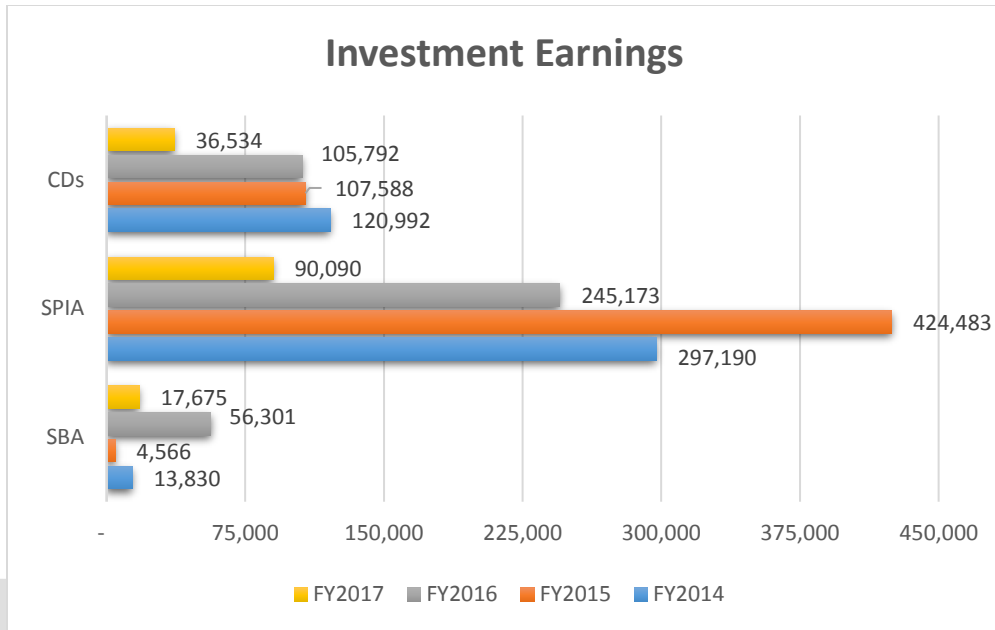
As of October 31, 2016 the balances are as follows:

CDs	$ 8,949,191
SPIA	$ 20,286,461
SBA	$ 7,601,164

B. Auxiliary Activities / Lease Revenue

Auxiliary activities are those established to provide non-instructional services for sale to students, faculty and staff. Present activities at the College include bookstore operations, food services, excess bandwidth and vended copy machines. These funds are budgeted and transferred to the general current fund and disbursed upon the approval of the President or their designee. The College also leases certain space to other organizations. This lease revenue, per the State Accounting manual, is recorded in the general current fund (1x). Both are graphed below:

Revenues

	FY2014	FY2015	FY2016
Auxillary	3,393,737	3,503,176	3,495,932
Revenue Leases	1,458,271	1,381,117	1,365,394
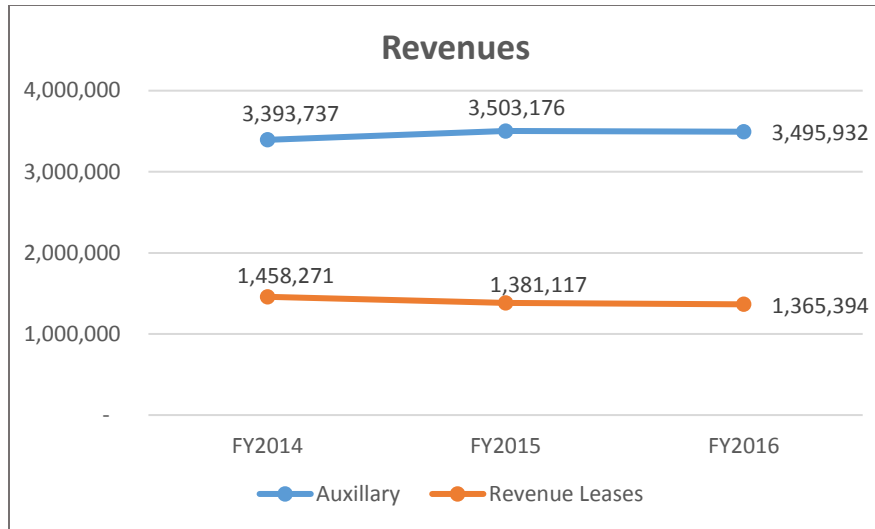
As campuses are spread across Pinellas County, the College lacks the centralized population of students at one location that would appeal to a major vendor. Therefore, it is a challenge to attract vendors of a scale that would significantly enhance our revenue.

Beginning in this fiscal year, the College will pursue additional forms of auxiliary income to bring services to our students and create additional revenue to support our mission. Examples include kiosks for printing on each campus and expansion of concession services. Lease revenue will be studied to develop a college-wide rental structure. Revenue is projected to remain relatively flat in FY2017-18 as we develop these new services and leases.

C. Capital Construction

The College receives funding for construction from the State and student fees. Per Florida Statute, the source of the funding dictates the type of project that can be constructed. The three major funding sources are:

- **Public Education Capital Outlay (PECO)** dollars are generated through the revenue from the State gross receipts tax on the sale of gas, electricity, and communication services. PECO dollars fund large construction projects appropriated by the legislature.
- **PECO Sum-of-the-Digits Allocation (SODA)** funding is determined by a mathematical formula based on building square footage and the age of the building. Funds can be used for renovation, maintenance, repair, and safety-to-life issues.
- **Student Capital Improvement Fee (SCIF)** projects are funded through student fees and can be used to construct, maintain, and enhance educational facilities.

Major projects over the next two fiscal years include:

- **St. Petersburg Student Success Building** funded with PECO ($20 million) and SCIF ($5 million).
- **Clearwater Library** funded with SCIF ($9.3 million).

The following is a list of potential projects for the next three fiscal years and beyond:

- **Health Education Campus**, $50-60 million
- **Academic Student Learning Support Center**, Downtown campus, $1.7 million

The College has received the first $10 million for the St. Petersburg Student Success Centers and is requesting the second $10 million appropriation in the next legislative session.

The College continues to receive a heathy allocation of SODA funds due to the age of our buildings. Unless the formula is changed by the legislature, these funds will remain sufficient for the next three fiscal years.

In anticipation of the potential SCIF projects, it is recommended that FY2016-17 through FY2017-19 be used as SCIF reserve-building years. During these years, the College will focus on its commitments and decrease discretionary spending to improve its position for FY2020. Leadership will explore all avenues of funding for the Health Education Campus, including bonding and public/private partnerships.

D. Waivers

The College offers several types of tuition and fee waivers, most required by Florida Statute. Depending upon the type of waiver, the student may qualify for full or partial waiver of tuition and fees, or just the portion attributed to out-of-state fees. Below are the past three fiscal years of data, as well as FY2016-17 projected expenditures:

Waivers				
Type	**FY2013-14 Actuals**	**FY2014-15 Actuals**	**FY2015-16 Actuals**	**FY2016-17 Projected**
College Discretionary				
Senior Citizens	$172,956	$196,027	$209,748	219,441
Fine Arts	3,473	3,496	22,643	28,208
Institutional	0	0	148,921	54,433
Athletics - All Sports	254,172	210,070	267,812	273,424
Subtotal	**430,601**	**409,593**	**649,124**	**575,506**
Statutorily Required				
DCF	336,529	330,279	391,610	282,216
Homeless	173,354	167,343	113,090	114,228
State Employees	134,672	115,337	97,223	110,701
Veterans	0	809,961	1,213,720	851,760
Purple Heart	5,876	12,955	10,031	6,455
Dreamers	0	440,384	508,338	433,598
Subtotal	**650,431**	**1,876,259**	**2,334,012**	**1,798,957**
Total	**$1,081,032**	**$2,285,852**	**$2,983,136**	**$2,374,463**

1. Athletic/Institutional Waivers

The Athletics department at SPC supports teams for baseball, basketball, softball, tennis and volleyball. These waivers are for the out-of-state tuition and fees for 24 athletes. The Institutional waivers mentioned above are to support additional out-of-state tuition and fee waivers when there are already four other out-of-state students on a team. The Institutional waiver was comprised of twelve athletes in FY2015-16, and five for FY2016-17.

The majority of the waivers are required by statute and thus cannot be reduced, leaving only the College-discretionary waivers. Senior citizens' waivers could be limited to one class per semester or have a limit on the number of times a particular class can be repeated. In regard to Athletic/Institutional waivers, the College could limit the number of out-of-state athletes.

E. Health Insurance

National healthcare costs will play a major role in the coverage available to our employees. The College will need to keep a watchful eye on the national stage and try to predict the best strategy to provide quality health insurance for our employees, while working within our budgetary means. Conservative plan changes were approved by the Board for calendar year 2017.

The chart below depicts, on a calendar year basis, the actual and projected *cash* inflows and outflows. These cash flows include claims, administrative fees, and the College's stop-loss insurance. (Cash flows are distinct from Brown & Brown's *claims* information previously presented to the Board.)

	Calendar Year					
	2012	**2013**	**2014**	**2015**	**2016 (projected)**	**2017 (projected)**
Premiums	17,360,903	16,828,738	16,780,884	16,072,730	17,130,649	17,473,952
Claims/Admin Fees/Stop Loss	16,150,058	16,971,061	16,847,366	17,870,785	18,179,913	18,725,310
Excess/(Deficit)	1,210,845	(142,323)	(66,481)	(1,798,055)	(1,049,264)	(1,251,359)

In order to retain its self-funded status, the College must retain a cash balance of at least two months of claims in its self-insurance account. This amount is commonly referred to as *safe harbor*. As average claims rise or fall through the years, so does the safe-harbor requirement. The safe harbor for calendar year 2016, as stated in the actuarial report, is $3.0 million.

As of October 31, 2016, the cash balance in the College's self-insurance fund is $6.1 million. This cash balance at December 31, 2016, will be used to secure the $3.0 million safe harbor and fund the $1.3 million projected health insurance shortfall in calendar years 2016 and 2017. It is anticipated that the calendar year 2018 premiums will fully support the College's 2018 healthcare costs.

F. Net Assets (Net Position)

Net Assets (net position / fund balance / reserves) is the accumulative remainder of revenues over expenses. Regardless of the economic environment, the College must serve its students and support its activities. Net Assets protect the College from unexpected events, such as an unexpected decline in State funding, appropriation withholdings, or shift in enrollment. Both cash and non-cash transactions can affect Net Assets.

The table below displays Net Assets for Funds 1x and 3x for the last four fiscal years. The table is displayed to separate out those liabilities that are to be financed in the future. There are three major non-cash transactions that affect Net Assets and are described below the table.

Unrestricted Net Position (Funds 1x and 3)				
		Audited		**Unaudited**
	FY2013	**FY2014**	**FY2015**	**FY2016**
Unallocated Net Position	$21,089,534	$21,439,411	$21,593,102	$17,440,458
Reserves	7,052,164	5,748,382	4,724,187	3,967,295
Total Reserve and Unallocated Fund Balance	***$28,141,698***	***$27,187,793***	***$26,317,289***	***$21,407,753***
Amounts to be Financed in Future:				
Other Postemployment Benefits	(3,025,305)	(3,779,000)	(4,491,568)	(5,267,540)
Compensated Absences	(10,239,006)	(10,999,973)	(11,376,637)	(11,581,102)
Net Pension Liability (GASB 68)	-	-	(40,065,516)	(38,746,655)
	(13,264,311)	(14,778,973)	(55,933,721)	(55,595,297)
Net Unrestricted Net Position	$14,877,387	$12,408,820	($29,616,432)	($34,187,544)

Sources: Audited Financial Statements and Annual Financial Report

1. Other Postemployment Benefits (GASB 45)

The College follows GASB Statement No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions*, for other postemployment health care benefits administered by the College.

Employees who retire from the College are eligible to participate in the College's self-insured health, dental, and prescription plan coverage, by paying blended group premium rates. Future claims benefits payable by the College are actuarially determined each year. The long-term liability represents the estimated future benefits that the College expects to be funded from future appropriations. In FY2016 the College expensed $775,000.

2. Compensated Absences

College employees may accrue annual and sick leave based on length of service, subject to certain limitations regarding the amount that will be paid upon termination. The College reports a liability for the accrued leave. At June 30, 2016, the estimated liability totaled $11,581,102. The Fund 1x FY2016 expense was $314,560.

3. Net Pension Liability (GASB 68)

The College is required to participate in the Florida Retirement System (FRS) Pension Plan and the Retiree Health Insurance Subsidy (HIS) Program, both of which are administered by the Florida Department of Management Services' Division of Retirement. The pension liabilities are owned by the State of Florida Retirement System and are reported in separate, audited, comprehensive annual financial reports of the Division of Retirement. Governmental accounting regulations require the College to report its proportionate share of this liability on the College's financial statements, but the liability will ultimately be paid out from the State of Florida Retirement System.

G. Long-Term Liabilities

The College has the following long-term liabilities:

	Balance as of June 30, 2016	Amount Due within One Year
Bonds Payable	$ 23,105,000	$ 1,660,000
Note Payable	514,078	187,770
Capital Leases Payable	4,516,606	1,221,674
Compensated Absences (All Funds)	11,870,796	1,187,080
Other Postemployment Benefits Payable	5,267,540	0
FRS & HIS Net Pension Liability	47,209,842	1,232,924
Totals	$ 92,483,862	$ 5,489,448

1. Bonds Payable

Various bonds have been issued to finance College capital outlay projects. The long-term liability balance represents the principal portion to be repaid, with maturity dates ranging from 2019 to 2030.

2. Note Payable

In 2011, the College purchased a building and property from the Juvenile Welfare Board. A portion of this purchase is being financed at zero interest, and the principal is being repaid in quarterly installments through the maturity date of 2019.

3. Capital Leases Payable

Various assets are being financed through lease contracts, including network equipment, dental hygiene equipment, firefighting equipment, and the Allstate Campus Energy Performance Chiller Plant. The long-term liability balance represents the principal portion to be repaid to the lessors, with maturity dates ranging from 2017 to 2036.

Memorandum

TO: **Brian Miles**
   Amy Lockhart
   Janette Hunt
FROM: **Suzanne L. Gardner**
DATE: **12/8/2016**

RE: Tuition Exemptions and Waivers, Statutory Provisions and Recommendations

Section 1009.23 of the Florida Statutes provides that all students of Florida College System institutions be charged student fees, except where exempt or waived. The Statutes delineate the eligibility and mechanism for fee **exemptions** (students are exempt) in 1009.25 FS and **waivers** (institution provides waivers to eligible students) 1009.26 FS. This memorandum discussed exempt students, waivers and recommendations for reviewing, assessing and modifying, where allowable, policy and procedures to leverage resources and to minimize the budgetary impact of tuition exempt students and non-exempt student waivers.

I.   EXEMPTIONS

Where a student is exempt, **they cannot be charged the payment of tuition, fees and lab fees.** The exemption includes tuition for workforce education programs, Florida College System and state universities.

❒ **Dual Enrollment**- A student enrolled in **a dual enrollment or early admission** program pursuant to s. 1007.271 is exempt from tuition and fees. A student enrolled in an **approved apprenticeship program**, as defined in s. 446.021 is exempt from tuition and fees.

❒ **Ward of DCF**- A student who is or was at the time he or she reached 18 years of age in the **custody of the Department of Children and Families** or who, after spending at least 6 months in the custody of the department after reaching 16 years of age, was placed in a guardianship by the court is exempt. Such exemption includes fees associated with enrollment in applied academics for adult education instruction. **The exemption remains valid until the student reaches 28 years of age.**

❒ **Adoption from DCF**- A student who is or was at the time he or she reached 18 years of age in the **custody of a relative or nonrelative under s.** 39.5085 or who was **adopted from the Department of Children and Families** after May 5, 1997, is exempt. Such exemption includes fees associated with enrollment in applied

academics for adult education instruction. **The exemption remains valid until the student reaches 28 years of age.**

❒ **Workforce Development programs**- A student **enrolled in an employment and training program under the welfare transition program is exempt where eligible**. The local workforce development board will pay the costs incurred for welfare transition program participants.

❒ **Homeless Waiver** - A **student who is homeless is exempt from paying tuition and fees.** For the purpose of the fee exemption; **homelessness is defined as**:
  ➢ A student who lacks a fixed, regular and adequate nighttime residence, **or**
  ➢ A student whose primary nighttime residence is a public or private shelter designed to provide temporary residence for individuals to be institutionalized, or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

❒ **Certain Employees of DCF** - Pursuant to s. 402.403, child protection and child welfare personnel as defined in s. 402.402 who are enrolled in an accredited bachelor's degree or master's degree in social work program, provided that the student attains at least a grade of "B" in all courses for which tuition and fees are exempted.

❒ **Discretionary Exemptions** - Each Florida College System institution is authorized to grant student fee exemptions from all fees adopted by the State Board of Education and the Florida College System institution board of trustees for up to **54 full-time equivalent students or 1 percent of the institution's total full-time equivalent enrollment, whichever is greater, at each institution.**

II.   WAIVERS

Non-exempt students are assessed tuition, however, may be eligible to seek a waiver of part or all of tuition and fees. §1009.26, FS, provides that Florida College System institutions may waive fees for any fee-nonexempt student.

The total value of fee waivers granted may not exceed the amount established annually in the General Appropriations Act. Any student whose fees are waived in excess of the authorized amount may not be reported for state funding purposes. Any institution that waives fees and requests state funding for a student in violation of §1009.26, FS, is penalized at a rate equal to two times the value of the full-time student enrollment reported.

❒ **State Employee waiver (§1009.265 FS)**
  The Florida Statutes and the General Appropriations Act authorize this program (State of Florida Employee Educational Assistance Program). Florida public

postsecondary institutions will waive tuition and fees for state employees to enroll for up to six credit hours of courses per term on a space-available basis.

- ➢ Limited to 3 terms (18 credit hours) during the calendar year
- ➢ State employees are defined as full-time employees of the executive, legislative, and judicial branches of state government. It does <u>not</u> include persons employed by the state university system, the college system, or local school districts.
- ➢ Some credit courses that operate on a cost recovery basis would not be required to be open to state employee fee waivers.
- ➢ DMS supports online verification to confirm eligibility.
- ➢ **The spouse of a deceased state employee is entitled to a full waiver of tuition and fees for up to 80 semester hours** in any Florida College System institution, in lieu of payment of student fees by the state as employer pursuant to s. 440.16, where eligible.

❐ **Veterans Waiver**, HB 7015 (Florida G.I. Bill, 2014), §1009.26(13) FS, created the "Congressman C.W. Bill Young Tuition Waiver Program" (implemented under SBE Rule 6A-14.0305) which waives the **out-of-state portion** of the tuition for honorably discharged veterans of the Armed Forces of the United States, including the National Guard and reserve components.

- ➢ **Waives out-of-state fees for a person who is an honorably discharged veteran of the United States Armed Forces, the United States Reserve Forces, or the National Guard who physically resides in this state while enrolled in the institution; or entitled to and uses educational assistance** provided by the United States Department of Veterans Affairs for a quarter, semester, or term beginning after July 1, 2015, **who physically resides in this state while enrolled in the institution.** (The waiver DOES include spouse and dependents if they are eligible for educational assistance/GI Bill.)
- ➢ Tuition and fees charged to a student who qualifies for the out-of-state fee waiver under this subsection may not exceed the tuition and fees charged to a resident student.
- ➢ Florida College System institutions shall report to the State Board of Education the number and value of all fee waivers granted annually under this subsection.

❐ **Active Military Duty Waiver**
- ➢ Active duty member of the Armed Forces of the United States residing or stationed outside of this state. (**NOT spouse, dependents**)
- ➢ Tuition and fees charged to a student who qualifies for the **out-of-state fee waiver** under this subsection may not exceed the tuition and fees charged to a resident student.
- ➢ Florida College System institutions shall report to the State Board of Education the number and value of all fee waivers granted annually under this subsection.

❐ **Purple Heart – Full Waiver of Tuition and Fees**
Waives tuition for undergraduate college credit programs and career certificate programs for each recipient of a Purple Heart or another combat decoration superior in precedence who:

(a) **Is enrolled full-time or part-time degree in a degree program** (associate or a baccalaureate degree, a college credit certificate, or a career certificate) and
(b) **Is currently, or was at the time of the military action that resulted in the awarding of the Purple Heart or other combat decoration superior in precedence, a resident of Florida.**

❒ **Florida Students (Dreamers and Others) –** This waiver primarily assists students who are without legal immigration status, however, other students who are not able to establish residency (for various reasons) may be eligible.

➢ **Waiver of out-of-state fees** for students, **including, but not limited to**, **students who are undocumented for federal immigration purposes**, who meet the following conditions:
1. **Attended a secondary school in this state for three consecutive years** immediately before graduating from a high school in Florida;
2. **Applies** for **enrollment in an institution of higher education within 24 months after high school graduation; and**
3. **Submits** an official Florida high school transcript as evidence of attendance and graduation.

➢ Tuition and fees charged to a student who qualifies for the **out-of-state fee waiver** under this subsection may not exceed the tuition and fees charged to a resident student. The waiver is applicable for 110 percent of the required credit hours of the degree or certificate program for which the student is enrolled.

❒ **Special Risk** - A student would be eligible for a **special risk waiver** of tuition if a parent or guardian was killed in the line of duty while working as a law enforcement officer or as a firefighter.

❒ **$10,000 Degree**- A Florida College System institution **may waive any portion of the tuition, the activity and service fee, the financial aid fee, the technology fee, the capital improvement fee, and distance learning fee for the purpose of offering a baccalaureate degree for state residents for which the cost of tuition and fees does not exceed $10,000 for the entire degree program**.

❒ **Ward of the State** - For any student for whom the state is **paying foster care, is a ward of the state or who is adopted from the Department of Children and Family Services after 12/31/1997,** certain tuition and related fees shall be waived.

❒ **Classroom Teachers**- A Florida College System institution may waive tuition and fees for a classroom teacher, as defined in §1012.01(2)(a), FS, who is **employed full-time by a school district** and who meets the academic requirements established by the institution for up to 6 credit hours per term on a space-available basis in courses approved by the Department of Education.

RECOMMENDATIONS:

Policies regarding tuition exemptions and waivers may be qualified by eligibility and scope, as long as the statutory rights of eligibility are not restricted through policy and procedure. The following are recommendations that may assist with reassessing, modifying, and possibly minimizing the collective institutional impact of certain tuition exemptions and waivers.

➢ **Discretionary Waivers-** Athletic waivers for out-of-state students and foreign students may be reassessed, capped, and/or limited, <u>as long as the impact does not create a disparity in violation of Title IX</u> (gender).

➢ **Senior Waivers**- <u>This is not a statutory waiver or exemption for the Florida College System and may be reassessed, modified or eliminated by the Board</u>. Modifications or limitations related to such eligibility factors as age, number of credits, lifetime cap, date of enrollment, degree and program access, etc., <u>can be adopted as long as the impact of any policy is non-discriminatory in nature.</u>

➢ **Homeless Exemption**- <u>All homeless students are exempt, even if they are admittedly not Florida residents</u>—they can be residents of other states. <u>Since it is the student who is exempt, there is no cap on the usage</u>, and no requirement that the student attend classes in the county where he or she resides. There is only one criteria—homelessness. However, students may be required to follow a process, to provide an affidavit, attestation, or required documentation, and may be subject to the same academic requirements as other students. (Smart Start, academic probation, restrictions on credits, etc.) The exemption covers the full out-of-state tuition rate.

Tuition exempt students may be required to attend orientation sessions and <u>should be encouraged to establish state residency even if they have no defined residence</u>. This is important to students who may want to transition off the exemption waiver, however, do not have proof of Florida residency due to homelessness. (Without proof of residency, students would go from being exempt to paying the out-of-state tuition rate.) I would recommend a concerted effort to work with students in this regard. I would also recommend exploring various options for financing higher education that may assist and encourage students to transition from the homeless tuition exemption to state residents. (ie. state and federal assistance, scholarships, workforce development opportunities, etc.)

➢ **Veterans Waiver**- The budgetary impact of this waiver in Florida can be minimized by <u>encouraging all eligible veterans and their eligible spouses/dependents to seek residency as soon as possible</u>. Since they are required to physically reside in Florida to be eligible, the documentation to establish residency for tuition purposes would presumably be available within one year of becoming eligible for the waiver.

Developing a plan to transition veterans and their families off the veteran's waiver through establishing state residency <u>should be part of the onboarding process and strongly encouraged.</u> Some veterans may also be eligible for other full waivers, such as the Purple Heart waiver (which requires residency).

➢ **High School Students' (and Dreamers) Waiver**- The budgetary impact of this waiver may be minimized by <u>encouraging all eligible high school students to seek residency status where feasible</u>. If a student's family circumstance limits his or her ability to document Florida residency through a parent or guardian, students may explore claiming status as an independent student where appropriate, and endeavor to transition off the waiver in favor of attaining state residency for tuition purposes.

Florida residency may not be possible for certain students restricted by illegal immigration status ("Dreamers"), however, there are certain options for gaining a legal status that would afford residency. Many students and their parents are contemplating, or are in the process of, pursuing immigration status based on permanent residency/citizenship through family, marriage and business visas, humanitarian visas, refugee status, and asylum. A change in immigration status would make students eligible for state residency and in-state tuition. Students using this waiver should provide counselors and advisors with any plans or petitions that could result in a change of immigration status and pursuit of Florida residency.

Working to monitor and counsel these two group of students (high schoolers who are unable to establish residency as a dependent student for various reasons and students ineligible for residency due to immigration status) would assist not only with minimizing the number of waivers and the length utilized, but could assist students with additional options for state and federal scholarships, loans, limited access programs, as well as other educational opportunities tied to state residency.

Additionally, high school students should be encouraged to seek college credits through dual enrollment (in that state residency is not assessed or required) in advance of seeking the out of state tuition waiver as a college student.

➢ **Employee tuition benefit (Not a statutory or discretionary waiver, but offered as an employment benefit to employees and dependents)**

The Board may set policy pursuant to its authority under §1001.64, FS, as relates to personnel policy and benefits, and can adopt modifications to this policy. In that it is not a statutory exemption or waiver, <u>any modification should be seen as an adjustment to employee benefits</u>, with the potential to be seen as an adverse employment action.

One modification to consider would be setting up the benefit as a reimbursement, not a waiver. This is different from the waivers and exemptions set forth in the statutes, and allowable in that the authorization to establish such policy and procedure resides with the Board. Currently, the benefit is utilized either as a waiver of tuition or a reimbursement

of tuition paid. Where a beneficiary receives a waiver and is no longer eligible (withdraws, or does not complete the course with a C or higher), the onus is on the College to seek the return of funds (including withholding from payroll). This results in administrative costs. Where the benefit is requested as a reimbursement of tuition at the end of the term, it does not put the administration in the position of enforcing the policy. Further, the employee/dependent proactively makes a commitment to successfully completing the courses by enrolling and paying tuition. I would recommend this modification if it were deemed to not substantially disadvantage employees who depend on the waiver.

Topic 2: Enrollment: Recruitment, and Retention

SPC Strategic Board Workshop

Mark Strickland
Provost, Seminole Campus

Diana Sabino
Executive Director, Marketing and Strategic Communications
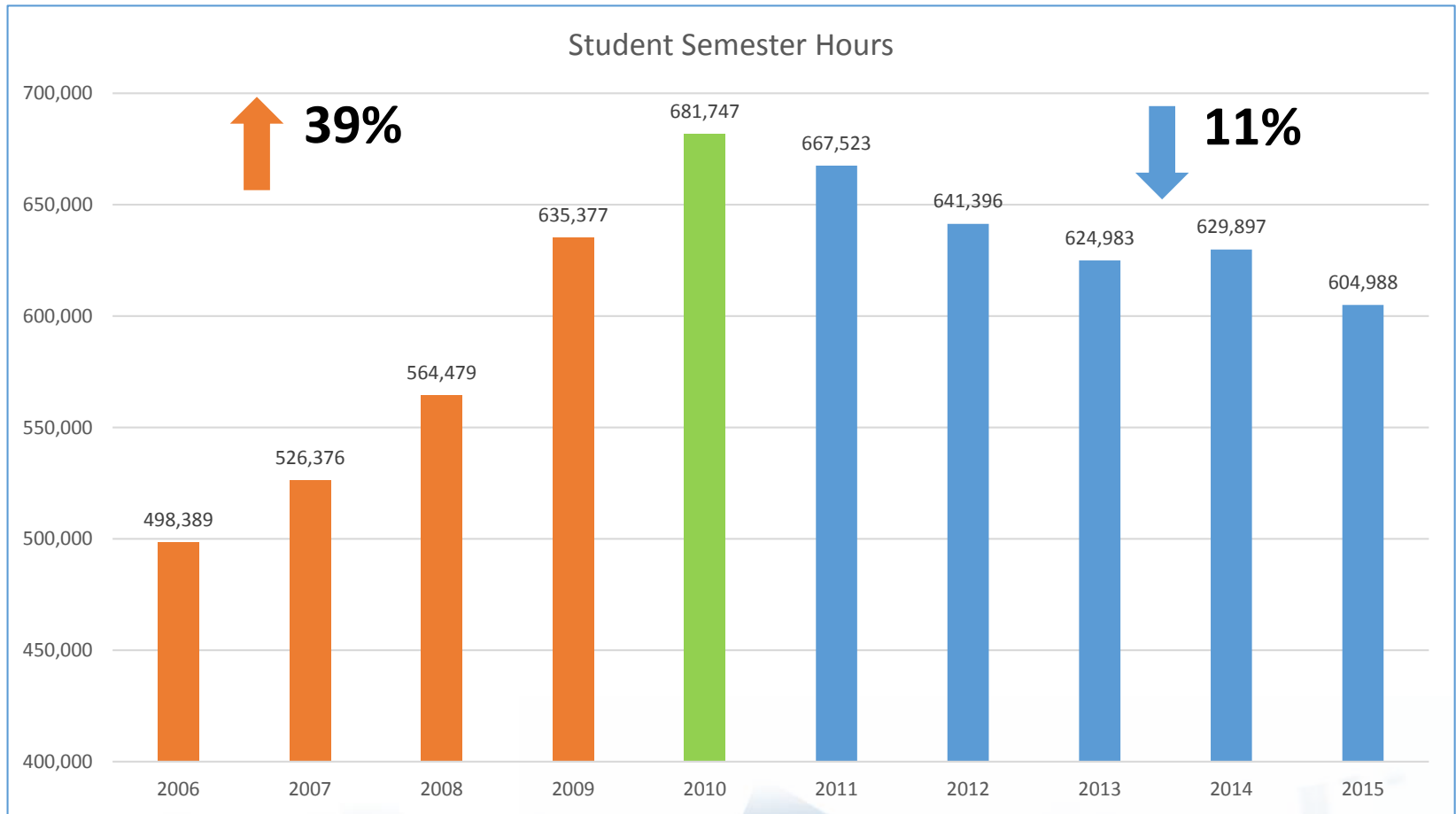
Enrollment Trends
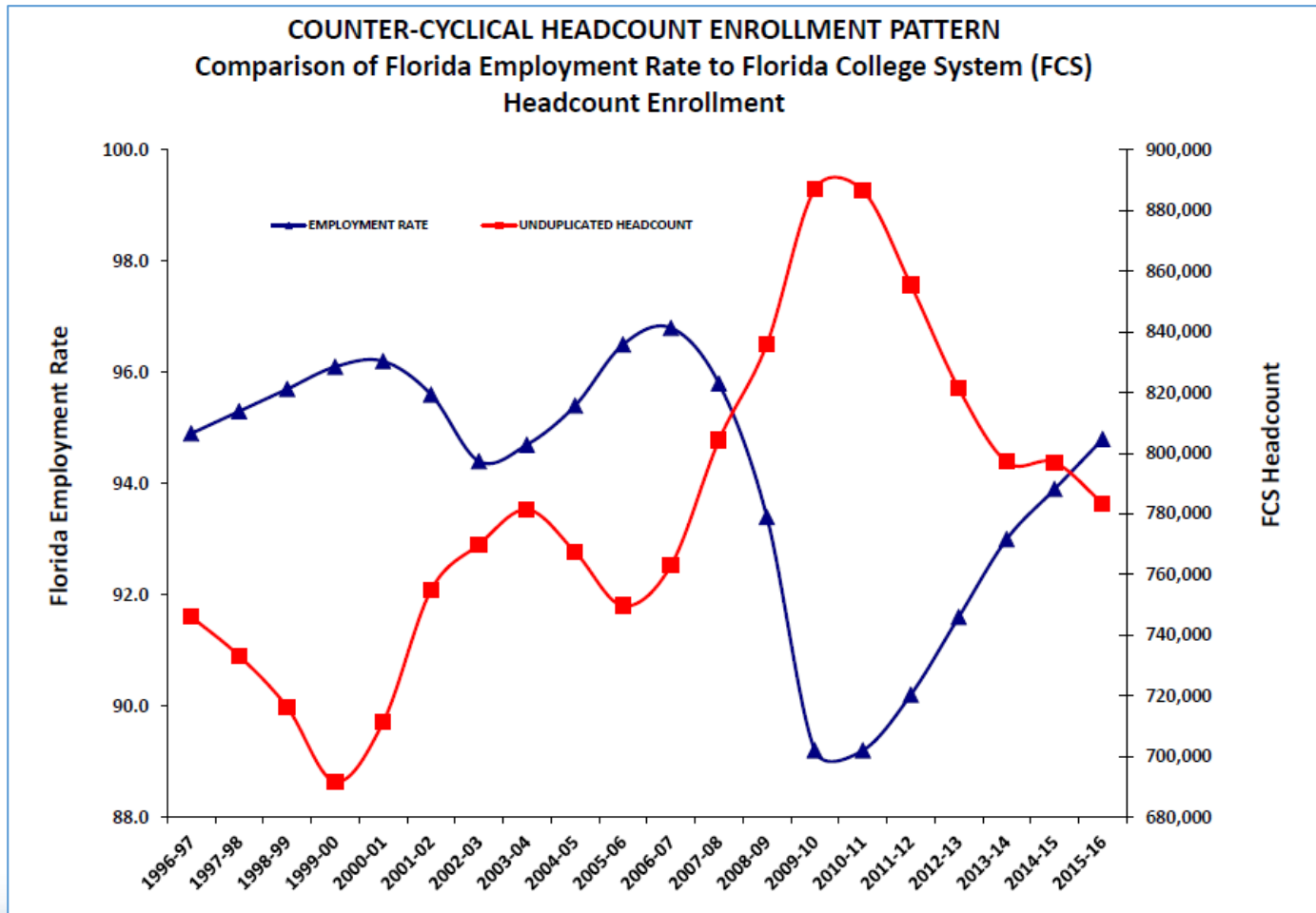
Enrollment Trends

Term	Student Semester Hours (SSH)	Year-Over-Year Change
Fall 2016	261,869	-3.6%
Spring 2017	200,676	-3.1%*

Fall 2015 to Fall 2016 Notable Trends

- New students (down 9% or 586)
- Less older students (Age 22-25, down 8% or 475)
- Fewer Workforce Enrollment (down 9% or 895)
- Hispanic students (up 3% or 112)
- White students (down 6% or 1,242)
- African American students (down 5% or 223)

St. Petersburg College
SPC

Community Outreach Snapshot

December – January 2017

- Neighborhood/Community canvassing (4500+)
- Partnership with Clearwater Jazz Festival
- City of Tarpon Information Session
- Pinellas Park Library Table Display
- Thomas Jackson Community Forum
- Goodwill Employee Lunch
- O&P Program Information Session
- Walmart Information Session
- Respiratory Care Sessions
- Vet Tech Information Session
- Val-Pak Visit
- Bardmoor Emergency Center Visit
- Bay Pointe Plaza Information Table
- Tampa Bay Job Fair
- Pasco Hernando State College Transfer Fair
- Health Community Event
- And more …

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St. Petersburg College
SPC

Marketing Mix

Marketing mix donut chart — Radio 32%, Digital 57%, Conferences 4%, Print 2%, Billboards & Bus 5%
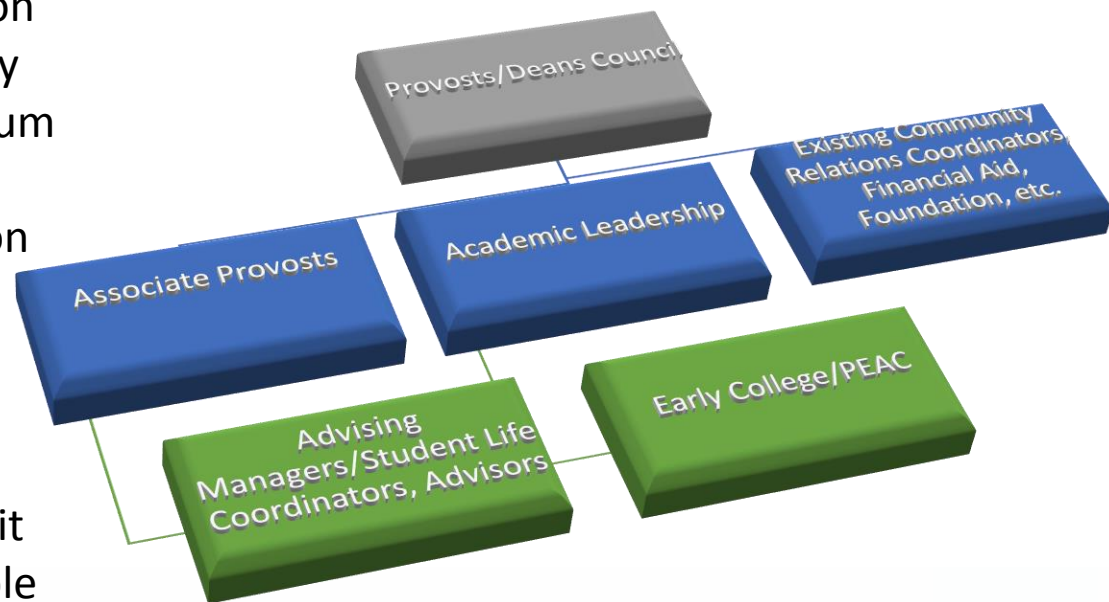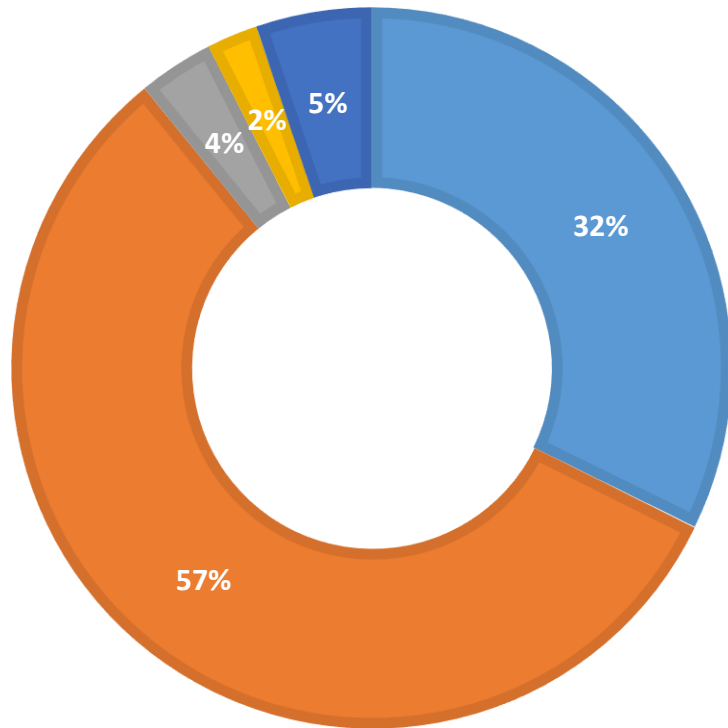
Legend: ■ Radio ■ Digital ■ Conferences ■ Print ■ Billboards & Bus

Year over Year Comparisons

Bar chart comparing Applications and Inquiries for 2014, 2015, and 2016 to Date.

Legend: ■ 2014 ■ 2015 ■ 2016 to Date

Digital, Social, & Blogs
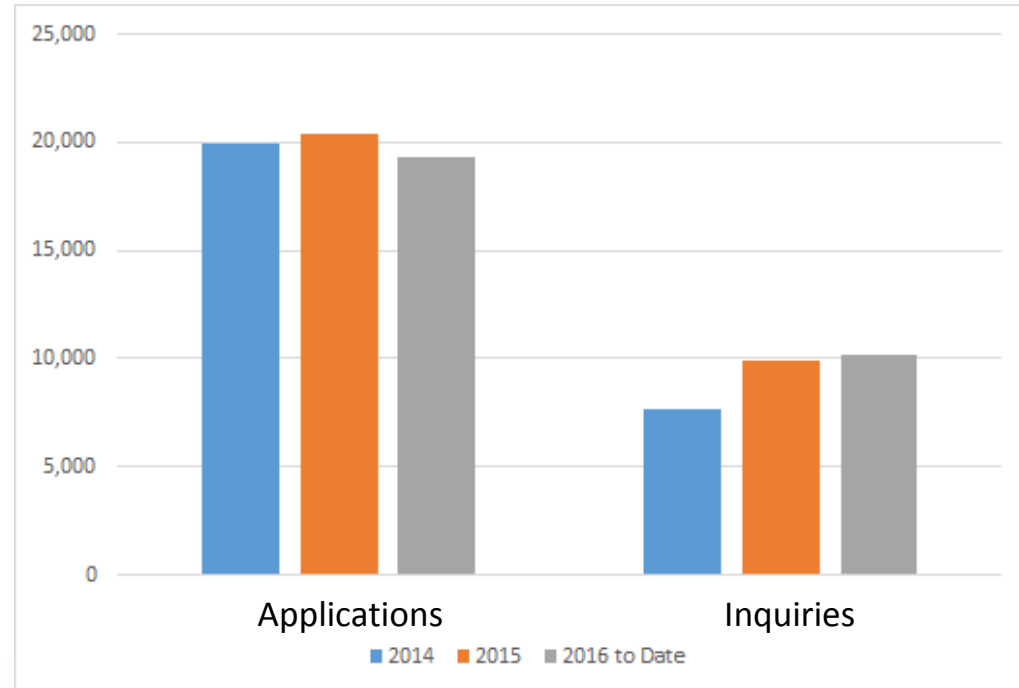
SPRING CLASSES ARE FILLING UP FAST

No Reach 20%

435 Clicks
$1.60/Click

Reached 80%

+69% Page Views

-16% Average Conversion Cost

23,693 Sent
61% Open Rate

7

SPC Inspires Campaign

[Link to YouTube Video](#)

St. Petersburg College
SPC

Enrollment Communications

Spring Enrollment:

59,993 Direct Mail Received

80,476 E-Mails Received

30 E-Mails sent

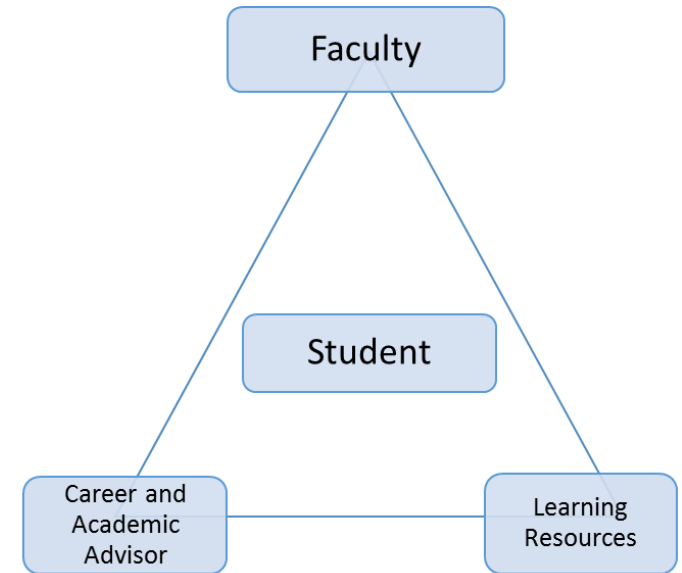**14** Direct Mail Sent

SParC Advisor Dashboard

Retention and Student Success

Retention and Student Success

Leadership Team (TLT) Model

1. Communication/Training
2. Contextualization
3. Milestone Events

Questions?

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