

**EXPANDING THE REPORTING ON STUDENT LEARNING OUTCOMES
 TO ENSURE TRANSPARENCY AND ACCOUNTABILITY**

Institution: St. Petersburg College

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CURRENT INITIATIVES:

Educational Outcomes Assessment Reporting

Analysis of outcome results is on-going and captured in various assessment reports. [Assessment reports](#) provide comparisons of present and past results which are used to identify topics where improvement is possible.

The student learning outcomes in the [general education program](#) and [academic workforce programs](#) are primarily evaluated using the Academic Program Assessment Report (APAR). This report contains various direct and indirect student outcome measures. The [SPC General Education Outcomes Assessment](#) is the primary internal direct measure of general education. Although the assessment is new (beginning in Spring 2010), reports from the [Spring 2010](#) and [Summer 2010](#) administrations are available. In addition to these reports, the individual general education areas receive their [item analysis results](#) and corresponding sub scores to incorporate the results into their APARs. Academic Program Assessment Reports are completed according to a three-year cycle and consist of the following eight sections: 1) Introduction w/ use of past results, 2) Major Learning Outcomes – program specific, 3) Assessment methodology, 4) Criteria for success, 5) Summary of assessment findings, 6) Discussion and analysis, 7) Action plan and time table, and 8) Budgetary and planning implications.

The [Comprehensive Academic Program Review \(CAPR\) process](#) is specifically designed to be a summative evaluation of the various technical programs at the college and is produced on a three-year cycle that is aligned to the three-year academic program assessment cycle, which produces a more coherent and integrated program review process. The CAPR was designed to be representative of a program's quality and as such, contains measures involving a number of stakeholder perspectives. An example of this can be seen in the [2007-08 Respiratory Care CAPR](#). These measures include the program description, program performance measures, program profitability measures, academic outcomes, stakeholder perceptions, occupation trends and information, state graduate-outcomes information, and the program director's description of program issues, trends, and recent success. To encourage the use of results, the program director and provost are required to provide 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.

Dissemination of Information

SPC developed an [Educational Assessment Website](#) to provide a medium for completing the educational assessment reports (including program reviews), as well as establishing a repository for program specific information. This online access further encourages the use of assessment data as well as highlights “best practices” across the college. In addition to the [Educational Assessment Website](#), internal and external stakeholders also have direct access to the other various student outcomes information through student and employer survey reports. All [student and employer survey reports](#) and [Comprehensive Academic Program Reviews](#) are available college wide via the [Academic Effectiveness website](#).

Student outcomes information is also presented to the SPC Board of Trustees and this information is accessible through the [SPC Board of Trustees portal](#). Workforce Program Advisory Board members are another important stakeholder for the college. Advisory Board members have their own dedicated [web portal](#) which contains membership manuals, market information, and access to college reports. Each Advisory Board also has an [individual page](#) which contains meeting minutes, CAPRs, and viability reports.

Internal stakeholders can review student learning outcome information through the annual [oversight group reports](#). These reports are posted in the oversight group section of the [Institutional Effectiveness website](#). Individual assessments results are reviewed by the respective oversight group which in turn aggregates the information and presents recommendations to the President’s Cabinet. These recommendations are evaluated and are routinely summarized in the form of the [Institutional Initiatives](#).

In addition to the APAR/CPAR, the college also utilizes external measures of student success, such as a national general education assessment [Measure of Academic Proficiency and Progress](#) (MAPP). [Research briefs](#) are then used to communicate the results of such assessments to the college community by publicly posting them on the Institutional Research site. On a broader scale, the State of Florida provides resources to assist individual colleges in determining [transfer student success](#), as well as how SPC’s A.A. program compares to other similar programs in the State of Florida by means of the [statewide accountability measures](#).

2010-2012 INITIATIVES:

New Committee Structure

Performance improvement processes are on-going at St. Petersburg College and while there is an effective oversight group structure in place to address and review the assessment process, the college continually looks for ways to improve processes. The following multi-layered Student Achievement Organizational Structure (SAOS) was developed in response to the institutional need for an even greater focus on student learning and accountability, and the desire to increase the integration of faculty and students within the institutional accreditation and assessment processes.

The purpose of the new structure is fourfold:

1. To ensure student success is the *first* priority at SPC, achieved through a student centered learning experience that ensures every student has the opportunity to succeed/complete
2. To ensure college-wide ownership of student learning and accountability initiatives
3. To align *all* college initiatives to accreditation and student learning outcomes
4. To utilize information systems and assessment in establishing a ‘culture of evidence’ which focuses on continuous performance improvement

To assist in meeting the above goals, the structure has three main levels, each with a unique function:

1. *Student Achievement Oversight Board*, which will guide institutional policy
2. *Strategic Issues Council*, which will make college-wide decisions such as SACS, budgeting, and planning; ensure implementation of institutional policy; and develop, monitor, and evaluate the institutional assessment plan and activities.
3. Three working committees: *Academic Affairs Committee* to focus on teaching and learning, *Student Affairs Committee* to focus on the student experience, and the *Systems Support Committee* to focus on the foundational infrastructure