SACSCOC On-Site Review

October 4-7, 2021

Table of Contents

List of Tables

List of Figures

List of Exhibits

(Available on-site)

1. ***Determining the QEP: Preparing for SACSCOC Reaffirmation***
   - Convocation presentation by Dr. Catherine D. Almquist

2. ***Destination 2024***
   - South Florida State College Strategic Plan 2020-2024

3. **Survey questions, responses, and analysis**
   - Questions used by QEP Topic Selection Committee in surveys with students, faculty, and staff

4. **Focus groups questions and answers**
   - Questions used by QEP Topic Selection Committee in focus groups with faculty and staff

5. ***ACCESS: Achieving. Comprehensive. Connections. Engagement. Support. Services.***
   - Report on Topic Selection by Quality Enhancement Planning Committee

6. ***Guide to Personal Success***
   - South Florida State College's last QEP

7. ***Implementation Committee documents***
   - Spreadsheets and Padlet notes capturing the content of collaborative discussions of the Implementation team in the development of strategies and related activities aligned to the goals of the QEP

8. ***Internal Student Surveys***
   - Customized internal student surveys aligned to the implementation activities

9. ***Data Analysis Group***
   - An established standing committee that reviews and analyzes data reports to assist in the development of solutions to problems through research, analysis, and evaluation

I. Executive Summary

Panther **PATH**ways is a focused effort to institute guided pathways and provide structured guidance and proactive, holistic support measures for all students at South Florida State College (SFSC). The overarching goal is to improve student completion rates (*attainment*) through access and enable the seamless transfer to a four-year institution and/or in-field job placement. This will be accomplished by reimagining academic advising practices and providing bundled and sequenced support in preparing students for the path, advising students on the path, teaching students along the path, and helping students successfully complete the path.

Selection of the topic for Panther **PATH**ways was identified through the College's ongoing, inclusive planning and evaluation process and included broad-based support and involvement of a wide range of institutional constituencies. Initially, a Quality Enhancement Plan (QEP) Planning Committee identified the topic through a combination of analyzing convocation response cards, distillation of institutional data, feedback from online surveys of faculty, staff and students, and finally through a series of faculty and staff focus group sessions. Subsequently, two virtual workshops were held which resulted in the identification of the final topic of *increasing student attainment through access* and characterized the problem that the QEP should address as being that "s*tudents need structured guidance and holistic support measures*."

Seizing the opportunity to redesign advising, which presents the greatest challenge and opportunity for improvement at the College, the QEP provides the impetus to accelerate the institutionalization of guided pathways, a multi-year effort started several years ago. Consequently, the College has earmarked the central core element of establishing guided pathways as *advising* while simultaneously continuing with full pathways implementation. Accordingly, the "A" in Panther **PATH**ways will be the focus of the QEP.

Panther **PATH**ways is a natural progression from the College's previous QEP, a student orientation and success initiative, but with a much broader scope. Three student success outcomes have been developed to help drive the QEP and provide the foundation for the subsequent assessment. These align closely with the College's mission, vision, and current strategic plan.

Recognizing that increasing student *attainment through access* requires the support and engagement of a broad cross-section of the College community, a wide range of stakeholders have been involved in the planning of each component of the QEP. In addition, external support comes from the College's participation in both the Florida Pathways Institute (FPI) as well as the Community College Research Center's (CCRC) Summer 2021 Institute, *Guided Pathways at Rural Colleges: Using Data to Launch Large-Scale Reform.* Both of these provide opportunities to be guided by an assigned pathways navigator and network with other institutions implementing guided pathways.

In developing the QEP, a comprehensive review of the literature was undertaken and the best practices identified were used to guide the development of the implementation activities. An aggressive timeline has been established, which began in 2019 with topic identification and proceeds through 2025 when Panther **PATH**ways will be institutionalized. The total cost to develop and implement the QEP is estimated to be $3,437,100 which is comprised of both in-kind and actual expenses.

By providing holistic and intrusive support services to help students attain their desired credentials, Panther **PATH**ways will push the College to think differently and more creatively about the programs, courses, and services offered. Assessing the QEP will disaggregate student performance data to gauge progress in achieving student success outcomes which will also provide a lens on inequities in student outcomes which will help the College ensure that all students are provided a cohesive academic and nonacademic support experience designed with their needs in mind.

II. Identification of the Topic

Selection of the topic for this Quality Enhancement Plan (QEP), *Panther PATHways: Increasing Attainment through Access*, was identified through the College's ongoing, comprehensive planning and evaluation process and included broad-based support and involvement of institutional constituencies. The quest to identify the QEP topic officially began with the 2019 convocation address by an invited speaker, Dr. Catherine D. Almquist. Through her presentation "Determining the QEP: Preparing for SACSCOC Reaffirmation" (Exhibit 1), she informed and challenged the faculty and staff to intentionally reflect on their own unique data that arose out of the College's assessment and planning processes. At the conclusion, every College employee in attendance was asked to provide a response to a question on a response card – "*In the context of improving student success and/or specific student learning outcomes, please share your idea for a QEP topic in the space provided below*." To ensure that everyone in the institution had an opportunity to provide input, a subsequent online survey was provided for those who did not attend convocation. Figure II-1 shows a sample artifact of the Convocation Response Card.

Figure II-1 Convocation Response Card

In September 2019, the vice president, academic affairs and student services, appointed a team of seven faculty and staff members to serve on the QEP Planning Committee. Membership of this Committee included a broad cross-section of the institution from the three main academic divisions as well as student services as shown in Table II-1.

Table II-1 QEP Planning Committee Membership

Member	Title	Representing
Kathleen Cappo (**Co-Chair**)	Professor, Nursing	Health Sciences
Amy Bohan (**Co-Chair**)	Instructor, Biology	Arts & Sciences
Clair Miller	Librarian	
Dr. Lorinda Shumard	Professor, Mathematics	
Dr. Tina Adams	Professor, Supervision & Management	Applied Sciences & Technologies
Robert Hampton	Director, Career Center	Student Services
Tina Stetson	Director, Financial Aid	

The first task of the QEP Planning Committee was to sort and analyze the convocation response cards. This resulted in the following nine suggested topics:

- Brightspace™ Mobile App
- DegreeWorks
- Communication with Advising and Financial Aid
- Tutoring
- Support Services
- More flexible class times and offerings
- More online classes
- Advising
- Financial Aid

Upon further reflection, the Committee re-evaluated and re-categorized recurring themes which pared the list down to the following five areas:

- Customer Service
- Communication within departments and among all campuses
- Resources
- Students
- Employees

Based on these results, the Committee analyzed institutional data to validate and further define each critical area and looked for linkage with the College's strategic plan, *Destination 2024* (Exhibit 2), which contains the following four goals aimed at student success:

- Provide extensive academic and career advising opportunities for all students.
- Construct guided educational pathways.
- Implement Beacon Early Alert system.
- Develop and implement a comprehensive financial aid communication plan.

Subsequently, these four strategic initiatives provided the foundation for the work of the QEP Planning Committee as it reviewed and analyzed a wide variety of institutional data is shown in Table II-2.

Table II-2 Institutional Data Used in QEP Topic Selection

Data Reviewed	Meeting Dates	QEP Topics of Interest
• Survey of Entering Student Engagement (SENSE)	September, 2018	• Use of face-to-face tutoring - SFSC 13.1 % vs national rate18.1% • Writing, math, or skill lab used at least once - SFSC 25.7% vs national rate 31.5% • Used computer lab at least once - SFSC 41% vs national 41.3% • During the first three weeks of class 63% stated they study 1-5 hours per week vs national 55%
• PLACE Survey Results 2018 • National Community College Benchmark Project	January 13, 2019	• Students did not have access or did not know how to access tutoring services • In person tutoring services not available at all campuses
• Convocation QEP topic data (cards and online survey)	October 14, 2019	• Customer service • Communication with the departments, campuses, resources, students, and employees • Pathways would address improvements and communication
• Graduate Satisfactory Survey (GSS) • Core Indicator of Effectiveness (CIE) • Survey of Entering Student Engagement (SENSE)	October 30, 2019	• Tutoring/support services • Communication with advising/financial aid/faculty • Brightspace™/mobile apps • DegreeWorks • More classes/different schedules/more online access

• GSS/QEP Survey from Convocation • SFSC Annual Equity Update Report 2018-2019 • QEP 5th Year Impact Report	**December 2, 2019**	• Identified differences in process of admission for each member of the Committee and different views • The increase of Hispanic students with initiative by offering online tutoring in English and Spanish • Initiatives in place to increase completion rates were reviewed for minority males • Veterans have a difficult time getting needed courses due conflicts of offering or not offering face-to-face to meet their needs

To further distill the data and to validate preliminary findings, the Committee decided to collect data directly from students, faculty, and staff. Unfortunately, the COVID-19 pandemic interrupted plans for face-to-face focus groups so these were held virtually. In late April 2020, a ten-question online student survey was administered to 246 students. The results indicated that students would like to see more program and evening classes and that 78.86% never used tutoring services. In conjunction with the student survey, the Committee developed a 10-question online faculty and staff survey to which 95 respondents participated (Exhibit 3). Major themes that arose included dissatisfaction with student services and a desire to see improvements in most advising areas. Still not completely satisfied that they had identified the key issue of the QEP, the Committee held a series of faculty and staff focus group sessions. During these sessions, results from the surveys were presented which the Committee attempted to clarify. Three focus group sessions were held (May 19th, 2020 with 18 participants, May 20th, 2020 with 22 participants, and on May 20th, 2020 with 17 participants). The data were compiled for each question and reviewed by Committee members on May 26th (Exhibit 4).

Additionally, the Committee reviewed the results of a recent employer satisfaction survey completed by external stakeholders that asked the question "Are there any new programs or training that your business/organization would like to see offered by South Florida State College?" The results revealed interest in a variety of new program and training requests. After analyzing the data, the Committee refined potential topics for the QEP to the following three main areas, all of which related to improving student access to educational student support services, and summarized them in their final report, *ACCESS: Achieving. Comprehensive. Connections. Engagement. Support. Services* (Exhibit 5):

- Improving Student Access
- Improving Financial Aid and Advising
- Improving Tutoring Services

All data from virtual surveys and face-to-face focus groups is summarized in Appendix A. The actual survey questions, responses, and analyses are available on-site.

Since *access* is a general topic with numerous meanings, a broad cross section of faculty and staff from across the campus (as shown in Table II-3) assembled for a QEP Topic Define and Refine virtual workshop on December 5, 2020. To define the meaning of *access,* as related to the QEP, the group used the Ishikawa Fishbone Diagram Cause and Effect Analysis method and explored current issues related to *access* at the College through six different lenses: policies and procedures, people, forms, process, environment, and system. To bring greater clarity to the issue, a root cause analysis using the Toyota Motor Company's Five-Whys methodology was then employed. In the end, the group defined *access* in terms of several key contributing factors related to communication (internal and external) and agreed that the focus of the QEP should be on recruitment and communication for *underrepresented* students.

Table II-3 QEP Topic Define & Refine and Selection Workshop Attendees

Name	Title	Division	Define & Refine	Topic Selection
Leitzel, Thomas	College President	Administration	●	●
Valentine, Sidney	Vice President, Academic Affairs and Student Services		●	●
van der Kaay, Christopher	Executive Director Institutional Effectiveness, Planning, and Technology	Institutional Effectiveness	●	●
Christensen, Erik	Dean, Applied Sciences and Technologies	Applied Sciences & Technologies	●	●
Leidel, Michelle	Chair, Business and Computer Technology		●	●
Austin, Michael	Coordinator, Criminal Justice Programs		●	●
Serrano, Jennifer	Instructor, Emergency Medical Services		●	●
Rizzo, Phil	Professor, Automotive Service Technology		●	
Yeomans, Chris	Professor, Electrical Distribution		●	
Jefferies, Tara	Coordinator, Farmworker Career Development Program		●	●
Manalo, Kamille	Coordinator, Panther Youth Partners		●	●
Green, Courtney	Director, Adult Education and Technical Dual Enrollment		●	

Name	Title	Department		
Hawker, James	Dean, Arts and Sciences	Arts & Sciences	●	●
Bohan, Amy	Instructor, Biology; Director, Honors Program		●	●
Leon, Maday	Elementary Education Lead Instructor		●	●
James, Theresa	Chair/Professor, English and Humanities		●	●
Zoerb, David	Instructor, Developmental Math		●	
Cavedo, Keith	Professor, English		●	●
Macbeth, Verna (Michelle)	Instructor, Spanish		●	●
Andrews, Elizabeth	Professor, English		●	●
Austin, Davida	Chair/Professor, Mathematics		●	
Sanches, Daniel	Chair, Natural Sciences and Biology Instructor			●
Crawford, Teresa	Director, Hardee Campus	Campus/Center Director	●	●
Mott, Asena	Director, DeSoto Campus		●	●
Paeplow, Randall	Director, Lake Placid Center		●	●
Heston, Michele	Dean, Health Sciences	Health Sciences	●	●
Ferrante, Amy	Instructor, Radiography		●	
Simmons, Laura	Professor, Nursing		●	
Wise, Timothy	Dean, Student Services	Student Services	●	●
Dozier, Felecia	Counselor		●	●
Hampton, Robert	Director, Career Development Center		●	●
Bohan, Thomas	College Recruiter		●	●
Morales, Tasha	Project Director, HSI STEM		●	●
Stern, Jonathan	Registrar		●	●
Pantoja, Ricardo	Coordinator, Financial Aid		●	

Polk, Andrew	Coordinator, Student Life		●	●
Stetson, Tina	Director, Financial Aid			●

In an effort to further narrow the meaning of *access* into something that could be achieved through a QEP and to select the actual topic, a second virtual workshop was held on February 5, 2020. Again, a broad cross section of faculty and staff from across the campus (as shown in Table II-3) was assembled, the majority of whom had participated in the first workshop. This time, the group used Edward de Bono's Six Thinking Hats model of parallel thinking to analyze *access* from three perspectives: enrollment, retention, and guided pathways (an integration of both enrollment and retention). Through this process, the group came to near unanimous agreement that guided pathways should be the topic of the QEP to successfully help increase student attainment. Finally, the group explored the differences between what the SFSC student experience currently is as opposed to what it should be, the group defined the problem that the QEP should address: "*Students need structured guidance and holistic support measures*."

III. Focus of the QEP

> By 2025, 60 percent of Americans will need some type of high-quality credential beyond high school. To count toward this important goal, any credential must have clear and transparent learning outcomes that lead to further education and employment. Florida's attainment rate is 53 percent, and the state is working toward its attainment goal of 60 percent by 2030.
>
> Lumina Foundation, 2021

A. Attainment

The focus of Panther **PATH**ways: *Increasing Attainment through Access* is to help every student achieve their desired success goal in the least amount of time while maximizing their financial resources. This is especially important in the College's service area, where attainment levels are low and poverty is high.

Driven by data related to postsecondary credential attainment rates in the College's service area (DeSoto-13.3% (*#66 of 67 counties*), Hardee-12.3% (*#67*), and Highlands-25.7% (*#42*) counties [U.S. Census, 2018]), which fall far below the state average of 49.3%, the College is committed to increasing these rates by a minimum of five percentage points over the next five years through Panther **PATH**ways. Additionally, this initiative will help the College operationalize Section 1004.013, Florida Statutes, "SAIL (Strengthening Alignment between Industry and Learning) to 60 Initiative," and support the governor's goal of increasing the percentage of working-age adults in the state with a high-value postsecondary certificate, degree, or training experience to 60% by 2030. In the context of Panther **PATH**ways, *attainment* is defined as receiving a postsecondary credential (Career Certificate [C.C.], College Credit Certificate [C.C.C.], Associate of Science [A.S.] degree, Associate of Arts [A.A.] degree, Bachelor of Applied Science [B.A.S.] degree, or a Bachelor of Science [B.S.] degree) based upon students' stated success goals.
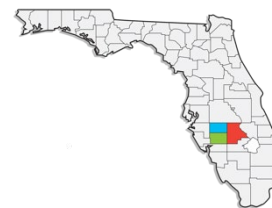
A key mechanism for raising the postsecondary credential attainment levels of students and the community is increasing access to postsecondary education. *Access* refers to the ability of all people to have equal opportunity in education, regardless of social class, race, gender, sexual orientation, ethnic background, and physical or mental disability. In addition to credentialing, college *access* provides a sense of self, identity, purpose, hope, a pathway out of poverty, and a reason to make good choices along the way. Too often, students aspire to a postsecondary credential without understanding what college is, how to get there, what will be expected once there, and even how to pay for it. Thus, *the problem often is not with student aspiration but in providing adequate student support and advising.*

B. Student Success Outcomes

After a comprehensive review of qualitative and quantitative data as well as a review of the literature, three broad and measurable student success outcomes were identified as shown Figure III-1. In developing these outcomes, an emphasis was placed on ensuring that they were measurable by direct and indirect assessment tools.

Attainment of a postsecondary credential will be achieved through:

Outcome 1: **Exploring student** career and academic options beginning with the end (student success goal) in mind.

Outcome 2: **Engaging** students using holistic support measures.

Outcome 3: **Equipping** students with the skills, knowledge, and resources to complete their student success goal.
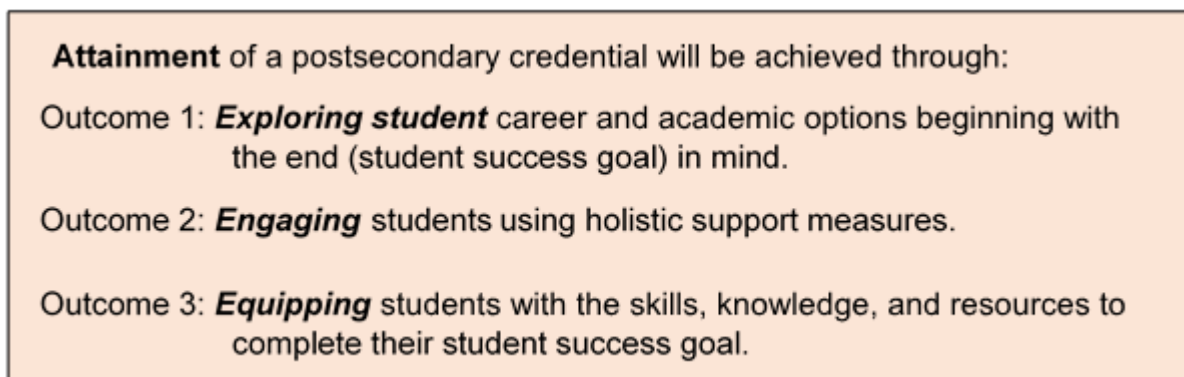
Figure III-1 Student Success Outcomes

C. Guided Pathways

Prior to the identification of the QEP topic, the College recognized the need for an institutional redesign of the student experience and support from initial connection to the College through completion. The impetus for such a redesign was threefold: (1) the desire to mitigate the "loss" of students in Health Sciences who were unprepared and subsequently veered off path when not selected for their desired program; (2) the large number of students with excess credit hours (which had a negative impact on a student's ability to receive additional financial aid); and (3) a convoluted advising process. Accordingly, the College began to explore guided pathways as a possible solution.

With the selection of the overarching QEP topic of *increasing attainment through access*, the College seized the opportunity to concentrate on guided pathways as a means to redesign advising, which presented the greatest challenge and opportunity for improvement, in an effort to holistically support students. As such, the QEP will provide the impetus to accelerate the launching of guided pathways. The overarching goal is to improve student completion rates (attainment) and facilitate the seamless transfer to a four-year institution and/or in-field job placement. The QEP process begins with helping students decide *what they want to do to envision a brighter future*. The process continues by *providing students with clear pathways* that align with their vision. Once their individualized pathway is developed, students will be *provided with*

holistic support measures to assist them in *successfully realizing their vision.* This process is synopsized by the acronym **PATH** as shown in Figure III-2 which also provides an alignment crosswalk with each of the three student success outcomes.

		Student Success Outcomes		
		#1 Explore	#2 Engage	#3 Equip
P	**Preparing students for the PATH**	●		●
A	**Advising students on the PATH**	●	●	
T	**Teaching students along the PATH**		●	●
H	**Helping students successfully complete the PATH**	●	●	●

Figure III-2 Alignment of Student Success Outcomes

One of the primary methods for ensuring the success of students is through structured and personalized holistic support measures. This is currently being done through three of the College's high-touch, intrusive advising and mentoring programs: Panther Youth Partners (PYP); Farmworker Career Development Program (FCDP); and Adult Education (including Adult Basic Education [ABE], General Educational Development [GED] preparation, and English for Speakers of Other Language [ESOL]). Each of these programs work with small subsets of the College's underrepresented student populations through a highly structured process. These programs provide holistic support services to guide students through their academic journey and assist them in obtaining employment in their chosen career field or in matriculating from ABE to postsecondary education/transfer to a four-year institution. Panther **PATH***ways* will mirror many of the strategies and tactics used by these three programs on an institution-wide scale.

Another high-touch initiative, the College's previous QEP, *Guide to Personal Success* (Exhibit 6), focused on onboarding by "creating pathways to empower students to succeed as full partners in navigating their own educational experiences." Implementing a structured orientation process and a first-year seminar resulted in numerous positive outcomes. Panther

PATHways: Increasing Attainment through Access is a natural progression from the College's GPS student success initiative with a broader scope. Panther **PATH**ways will encompass onboarding to credential attainment through structured guidance and holistic support measures by providing more proactive and intentional advising.

The College consulted with a leading expert in the field of higher education with particular expertise in guided pathways research to inform the direction of the QEP for SFSC. Conversations with Dr. Davis Jenkins, Senior Research Scholar at CCRC at Teachers College, Columbia University, confirmed that advising is *the central cornerstone of an effective pathways initiative.* He emphasized that advising is the key component to onboarding students "as well as making sure we don't sort them out too early without considering what they are interested in" (D. Jenkins, personal communication, March 29, 2021). The idea of pathways, according to Jenkins, is to "backwards design from a good job or desired degree and ensure that students enter their chosen path appropriately." Therefore, the first question that needs to be asked of students is, *what is your success goal?* As a result of Dr. Jenkin's response, this question will be at the top of the SFSC application to immediately make the connection between the student and the advising team. Based on these conversations, the College decided to designate the central core element of the pathways redesign as *advising* through the QEP while simultaneously continuing with full pathways implementation. Accordingly, the "A" in Panther **PATH**ways will be the focus of the QEP.

D. Mission, Vision, and Strategic Plan Alignment

The QEP topic is closely aligned with the College's mission, vision, and strategic plan. As an outgrowth of the institution's ongoing comprehensive planning and evaluation process, efforts were made to ensure that the student success outcome statements were derived from it.

Mission Alignment

The intent of Panther **PATH***ways* is embodied in the College mission which states that "we believe in the worth of each of our students and, through all of our educational programs and services, we seek to develop human potential and create brighter futures." Additionally, the topic identified for the QEP and the corresponding student success outcomes are aligned with, and fully support, the seven elements of the SFSC mission as shown in Table III-1.

Table III-1 QEP Alignment with Mission Statement Elements

Mission Element	QEP Component	Student Success Outcome
Completing an associate degree in preparation for pursing a baccalaureate or other professional degree or credential	A H	3
Completing a baccalaureate degree, associate degree, or certificate related to career and technical preparation to enter the workforce or to improve career circumstances	H	3
Completing college preparatory programs of study, including those leading to the high school diploma	P A	3
Obtaining basic skills in literacy, numeracy, and citizenship to prosper as a contributing member of society	P	1
Gaining personal, cultural, and global awareness, appreciation, and understanding needed in a complex contemporary society	T	1
Pursing advanced academic preparation and credentials available through partnerships with colleges and universities	A H	2
Participating in the social, cultural, environmental, and economic development of the communities served by the College	H	2

Vision Alignment

The QEP topic fully supports the College's vision of becoming a *globally aware academic destination driving regional transformation through innovative collaboration.* The vision's future-oriented focus demonstrates the College's commitment to raising the attainment level of its service district by increasing access to a postsecondary credential. As such, the QEP will provide the impetus for continuously seeking to improve the student experience through structured guidance and holistic support measures.

Strategic Plan Alignment

The QEP topic integrates components of the College's strategic plan, *Destination 2024,* which provides direction for future initiatives and priorities focused on enhancing programs and services. Table III-2, shows how the QEP aligns with the College's strategic planning goals.

Table III-2   How the QEP Aligns with the College's Strategic Plan (2020-2024)

College Strategic Plan Component	QEP Component
1. Develop Exemplary Student Services Programs that Support Student Success	
Goal a – Provide extensive academic and career advising opportunities for all students by expanding advising services by assigning program-specific faculty advisors	Career Assessment
	Pathway Advising
	Mandatory Advising Checkpoints
	Focused Dual Enrollment Advising
	Advising for Transfer
	Interim Grade Reports
	Career Counseling
	Caring Campus
Goal b – Construct guided educational pathways	Clear program maps/pathways
Goal c – Implement Beacon Early Alert System	Expanded Use of Technology
2. Formulate Responsive Programs that meet Community Needs	
Goal a – Develop initiatives to include pathway connections for middle/high school students interested in enrolling at SFSC	Academic & Career Communities
	Comprehensive Outreach to K-12

1. **Provide Students with an Engaging Learning Experience Within and Beyond the Classroom**	
Goal a – Integrate undergraduate research (UGR) at the course level	Academic & Career Communities
Goal b – Offer research colloquia with interdisciplinary participation during fall and spring terms	Academic & Career Communities
Goal c – Infuse service-learning throughout the curriculum	Employer Engagement
2. Create Innovative Programs and Partnerships that Drive Regional Economic Growth and Respond to Sector Strategies	
Goal b – Embed employability skills in college-level coursework by implementing 5G across the curriculum	Employer Engagement
6. Provide Programs and Resources that Inspire Employee Growth/Development	
Goal d – Offer ongoing and comprehensive professional development opportunities for all employees	Pathways Professional Development
Goal e – Institute an advanced professional development program that highlights current teaching methodologies aimed at increasing student engagement and learning	Professional Development for Faculty

IV. Support for the Topic

> "Leadership defines what the future should look like, aligns people with that vision, and inspires them to make it happen despite the obstacles."
>
> Kotter (1996)

A. Internal Support

Recognizing that student *attainment through access* requires the support and engagement of a broad cross-section of stakeholders, Table IV-1 summarizes the various groups and committees involved in the each component of the QEP.

Table IV-1 Stakeholder Engagement in QEP

Stakeholders	QEP			
	Identification	Development	Implementation	Assessment
Faculty	●	●	●	●
Students		●	●	●
Staff	●	●	●	●
Administration	●	●	●	●
Campus & Center Directors	●	●	●	●
District Board of Trustees (DBOT)				●
Student Services				
• Advisors	●	●	●	●
• Librarian	●			
• Registrar	●	●	●	
• Financial Aid	●			
• Career Services	●	●	●	●
• Recruiter	●	●	●	●
• Tutoring & Learning Center	●	●		

Community				
• Program Advisory Committees	●			
• Business/Industry	●			
• Service District K-12 Schools			●	

The collaborative efforts of a variety of stakeholders are described below:

Topic Identification

The QEP process began with a faculty-led planning committee tasked with reviewing and analyzing collegewide data in an effort to identify potential topics for the QEP. The Committee included faculty and staff selected from all four College divisions as listed in Table II-1. Additional input was gathered by the Committee through the dissemination of surveys and focus groups to engage students, faculty, and staff. The QEP Planning Committee met regularly throughout the 2019-2020 academic year and shared their progress with additional stakeholders including senior leadership, Faculty Council, Academic Quality Committee (AQC), Enrollment Management Committee, and the Data Analysis Group (DAG).

QEP Development

In an effort to further involve institutional stakeholders, additional committees were established to develop the plan. The Literature Review Committee was tasked with identifying best practices and evidence to provide the underlying foundation for selected QEP topic. The Committee included faculty, the College librarian, a campus director, and senior leadership as delineated in Appendix B.

The work of the Literature Review Committee formed the basis for developing actionable strategies by the Implementation Committee. The Implementation Committee included faculty, students, administrators, student services staff, and campus/center directors as delineated in Appendix C.

The Implementation Committee worked in tandem with the Assessment and Planning Committee to develop the performance measures aligned with the overarching goal of *increasing attainment through access.* The Assessment Committee included faculty, staff, and administrators as delineated in Appendix D.

QEP Implementation

The Implementation Committee is charged with developing strategies and related activities aligned to the goals of the QEP. The Committee includes faculty, students, staff, campus/center directors, and administrators as delineated in Appendix C. As the QEP matures, additional stakeholders will be informed and further engaged in virtual meetings, collaborative workshops, and focus sessions.

QEP Assessment

The Assessment Committee is charged with developing performance measures, establishing benchmarks, and providing the Steering Committee with data to monitor progress. The Committee includes faculty, staff, and administrators as delineated in Appendix D. The assessment process will be informed by a variety of stakeholders as the QEP progresses and impacts multiple groups. Outcomes of the QEP will further engage additional stakeholders.

The College has ensured that stakeholders have had an opportunity to provide input and were engaged through a variety of formats. Table IV-2 provides an overview of the methodologies used to develop broad-based participation in the selection of the QEP topic. Examples of instruments used are included in the QEP supporting documents available onsite in Exhibits 3 and 4.

Table IV-2 Methodologies Used to Involve Stakeholders in QEP Topic Selection

Stakeholder Group	Data Analysis	Professional Development Workshop	Online Survey	Briefing	Survey
Students		●	●	●	●
Faculty	●	●	●	●	●
Administration		●	●	●	●
Staff	●	●	●	●	●
President's Council	●	●	●	●	●
Faculty Council	●	●	●	●	●
Student Government Association			●	●	●
Advisory Committees	●		●	●	
DBOT				●	

B. External Support

In an effort to garner external support for implementing guided pathways, the College applied for, and was accepted as, an inaugural member of the Florida Pathways Institute (FPI). Hosted by the Florida College System's (FCS) Student Success Center, the FPI was established to assist colleges in the implementation of guided pathways, not as an initiative, but as a way to become comprehensively student focused. The ultimate goal of pathways implementation, according to the FPI, is to boost completion while improving the social and economic mobility of graduates. The College hopes to use this forum as a way to validate prior work on improving the student experience through guided pathways.

Modeled after the American Association of Community Colleges (AACC) Pathways Project, the FPI's two-year span of activities include the administration of the scale of adoption assessment, face-to-face convenings hosted by the center, coaching, technical assistance and support, as well as data collection and reporting through the postsecondary data partnership. Each college in the cohort is assigned a dedicated pathways navigator. Dr. Ciez-Volz from Florida State College at Jacksonville has been assigned as the SFSC FPI Pathways Navigator. The SFSC FPI core team includes a broad cross section of individuals from across the institution as shown in Table IV-3.

Table IV-3 Florida Pathways Institute Core Team Membership

Member	Title
Dr. Thomas Leitzel	President
Dr. Sidney Valentine	Vice President, Academic Affairs and Student Services
Dr. James Hawker	Dean, Arts and Sciences
Michelle Macbeth	Faculty, Arts and Sciences
Mr. Erik Christensen	Dean, Applied Sciences and Technologies
Cindy Kinser	Faculty, Applied Sciences and Technologies
Dr. Michele Heston **(Chair)**	Dean, Health Sciences
Isaac Durrance	Faculty, Health Sciences
Asena Mott	Campus Director, DeSoto County
Jonathan Stern	College Registrar
Melissa Kuehnle	Director, Institutional Communications
Tom Bohan	College Recruiter
Rob Hampton	Director, Career Development Center

In conjunction with SFSC's institutional involvement in the FPI, the Literature Review Committee noticed a void in the literature related to the challenges faced by rural two-year institutions fully implementing guided pathways. Upon reviewing the online resources provided by the Community College Research Center (CCRC), the Committee saw the posting of an opportunity to apply for participation in the *CCRC's Summer 2021 Institute, Guided Pathways at Rural Colleges: Using Data to Launch Large-Scale Reform.* As the foremost research institute on community college issues and policy, the CCRC studies this sector because it has the potential to dramatically improve educational equity and social mobility in the United States. Following a selection interview with Dr. Davis Jenkins, Senior Research Scholar at CCRC at Teachers College, Columbia University, SFSC was selected to participate in the institute. Additionally, Dr. Jenkins, whose expertise is in guided pathways, asked the College to be part of a research project focused on implementing guided pathways at rural colleges. This secondary external support is expected to focus on the needs and challenges of small, rural-serving institutions. The guided pathways team members selected to participate in the institute represent a broad cross section of the College community as shown in Table IV-4.

Table IV-4 CCRC Summer Institute Participants

Participant	Title
Dr. James Hawker **(Chair)**	Dean, Arts and Sciences
Asena Mott	Director, DeSoto Campus
Tina Stetson	Director, Financial Aid
Courtney Green	Director, Adult Education and Technical Dual Enrollment
Rob Hampton	Director, Career Development Center
Charla Ellerker	Chair, Advising and Counseling
Tom Bohan	College Recruiter
Tasha Morales	HSI-STEM Coordinator
Dr. Sid Valentine	Vice-President, Academic Affairs and Student Services
Dr. Michele Heston	Dean, Health Sciences

V. Institutional Commitment to the Topic

> Guided pathways reform involves every part of the college, requiring the redesign of major departments and of functions such as tutoring and advising.
>
> Bailey & Jenkins (2015)

A. Literature Review and Best Practices

As the pathways movement evolves among community colleges, researchers have investigated the factors most commonly associated with successful implementation of pathways programs citing the goals of pathways reforms to improve equity and access on their campuses and to increase the number of students completing degrees, certificates, and transfers. Guided pathways reform affects every aspect of a college; it requires a comprehensive and transformative institutional commitment to create intentionally designed, clear, coherent, and structured educational experiences. The guided pathways framework integrates support services, improved placement processes, and math and English courses relevant to students' goals. Moving away from the cafeteria model for selecting courses requires clear program maps that simplify student decision making by laying out course sequences, milestones for progress, and the desired outcomes of each program. The need for new approaches is clear and significant, given low rates of persistence and completion for community college students (Kerlin, 2017).

The initial exploration of the guided pathways work, as grounded in the literature, will be discussed in the formation of South Florida State College's Quality Enhancement Plan based on a newly established acronym to capture the essence of the pathways pillars and framed within the context of *increasing attainment through access* via the Panther **PATH***ways*.

I.   *Preparing* Students for the PATH
II.   *Advising* Students on the PATH
III.   *Teaching* for Success along the PATH
IV.   *Helping* Students Successfully complete the PATH

The term *access*, as discussed in Section II is defined as enrollment and retention with a focus on guided pathways as a way of ensuring attainment. To expand upon the efforts of the QEP Planning Committee's identification of the QEP topic, a variety of subcommittees were established including members from every corner of the College. The subcommittees include the following: Literature Review, Report Writing, Assessment, Implementation Team, and Steering Committee. Each committee was challenged to explore what a guided pathways approach would look like when viewed from the lens of SFSC's priorities and

strengths. The work commenced with a review of the literature, outlined by the letters in PATH as a framework.

I. Preparing

> *Every new student is helped to explore career, college, and program options as soon as possible. Special supports are provided to help academically underprepared students to succeed as soon as possible.*

"The goal of guided pathways is to increase learning and graduation rates, and to help more students' complete programs that lead to career advancement and further education as efficiently as possible" (Fink, 2017, p.1). The recent movement to implement standardized, more successful, and clearer guidance to students entering college which follows them until graduation has shown that "when students are provided with structure and guidance, they are more likely to enroll in the most appropriate courses, stay on track, and be successful in completing a college credit" (Fink, 2017, p.1). Research conducted by the Community College Research Center (CCRC) revealed that students frequently expressed concerns related to them not being able to visualize a dedicated guided path into education goals leading students to become "frustrated, and drop out" (Jenkins et al., 2018, p. 1).The absence of guidance resulted in students making uneducated decisions resulting in costly mistakes. "When asked, students indicated that being in a program with a well-defined pathway would improve their chances of persisting, completing, and transferring" (Jenkins et al., 2018, p. 3).

Students enter college from many places—high school, the military, adult basic education programs, and different career points. They enroll in college for specific courses that will advance their careers, to complete a program that prepares them for a good job, or to earn a degree so they can transfer to a baccalaureate program. All students need direction and guidance to achieve their goals. As clearly substantiated in a research brief compiled by Completion by Design (2016) institutions, structured onboarding processes provide students with clear, actionable, and usable information they need to get off to the right start in college. Such innovative onboarding has produced promising results (D. Jenkins, personal communication, March 29, 2021).

Additional concerns relating to college readiness also have a bearing on access. While developmental education is currently not mandated in Florida, AACC Pathways colleges have linked developmental education with its pathways work. Innovative methods for student assistance in the form of companion courses for math and English as well as embedded academic support have yielded positive results. The use

of success coaches and a centralized academic resource center are prevalent among pathways colleges (Community College Research Center, 2017). A few colleges are beginning to explore ways to strengthen academic support for gateway courses in subjects other than math and English. Indian River State College extended innovations in academic support that were developed for students in math and English to other subject areas. The College provides tutoring for students in all sections of selected gateway courses, including Biology 101 and Chemistry 101. Other colleges provide support for students in high-enrollment, high-failure courses in an effort to turn these "gatekeeper" courses in to "gateway" courses. Colleges are paying more attention to courses that are critical to success in particular fields (Jenkins, 2014).

Guided pathways provide students with vital information for understanding their options thus allowing new students to make informed decisions. "About one in five high school graduates are entering postsecondary institutions with warning signs that they may not be fully prepared to succeed or are at some risk of struggling to succeed" (Balfanz et al., 2016). Assisting students with understanding their options encourages students to pursue higher education and opportunities that they previously may not have considered achievable. "Institutions play a critical role in our education ecosystem by providing open-access education to a substantial majority of the country's first-generation, low-income, and underrepresented minority[ies]" (Education Strategy Group et al., 2018, p. 3). The collaboration of strategies providing pre-college academic interventions, early and aligned advising based on clearly guided pathways have shown to build a path for student success (Community College Research Center, 2015). The colleges shown in Table V-1 Best Practices in Preparing Students for Guided Pathways were participants in the American Association of Community College's (AACC) Pathways Project. The colleges committed to redesigning their programs and student support services at scale by following the guided pathways model adopted by the AACC based on the Community College Research Center's research.

Table V-1 Best Practices in Preparing Students for Guided Pathways

Pre-Pathways Practices/Implementation	Source
Welcome/guide new applicant through enrollment and confirm meta-major	Alamo College, 2020
Orientation determined by meta-major	
First-year experience students collaboratively create plan to meet educational/career goals	
Design dual enrollment on-ramp to college	
First-year experience focus on career exploration contextualized for each major	Prince George's Community College, 2020
Help new students identify goals for college/careers	Jenkins & Cho, 2013

Redesign new student onboarding to facilitate engagement, involvement, and student persistence	Jenkins, Lahr, & Pellegrino, 2020
Help motivate students to attend college by aligning college and high school courses	
Reach out to prospective students to assist in planning the onboarding process	Kopko & Griffin, 2020
Recruiters show prospective students a video the college developed on its meta-majors	Indian River State College, n.d.

II. Advising

Advising practices support student progression into and through programs. Early alerts and other college information systems make it easier to monitor student progress.

The alignment of advising to establish the guidance along a pathway emerges in the literature as *central* to student goal attainment. Research suggests that students who enter educational pathways the first year of study are more likely to complete a program of study and/or transfer successfully. Students who enter the second year or later of a program are less successful and of those students who enroll in community colleges, most do not have a clear plan on how to complete a program. Although many programs are available there is a lack of help to guide the student, noting that advising and career services are not utilized by students who need it the most (Jenkins & Cho, 2013). Jenkins, Lahr, Brown, and Mazzariello (2019) reported that assigning advisors to meta-majors increases student support with completion, jobs, and transfers (p. 3). Groups from all areas of student support are important to be available as advisors to support students holistically. Involving employers and other stakeholders on advising guides has been helpful (p. 22).

Additionally, according to the Center for Community College Student Engagement (2020), among colleges that participated in the Survey of Entering Student Engagement (SENSE), on average, 44% of entering student respondents reported that friends, family, or other students are their main source of advising (2020). Guided pathways implements several mechanisms to motivate, coach, and guide students to success by "create[ing] an academic plan that shows a recommended sequence of courses that student should follow to complete their program" (Jenkins & Cho, 2017, p. 3). Ensuring a successful pathway for the student is accomplished by providing [guidance] "in the form of progress tracking, feedback, and embedded advising (Jenkins & Cho, 2017, p. 3).

Guided pathways can take several years to implement because of the scale of reform required (Jenkins, Lahr, Fink, & Ganga, 2018). Implications for advising noted include acknowledging the fact that students

may need help to choose and implement a plan. Advisors need to be prepared to offer this help. The complete advising redesign may take several years after the College has begun to prepare drafts of their selected meta-majors and program maps. The authors noted that colleges should carefully consider what initial advising for students should look like and work with other faculty to get a broader idea of how to help students make decisions on their full college experience. The literature abounds with case studies and study results indicating the importance of the strategic management of advising. The following table will list practices that build the case for advising as the catalyst for broad and transformative change brought about by a guided pathways approach for *all* students.

Table V-2 Best Practices in Guided Pathways Advising

Advising Practices/Implementation	Source
Attend mandatory advising upon completion of 15, 30, and 45 credit hours	Alamo College, 2020
Advisor within meta-major works with program chairs/faculty to stay updated on requirements/student needs for programs	
Students confirm program selection with advisor during first appointment	
Undecided students are referred to the career center upon application	
Students transition from a primary advisor to a faculty mentor after completing 3 credit hours	
Alignment with high school career academies and college meta-majors	
Support high school (HS) juniors and seniors to complete general education requirements by engagement with HS advisors	
Incoming students provided with a one-page checklist	Prince George's Community College, 2017
Advising are embedded within meta-majors and check in with students at 15, 30, and 45 credits	
Early advising weeks are set up to eliminate bottlenecks during registration period	
Dedicated transfer team of specific advisors who help students who are transferring	
Focused advising for dual enrollment student	
Embedded advising and progress tracking	
Key points for advising include using technologies, such as early alert systems, to keep students on path	Jenkins, Lahr, Fink, & Ganga, 2018
Advisors support students' major decisions, student-focused scheduling instead of what is convenient for the college	
Advisors and teachers help each other and monitor course registration to keep students on the path	
College advisors are cross trained to do both career and academic advising using a series of noncredit "Smart Start" workshop modules students use to build their degree plans	St. Petersburg College, n.d.

III. Teaching

> **Program learning outcomes aligned with requirements for success in further education and employment in a related field. Student learning outcome performance is tracked and teaching improvements are based on outcome assessment data.**

According to Jenkins, Bailey, and Jaggars (2015) it is clear that many entering students struggle to succeed in college-level courses. The typical community college student embarks on postsecondary education with a weak foundation of academic skills. Given the demographics of the typical community college student, there are a variety of factors that deem them "academically underprepared." Adding to these factors, approximately four-fifths are employed, working an average of thirty-two hours per week. Many have financial concerns, and over one-third care for dependents, including 15 percent who are single parents. Such students have less time to spend on campus and to devote to studying. As a result, many attend part-time or rely on online courses. Throughout their educational experience, entering community college students have been exposed to pedagogical techniques that emphasize rote learning activities and assessments, leaving little room for creative or critical thinking. Over time, according to Dvorak, Johanna, & Tucker (2017), if students do not learn strategies for success, they are likely to earn poor grades, withdraw from courses, or otherwise become discouraged about school.

Researchers have identified two distinct approaches to college teaching, known as knowledge transmission and learning facilitation. In general, the transmission approach does not acknowledge the underlying challenges that make it difficult for some students to absorb and apply the facts they hear or read. In contrast, the learning facilitation model more explicitly addresses conceptual understanding, metacognition, and student motivation. The learning facilitation model is based on research suggesting that, in order for students to integrate and apply factual content, they must build and organize their conceptual understanding with active support and guidance of the instructor. In essence, faculty who adhere to the learning facilitation model are focused on how to motivate students and help them *learn how to learn* (Jenkins, Bailey, & Jaggar, 2015).

The guided pathways college approaches instruction differently. According to Jenkins, Bailey, and Jaggars (2015), "the guided pathways approach conceptualizes each course as a step along a coherent path. Instruction should therefore focus on building the skills, concepts, and habits of mind necessary for success in subsequent courses." Table V-3 lists best practices in teaching utilizing a guided pathways approach.

Table V-3 Best Practices in Guided Pathways Teaching

Teaching Practices/Implementation	Source
Convene faculty and professional student services staff to define skills, concepts, and habits of mind essential to each course in a program	Jenkins, Bailey, and Jaggars, 2015
Support faculty in instructional redesign	
Leverage instructional technology	
Add student engagement strategies to teaching development strategies to inform student success	Ginty, 2020
Creation of a caring/encouraging/connected environment	
Strong emphasis on professional development for faculty	
Intentional academic support interventions implemented to increase student success; peer tutors, writing fellows, and supplemental instruction (SI)	Dvorak, Johanna, & Tucker, 2017
High-impact practices implemented - service learning, undergraduate research, and internships	Hill, 2020
Academically engaging practices to impact graduation rates implemented: First-year seminars, core curricula, learning communities, collaborative assignments, service learning, internships, capstone projects	Johnson, Randall, & Stage, 2018

IV. Helping

> *Helping new students explore programs, consider possible careers, and develop complete academic plans while accessing needed resources ensures successful path completion. If students get off path, they are steered toward academic or other supports.*

In guided pathways colleges, intake processes are focused on helping new students develop or clarify goals for college and careers. Because of their mission to provide open-access education to all community members, two-year public colleges enroll a disproportionate number of students who face academic, social, and economic challenges. Jenkins et al. (2020) reported that the typical suite of support services colleges have provided in the past is not effective in helping students choose a program of study, select appropriate courses, avoid excess credits, and stay on track. Student support services are crucial to providing wraparound guidance in terms of ongoing, intrusive advising, systems to track student progress, and a structure to redirect students who are not progressing in a program to a more viable path.

"We are all in a perfect storm", according to Baston (2021), "due to COVID-19, economic upheaval, and the quest for equal justice. Coronavirus has impacted so many people." According to the Florida College System (FCS) Chancellor, the effect of the pandemic on higher education has created new issues. "The pandemic amplified situations that we were already facing. We already had disparity in individuals in

terms of access for students of color, low-income students, and the historically disadvantaged. Before the pandemic we were seeing declines in programs. The missing students are the ones with the most challenges (Hebda, 2021)." To truly help these and all students we must embrace equity-mindedness (McNair, 2020) as we target practices to help students attain the education/credential they desire and deserve. Table V-4 lists best practices in helping students successfully complete *their* paths.

Table V-4 Best Practices in Guided Pathways Helping Students Successfully Complete

Teaching Practices/Implementation	Source
Embed tutoring directly into courses, especially early courses in program	Florida Pathways Institute, 2021
Train all faculty, including adjuncts, in coaching skills	
Equity matters, build it into programs with a focus on targets for all students	
Expand alliance with funding entities such as Career Source and financial aid offices	
Holistic (wraparound) support in terms of customer service, wellness, first-generation students, social networking, academic support, career support	
Enrollment coaches work with high schools to inform students about steps to enrollment	Alamo College, 2020
College teams work with employer to expose students to experiences/challenges in various careers	
Support high school juniors and seniors to complete general education requirements	
Dual enrollment support strong community college strategy	Complete College America, 2019
Provide a more structured and coordinated approach to the design of student services	Community College Research Center, 2021
Created a *Caring Campus* to change the way that staff member interact with students in order to influence students' experiences and outcomes	

In summary, the evidence in the literature and shown in best practices paint a broad brushstroke depicting the major transformative change becoming a pathways college entails. From onboarding to career planning, from advising redesign to high-impact teaching, the opportunities for change are many. As the topic emerged over the past eighteen months, it was resoundingly clear that the problem to be addressed at SFSC is:

Students need structured guidance and holistic support measures.

The problem to be addressed by the QEP places the solution alongside the four pillars of guided pathways focused on the centrality of *advising* to address the holistic support required for *all* students to succeed. It

is from the lens of the student and their needs that this transformative work is being implemented at SFSC and will be evaluated in order to make certain that the positive outcomes we collectively strive to attain are realized. "Thinking about how we connect with students, how they enter the system, progress, and make it to completion. The road to success has to be defined to be driven to that purpose and achieve the thing they desire to achieve. Every student should have the right and opportunity to succeed. It requires all of us, the students, our colleagues, the colleges, and our communities to change our future! (Baston, 2021).

B. Actions to be Taken

The overarching definition of the Pathways Model from the Community College Research Center (CCRC) is an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent, and structured educational experiences. As stated in the College's mission, Panther **PATH***ways* mirrors this definition ensuring that all "people of its service district, regardless of economic, social, or educational background …" successfully enroll in and attain a postsecondary academic credential at SFSC. The SFSC pathways model is comprised of four components or pillars as delineated by the acronym PATH described in Table V-5.
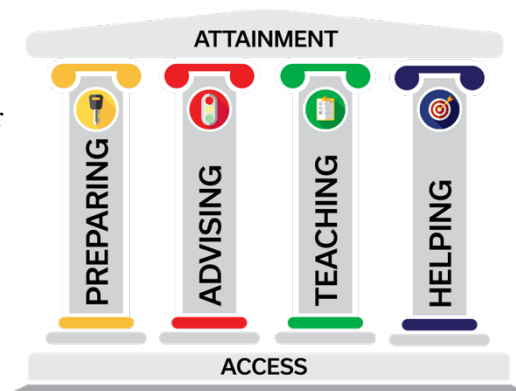
Table V-5 Description of the Four Pillars of Panther PATH*ways*

Pillars		Description
P	**P**reparing students for the PATH	Ensure students are entering the right path to ensure that they accomplish their student success goal.
A	**A**dvising students on the PATH	Ensure students are staying on their path bolstered by structured guidance and holistic support measures.
T	**T**eaching students along the PATH	Ensure students are learning on time, the first time, in all of their courses.
H	**H**elping students successfully complete the PATH	Ensure students achieve their success goal to employment and/or university transfer.

Each of the four pillars can be described in terms of actions to be taken to create the cultural change necessary to ensure guided pathways reform impacts students, the College, and the community served. Table V-6 describes the sequential implementation activities that will be used to ensure students achieve

their success goals. Exhibit 7, available on-site, will display the padlets and interactive discussion notes elicited by the Implementation Committee to guide the launching of Panther PATHways.

Table V-6 Implementation Activities

Preparing

Implementation Activities	Description
Comprehensive Outreach to K-12	*Collaborate with K-12 partners.* • Assign specific teams to recruit/outreach within each county/school • Collaborate with district and high school stakeholders to seamlessly assist students with early pathways connections • Expanded outreach to students and parents to gain an understanding of Panther **PATH**ways options
To ensure students are prepared for the rigors of postsecondary education while considering career options, teams will be assigned to each of the five area high schools to establish a seamless transition into postsecondary education. These outreach teams will include, as needed, the college recruiter, center directors, advisors, faculty, financial aid, and success coaches who will meet with high school guidance counselors and other professional staff every four to six weeks. Additionally, this level of collaboration will include parental involvement once per semester at a minimum to ensure all parties understand Panther **PATH**ways as a viable option for credential attainment.	
Career Assessment	*Assist students in the exploration of career and transfer options to ensure that their personal skills and abilities are aligned with their success goal.* • Expanded use of career aptitude assessments and interest inventories for all entering SFSC students • Undecided students receive additional career exploration advising
Students who begin with the end in mind achieve their educational goals more efficiently and with higher completion rates. To increase attainment, undecided students will be provided intrusive support by career advisors for assistance in choosing a meta-major. The process will begin at the point of student application to the College when all undecided students are provided an account to MyCareer Shines and an invitation to follow-up with a career counselor. Students who are still undecided will be encouraged to take a Career Exploration class. Advisors will continue to monitor students' decisions through each advising checkpoint.	

Academic & Career Communities	*Provide opportunities for students in all meta-majors to network with relevant faculty, staff, and career professionals.*
	• Establish collaborative teams per meta-major including academic advisors, faculty mentors, and student support staff members
	• Engage community employers by seeking proactive connections for future employees, including soft skill and hard skill needs
	• Expand outreach events for students and the College community to focus on specific pathways

The College will create a support team for students who are pursuing a pathway within each meta-major. College teams will be organized by meta-major and comprised of advisors, faculty mentors, and student support staff. The College will seek support through multiple divisions (faculty mentors, student life, college recruiter, campus directors, public relations, alumni association, etc.) to gather input from employers about needs for future employees in both hard skills and soft skills. The information gathered will be used by the meta-major teams to determine the best method of integration. Outreach events to share various pathways with students will be offered monthly and will showcase a different pathway each month. The events will be recorded and offered online for optimal outreach.

Advising

Implementation Activities	Description
Clear Program Maps/Pathways	*Create Panther **PATH**ways academic and career maps to assist all students in accomplishing their success goal.*
	• Create pathways for top transfer degrees
	• Create pathways for all degrees offered at SFSC
	• Create common first semester per meta-major students to include English and math as well as a *discovery course* particular to each pathway
	• Create academic/career maps that include employer-desired soft skills

Faculty teams, in conjunction with program leadership, will continue to create pathway maps for all programs and options. Academic and career pathways will be posted on the College website under the "Find your Pathway" tab. All programs will use a common template for beginning credits, to include math, English, and a discovery course for each meta-major. Maps will also include soft skills as determined in collaboration with employers. Select pathways maps will be piloted during 2021, however, much work is still needed for others. A team will be assembled to work on dividing current programs into meta-majors and then designing the pathways from there. This work will involve advisors, faculty, experts in current fields, and instructional leads.

Professional Development	*Provide comprehensive professional development activities for student support professionals.* • Create campus-wide pathways training maps • Develop extensive training in best practices for pathways and holistic advising • Provide in-depth training in the use of technology such as early alerts, online degree tracker, and other applications • Offer 5G coaching skills training to faculty mentors and student services staff

All College professionals who are supporting students will need comprehensive professional development in **PATH**ways, to include best practices in multiple areas, such as reaching underserved students, using technology to enhance **PATH**ways, working collaboratively with other SFSC team members to provide holistic support, and engaging employers to connect students with the soft skills needed to succeed in their individual pathways. Once created, training will be offered in both online and face-to-face formats.

Meta-major Advising	*Assign advisors per meta-major to include cross-training for continuity and clarity of information provided to students.* • Assign advisors and faculty mentors to specific meta-majors • Cross-train advisors between and among meta-majors as needed

With the purpose of narrowing an advisor's responsibility and focus, each advisor will become an expert in certain meta-majors. Advisors will be cross-trained and supported by faculty mentors who are well versed in the meta-major. To start the process, the assignment of meta-majors will be divided as evenly as possible, and the division will be determined through a collaborative process. Each advisor will choose two to three areas in which to become an expert. Cross-training between advisors and faculty members assures students have a choice and availability of an advisor.

Expanded Use of Technology	*Leverage existing and acquire new technologies to track student progress along their pathway.* • Track and report student pathway progress digitally • Expand the use of early alert systems • Implement online career assessments • Investigate potential use of mobile apps for advising • Formulate coding in Banner to identify meta-majors • Align DegreeWorks with Panther **PATH**ways

Student progress will be monitored by the expanded use of early alert systems. This will require staff to enter student progress indicators in a software application designed for this purpose. Student profiles will also be assigned a code in Banner to align with their respective meta-major to streamline advising and scheduling. DegreeWorks will be aligned with **PATH**ways for current plans as early as Summer 2021. Mobile apps for advising will be investigated. In addition, technology will be required to assist with reports for career assessments, which will be rolled out incrementally in the Fall term, 2021.

Mandatory Advising Checkpoints	*Institute mandatory checkpoints to communicate and track required advising indicators.* • Required advising for GPA below specified average per meta-major • Mandatory meeting with an advisor at 25%, 50%, and 75% of program length • Graduation check with advisor required at 75% of program completion
Accountability is built-in with mandatory advising checkpoints, requiring students earning a low GPA to meet with an advisor or faculty mentor. The GPA will be collaboratively established for each meta-major. In addition, advising is built-in for standard checkpoints throughout the program map, occurring most commonly at quarter intervals of the program. At three-quarters completion of a program, students will meet with an advisor who will complete a degree audit with the student.	
Focused Dual Enrollment (DE) Advising	*Formalize dual enrollment advising to ensure clear communication of* Panther **PATH***ways*. • Assign specific DE advisor • Conduct DE information sessions with a focus on meta-major and pathway selection
Relationship building and advising is key for all students including dual-enrollment (DE) students. Such relationships include connections with student, high school counselors, and parents. To promote connections and offer the most trusted support, each campus will assign a specific DE advisor. Information sessions specifically for DE students and/or high school counselors and/or parents will be offered three times each year, coinciding with open-enrollment terms for each semester.	
Advising for Transfer	*Formalize transfer advising to ensure maximization and seamless transfer of credits per meta-major programs.* • Hold virtual and face-to-face transfer workshops • Collaborate with most common transfer institutions to seamlessly assist students with transfer connections
Transfer workshops will be held in online and face-to-face formats in the fall and spring semesters. These workshops will be hosted by SFSC faculty and staff with an agenda that includes steps students should take to transfer to the next institution, how financial aid works during transfer, what connections students should make at their new institution, and potential guest speakers from top transfer institutions. Students will receive a workshop invitation to attend. To support a significant portion of potential transfer students, SFSC staff will connect with the staff at the top transfer institutions and create agreed-upon steps for a best plan of action that students should follow to ensure transfer success. A short video from the transfer institution can be used during the application process to SFSC. For example, using Comevo online orientation software, students will be asked about their interest in a future transfer institution and identify their interests. These students will then receive the link for the video with the transfer process outlined.	

Teaching

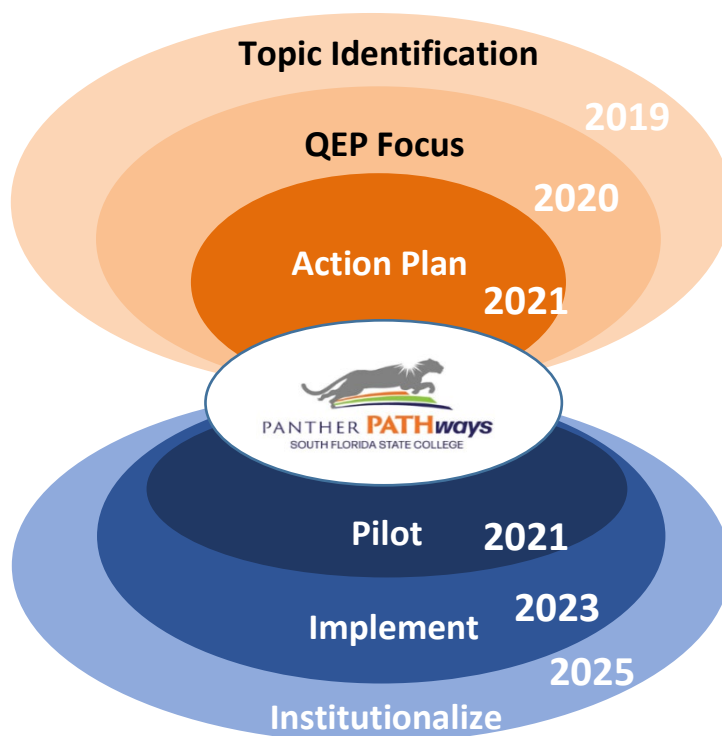| Implementation Activities	Description

Professional Development for Faculty	*Provide training specifically focused on the faculty role in implementing pathways.*
	
	• Offer professional development opportunities in a three-year cycle to include:
	     o Faculty mentoring in pathways
	     o 5G© Coaching
	     o Stakeholder engagement

All College employees interested in professional development (PD) for pathways will have the opportunity to learn, with priority given to faculty and core members of meta-major teams. Professional development will include offerings and support from the Florida Pathways Institute and Pathways Navigators. A Brightspace™ module located in Panther Central will be available for the convenience of those needing resources online. Training offered by 5G© will continue to be offered to all SFSC employees with both synchronous and asynchronous options. Stakeholder engagement PD will be developed through collaboration between the community relations team, faculty mentors, student success coaches, and others who express interest in the development **PATH**ways development. The face-to-face sessions will be recorded and available online. Once rolled out, each PD area will be available continuously and updated every three-to five years or sooner if needed. Faculty mentoring will be first in the cycle, followed by 5G© coaching and stakeholder engagement.	
Interim Grade Reports	*Require interim grade reports to monitor student learning and intervene as needed.* • Instructors post interim grade reports for all students • At-risk students contacted by a designated success coach or assigned advisor to determine needs and next steps
In an effort to help students stay on path, interim grade reports will be posted in Banner at one-quarter (25%) of the term. For example, interim grades for a full-term (16-week) course will be posted at the four-week point. Advisors, mentors, and success coaches would have full access to these grade reports in order to reach out to students whose interim grades fall below a pre-determined benchmark. For most programs this benchmark will be a C or lower, however certain programs in limited access fields may set a higher benchmark. At-risk students will be contacted via phone, text, or other virtual means to determine what supports are needed to address any barriers and challenges they are facing.	

Helping

Implementation Activities	Description
Career Counseling	*Help students choose their pathway.* • Undecided students engage with mandatory career counseling to determine needs and next steps
Recognizing the importance of choosing a pathway early to maximize financial aid and ensure on-time completion, undecided students will be required to meet with the career center staff and advising team career counselors during their first semester. Additionally, in-depth career inventories and one-on-one counseling will be used to help students select their path.	

Caring Campus	*Build a student-centered campus culture and infrastructure.*
	
	• Redesign student services area to ensure that it is welcoming and student-centered
	
	• Enhanced campus-wide awareness of social and academic support networks
	
	• Expanded referrals to provide students with holistic support services to include:
	
	   o Success coaches
	   o Faculty mentors
	   o Career center counselors
	   o Financial aid advisors
	   o Mental health services (BayCare)
	   o Student life

Students are more successful in college when they are holistically supported and surrounded by an engaging and welcoming environment. To create this supportive environment, the College will expand its capacity for student support by hiring a student success coach. This position will include increasing the understanding of student needs in general and individual terms and matching these needs with resources A physical redesign/upgrade to the student services area will showcase the invitational and welcoming theme of student-centered support. By providing an atmosphere that creates a culture of caring, students and employees will improve interpersonal interactions and increase student success. The physical structure and layout of the Student Services building will be upgraded to include features such as: group study pods, charging stations, electronic displays, kiosks, and an overall open and updated physical environment that showcases our emphasis on student success.	

Employer Engagement	*Ensure strong connections with business and industry.*
	
	• Establish academic and career communities to enhance connections with community business and industry partners
	
	• Host regular meta-major specific activities to include:
	   o Job fairs
	   o Guest speakers
	   o Showcase events
	   o Mock interview sessions

Finishing an academic plan with a job offer is considered a success. To help achieve this, the College will enhance connections between employers and future employees by involving the Career Center, Community Relations, academic deans, and others. An Employer Engagement Committee (EEC) will be established with the purpose of identifying business and industry partners with potential for participating in SFSC meta-major specific activities. These activities will include job fairs held near the end of fall/spring graduation, mock interview sessions, events showcasing specific pathways, internships, and opportunities for guest speakers within each meta-major.

C. Timeline

Figure V-1 provides a macro-view of the Panther **PATH**ways timeline which began with the integration of components of the College's ongoing planning and assessment process. The six-year timeline began in 2019 with the identification of the topic, followed by determination of the focus, creation of the action plan, development of the initial pilot, implementation of the plan, and will conclude with full-scale institutionalization of Panther **PATH**ways in 2025.

Figure V-1   Panther PATH*ways* Timeline

In contrast to Figure V-1, Table V-7 provides a micro-view of the implementation timeline for Panther PATHways. This figure illustrates the proposed timeline for the implementation activities. The QEP implementation process commenced in 2020 with the pre-planning phase, continuing through the piloting phase in 2021, to full institutionalization planned for 2025.

Table V-7   Panther PATH*ways* Implementation Timeline

Activity	Pre-Plan 2020-2021			Pilot 2021-2022			Year 1 2022-2023			Year 2 2023-2024			Year 3 2024-2025			Year 4* 2025-2026		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Prepare																		
1. Comprehensive Outreach to K-12					●			●			●			●			●	
2. Career Assessment				●			●			●			●			●		
3. Academic & Career Communities										●	●	●	●	●	●	●	●	●
Advise																		
1. Clear Program Maps/Pathways	●	●	●	●	●			●			●			●			●	
2. Professional Development					●			●			●			●			●	
3. Meta-major Advising				●														
4. Expanded Use of Technology			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
5. Mandatory Advising Checkpoints				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
6. Focused Dual Enrollment (DE) Advising											●			●			●	
7. Advising for Transfer		●			●			●			●			●			●	
Teach																		
1. Professional Development for Faculty		●			●			●			●			●			●	
2. Mid-term Grade Reports				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Help																		
1. Career Counseling					●			●			●			●			●	
2. Caring Campus													●	●	●	●	●	●
3. Employer Engagement		●			●			●			●			●			●	

D. Resources

The total cost to develop and implement the QEP is estimated to be $3,437,100 comprised of both in-kind and actual expenses. Table V-8 provides a detailed projected budget starting from the pre-planning year (2020-2021) to full resource integration in Year Four (2025-2026).

Table V-8 Estimated Cost of Panther PATH*ways*

		Pre-Plan 2020-2021	Implement 2021-2022	Year 1 2022-2023	Year 2 2023-2024	Year 3 2024-2025	Year 4* 2025-2026	Total
Personnel								
1	QEP Director	--	30,000	60,000	60,000	60,000	60,000	**270,000**
2	Student Success Coach	--	17,500	35,000	35,000	35,000	35,000	**157,500**
3	Tutoring Coordinator	--	2,000	4,000	4,000	4,000	4,000	**18,000**
4	Math Tutor	--	7,500	15,000	15,000	15,000	15,000	**67,500**
5	English Tutor	--	5,000	10,000	10,000	10,000	10,000	**45,000**
6	Reading Tutor	--	5,000	10,000	10,000	10,000	10,000	**45,000**
7	**PATH***way* Advisors	--	112,500	300,000	300,000	300,000	300,000	**1,312,500**
8	**PATH***way* Recruiter	--	25,000	50,000	50,000	50,000	50,000	**225,000**
9	Career Center Director	--	30,000	60,000	60,000	60,000	60,000	**270,000**
Professional Development								
10	Guest Speakers	1,000	8,000	6,000	6,000	6,000	5,000	**32,000**
11	In-house Workshops	500	1,000	1,000	1,000	1,000	500	**5,000**
12	Virtual Workshops	--	1,000	1,000	1,000	1,000	800	**4,800**
13	In-person Conferences	--	1,000	10,000	10,000	10,000	7,000	**38,000**
14	Travel for Training	--	1,000	1,000	1,000	1,000	500	**4,500**
15	Local Travel	--	500	500	500	500	500	**2,500**

Table V-8 Estimated Cost of Panther PATH*ways* (Cont'd)

	Assessment							
16	External Evaluator	--	--	--	5,000	--	--	**5,000**
17	Beacon Early Alert	17,000	18,000	19,000	20,000	21,000	22,000	**117,000**
18	Radius by Campus Management	32,000	33,000	34,000	35,000	36,000	37,000	**207,000**
19	Online Tutoring	5,000	6,000	7,000	8,000	9,000	10,000	**45,000**
20	DegreeWorks	9,000	10,000	11,000	12,000	13,000	14,000	**69,000**
21	SurveyMonkey	3,000	5,000	5,500	6,000	6,500	7,000	**33,000**
22	SENSE/CCSSE Surveys	--	6,000	6,500	7,000	7,500	8,000	**35,000**
23	Focus Groups Supplies	--	500	500	500	500	500	**2,500**
24	Student Surveys	--	12,000	6,500	6,500	6,500	6,500	**38,000**
	Marketing & Special Events							
25	Promotional Campaign	--	45,000	40,000	35,000	30,000	25,000	**175,000**
26	Office Supplies	500	1,000	2,500	1,500	1,500	1,500	**8,500**
27	Copy Costs	150	250	500	500	500	500	**2,400**
28	Literature/Memberships	100	300	500	500	500	500	**2,400**
29	Remodel Student Services	--	40,000	80,000	60,000	20,000	--	**200,000**
	Totals							**$3,437,100**

* The QEP will be fully institutionalized by the end of Year 4

Explanation of Budget Line Items

1. QEP Director – This position will be carried out by a full-time staff student services staff member.

2. Student Success Coach – This will be a full-time position with 100 percent of his time devoted to supporting Panther **PATH***ways*.

3. Tutoring Coordinator - This is a faculty member who receives a stipend to coordinate the day-to-day activities of the Tutoring and Learning Center (TLC).

4. Math Tutor – This is a full-time staff position with 100 percent of his time devoted to tutoring in mathematics.

5. English Tutor – This is a part-time staff position employed as needed.

6. Reading Tutor - This is a part-time staff position employed as needed.

7. PATH*way* **Advisors** – Four academic advisors (three current and one additional) with 100 percent of their time devoted to supporting Panther **PATH***ways*.

8. PATH*way* **Recruiter** – This is a full-time position with 100 percent of his time devoted to supporting Panther **PATH***ways*.

9. Career Center Director - This is a full-time position with 100 percent of his time devoted to supporting Panther **PATH***ways*.

10. Guest Speakers –Invited speakers to support the professional development activities associated with Panther **PATH***ways*. This includes speaker fees, travel, and related expenses.

11. In-house Workshops – Materials and related resources to support professional development activities supporting Panther **PATH***ways*.

12. Virtual Workshops – Costs associated with registration fees and miscellaneous expenses for online professional development related to Panther **PATH***ways.*

13. In-Person Conferences – Costs associated with travel, lodging, registration, and related expenses for in-person professional development supporting Panther **PATH***ways*.

14. **Travel for Training** – For travel between campuses to provide training and support at each of the three off-campus instructional sites associated with Panther **PATH***ways*.

15. Local Travel – For travel related to recruiting and collaboration with stakeholders throughout the College's service district in support of Panther **PATH***ways*.

16. External Evaluator – To bring an external evaluator on campus for a two-day review and evaluation of the QEP assessment plan. This will occur at the end of year two and will help guide the process of institutionalizing Panther **PATH***ways*.

17. Beacon Early Alert – Annual licensing fees and related training associated with the continued use of the early alert system in support of Panther **PATH***ways*.

18. Radius by Campus Management – Annual licensing fees and related training associated with the continued use of the student portal in support of Panther **PATH**ways.

19. Online Tutoring – Annual licensing fees and related training associated with the continued use of online tutoring software in support of Panther **PATH**ways.

20. DegreeWorks – Annual licensing fees and related training associated with the continued use of the web-based advising and degree planning tool in support of Panther **PATH**ways.

21. **SurveyMonkey** – Annual licensing fee (30%) for stakeholder survey tool in support of Panther **PATH**ways.

22. SENSE/CCSSE Surveys – For conducting student engagement surveys to help evaluate the effectiveness of Panther **PATH**ways using nationally benchmarked comparisons.

23. Focus Groups Supplies – For promotional items and incentives (t-shirts, hats, refreshments, etc.) for students participating in focus groups. (X number of sessions for X number of students).

24. Student Surveys – For Curriculum Support Department's assistance with the assessment of Panther **PATH**ways. Estimate five percent of staff time and materials (printer and related supplies).

25. Promotional Campaign – For conducting a media blitz including web-based materials (10% Community Relations team staff time) to promote Panther **PATH**ways.

26. Office Supplies – For routine office supplies to support Panther **PATH**ways.

27. Copy Costs – For copier service and paper to support Panther **PATH**ways.

28. Literature/Memberships - For annual subscriptions to journals and publications related to Panther **PATH**ways.

29. Student Services Area Remodel – For a comprehensive redesign and remodel of the existing student services area to include refreshing furniture and technology and minor structural renovations.

VI. Assessment

> "Do not try to do too much, but make sure the data you are collecting from the assessment is useful."
>
> Thomas-Glover & Young, 2018

Systematic and ongoing assessment is essential for measuring the effectiveness of the implementation of Panther **PATH**_ways_ and will provide a conceptual framework and guide for evaluating the accomplishment of each student success outcome. The Panther **PATH**_ways_ assessment plan, as developed by the QEP Assessment Committee, is manageable, meaningful, sustainable, and facilitates a process where measurable student success outcomes and performance measures are regularly examined. Each student success outcome and its corresponding performance measures was developed to ensure that the goals of Panther **PATH**_ways_ are met. These outcomes served to not only guide the development of the comprehensive assessment plan, but provided the structure for the development of implementation activities. The QEP Assessment Committee team identified direct and indirect data sources which were used to establish performance measures and targets to track progress. The assessment plan includes both formative and summative activities to capture real-time and comprehensive data. The Panther **PATH**_ways_ assessment plan is organized into two tiers. The first tier (Table VI-1), which focuses on a micro level, assesses the various implementation activities both directly and indirectly. The second tier (Table VI-2), which focuses on student success at a macro level, examines collegewide student success outcomes such as attainment, retention, and completion. Measures, targets, baseline data, and assessment timelines are identified in both tiers.

A. Tier One Assessment

The data sources identified in Table VI-1 include: nationally recognized surveys; the College's enterprise resource planning software (Ellucian Banner) and learning management system (Brightspace™); as well as internally developed surveys. Nationally recognized surveys (SENSE and CCSSE) were selected because they provide benchmarked, validated, and substantive comparison data that are aligned to the Panther **PATH**_ways_ student success outcomes; moreover, the administration of SENSE and CCSSE are integral to the College's existing Institutional Effectiveness efforts. The College's ERP and learning management system serve as a central clearinghouse of student-level data needed for formative assessment activities. Customized internal student surveys (Exhibit 8), aligned to the implementation activities, were developed to provide formative, real-time data.

The SENSE survey yielded baseline data that were needed for the topic selection process, identification of student success outcomes, and the formulation of performance measures and targets included in the

assessment plan. Baseline data revealed notable shortcomings in the student intake and advising process. For example, a very small percentage (19%) of students reported that they had "[decided] on a program, major, or pathway of study with assistance from an advisor, counselor, or faculty mentor." Similarly, only slightly more than half of students (54.7%) indicated that they had "[spoken] to an advisor, counselor, or faculty mentor regarding the types of jobs their program, major, or pathway of study might lead to." It was also found that the College needed to improve its efforts to provide transfer students with specialized advising. Less than a third (30.7%) of associate of arts degree-seeking students reported that they had received transfer advising assistance regarding credit transfer and articulation. In addition to SENSE data, student performance baseline data furnished by the College's Office of Institutional Effectiveness were incorporated into the assessment plan. These data revealed that slightly more than half (58%) of students who successfully completed a core academic (gateway) course enrolled in and passed (grade C or better) the second series of the course in the subsequent academic term. Although baseline data were unavailable for new initiatives developed during QEP planning, performance measures aligned to student success outcomes, data sources, and data collection timelines are identified for key activities that support Panther **PATH**ways. The micro-level assessment plan in Table VI-1 shows the student success outcomes, assessment/performance measures and benchmarks, baseline data, assessment timeline, and data sources.

Table VI-1 Assessment Plan: Tier One

Implementation Activities Indicators of Success

Student Success Outcome		Assessment/Performance Measures and Benchmarks D = Direct Measure I = Indirect Measure	Baseline	Pre-Plan	Pilot	Year 1	Year 2	Year 3	Year 4	Data Source
**Student Success Goal 1:** *Exploring student* career and academic options beginning with the end (student success goal) in mind.
Students will be prepared for the PATH	D	1. 95% of students will identify an academic pathway based on assessment of abilities, aspirations, interests, and values	No data available; new initiative	●	●	●	●	●	●	*Banner ERP*
	D	2. 100% of students will be assigned a faculty mentor at the start of their first academic term at SFSC	No data available; new initiative	●	●	●	●	●	●	*Banner ERP*
	I	3. 70% of students will use College resources (e.g., website or Kuder Journey Career Assessment) to explore career options	19%	●		●		●		*SENSE*
	I	4. 95% of students will decide on a program, major, or pathway of study with assistance from an advisor, counselor, or faculty mentor	48%	●		●		●		*SENSE Guided Pathways Module*
Students will receive quality advising while on the PATH	D	1. 95% of students will report being "satisfied" or "very satisfied" with the academic advising provided by a College advisor/counselor or faculty mentor	55%	●		●		●		*SENSE Guided Pathways Module*
	D	2. 95% of students will speak to an advisor, counselor, or faculty mentor regarding the types of jobs their program, major, or pathway of study might lead to	No data available; new initiative	●	●	●	●	●	●	Point of advising rating tool

Student Success Goal 2: *Engaging* students using holistic support measures.

Student Success Outcome		Assessment/Performance Measures and Benchmarks D = Direct Measure I = Indirect Measure	Baseline	Pre-Plan	Pilot	Year 1	Year 2	Year 3	Year 4	Data Source
Students will receive quality advising while on the PATH	D	1. 80% of students will meet once per academic term with an academic advisor, counselor, or faculty mentor to review and update their academic/career pathway map	No data available; new initiative		●	●	●	●	●	*Banner ERP*
	D	2. 90% of students will attend mandatory advising upon completion of 15, 30, and 45 credit hours	No data available; new initiative		●	●	●	●	●	*Banner ERP*
	I	3. 90% of students will report being required to meet (in person or online) with an academic advisor before registering for classes	83.7%	●		●		●		*SENSE Guided Pathways Module*
Students will receive quality teaching and tutoring services while on the PATH	D	1. 75% of students will successfully complete a contextualized first-year experience course prior to completing 15 credit hours	No data available; new initiative		●	●	●	●	●	*Banner ERP*
	D	2. 80% of students who successfully complete a core academic (gateway) course, will enroll and pass the second series of the course (grade C or better) in the subsequent academic term	58%		●	●	●	●	●	SFSC Office of Institutional Effectiveness
	I	3. 80% of students will report using a writing, math, or other skill lab at least two to four times	No data available; new initiative		●		●		●	CCSSE

Student Success Outcome		Assessment/Performance Measures and Benchmarks D = Direct Measure I = Indirect Measure	Baseline	Pre-Plan	Pilot	Year 1	Year 2	Year 3	Year 4	Data Source
Students will be prepared for the PATH	D	1. 95% of students will collaboratively create, with their advisor/mentor an advising profile to identify three goals (education, career, support services [life]) based on the outcomes of their career assessment	No data available; new initiative			●	●	●	●	*Advising tool TBD*
	D	2. 85% of students will complete a degree audit by the time they have completed 30 credit hours or 50% of a certificate program	No data available; new initiative			●	●	●	●	*DegreeWorks*
	I	3. 90% of students will follow an academic plan that specifies which courses they are required to take	74.4%	●		●		●		*SENSE Guided Pathways Module*
Students will receive quality advising while on the PATH	D	1. 85% of students will speak to an advisor, counselor, or faculty mentor about the types of jobs their program, major, or pathway of study will lead to	No data available; new initiative	●	●	●	●	●	●	Banner ERP
	I	2. 85% of transfer students will be advised regarding which credits will transfer and be counted toward their intended program or major at their four-year institution of choice	30.7%	●		●		●		*SENSE Guided Pathways Module*
	I	3. 85% of entering dual enrollment students will be assigned an advisor and mentor to develop their academic/career pathway	54.7%	●		●		●		*SENSE Guided Pathways Module*

Student Success Goal 3: *Equipping* students with the skills, knowledge, and resouces to complete their success goal.

Student Success Outcome		Assessment/Performance Measures and Benchmarks D = Direct Measure I = Indirect Measure	Baseline	Pre-Plan	Pilot	Year 1	Year 2	Year 3	Year 4	Data Source
Students will participate in learning opportunities to help them complete their PATH	D	1. 30% of associate of arts degree-seeking students will participate in a service learning, co-operative education, internship, applied research and/or community volunteer opportunities	No data available; new initiative			●	●	●	●	*Brightspace™ LMS*
	D	2. 80% of associate of science degree and certificate-seeking students will complete an internship, field experience, co-op experience, or clinical assignment prior to completing their degree or certificate	No data available; new initiative		●	●	●	●	●	*Brightspace™ LMS*
	D	3. 50% of associate of arts degree-seeking students will participate in a College-sponsored transfer fair	No data available; new initiative		●	●	●	●	●	*Brightspace™ LMS*
	I	4. 80% of students will report that the College has "very much" or "quite a bit" contributed to their knowledge, skills, and personal development in acquiring job or work-related knowledge and skills	No data available; new initiative		●		●		●	*CCSSE*

Student Success Goal 3 (cont'd)

B. Tier Two Assessment

Tier Two of the Panther **PATH***ways* assessment plan focuses on collegewide, key performance indicators (KPIs) to include attainment, completion, persistence, and course success. Similar to the first tier, it provides a multi-year schedule for the collection of evidence from valid data sources that can be used to monitor the QEP's impact on student learning and success. Baseline data were used to establish achievable targets and provide direction for the development of implementation activities. Measures are aligned to the QEP's student success outcomes and were selected to yield both valid and reliable data with external benchmarking. Data sources include the U.S. Census Bureau, Integrated Postsecondary Education Data System (IPEDS), the Florida College System, National Community College Benchmarking Project (NCCBP), and the Florida Pathways Institute (FPI). With support from the Florida College System's (FCS) Student Success Center, the FPI developed a KPI Dashboard that is used by the 12 Florida Pathways Institute colleges to ascertain baseline data and monitor progress during the design and implementation of guided pathways. This dashboard is an important component of the Panther **PATH***ways* Tier Two assessment plan.

Two key themes emerged from review of the baseline data. First, degree attainment in the College's service area district is notably lower than state averages. The need to improve attainment was most apparent at Desoto and Hardee counties where attainment rates were the lowest in Florida at approximately 36 and 37 percentage points below the state average (49.3%), respectively. Second, KPI Dashboard data suggest a large percentage of SFSC students are not completing college-level math and reading in the first year. In 2019, less than a quarter (23.9%) of first time in college (FTIC) degree-seeking students completed college-level math in their first year and less than half (41%) completed college-level reading in their first year. Both values were below FCS averages (25.6% for math and 52.9% for reading). The macro-level assessment plan in Table VI-2 shows the student success measures and their definitions, baselines, targets, and data sources for the KPIs.

Assessing Success and Monitoring Progress

To gauge the overall impact of the QEP on student success, the outcomes-based Panther **PATH***ways* assessment plan incorporates multiple direct and indirect performance measures while supporting both formative and summative assessment methods. It provides a framework for continuous quality improvement by evaluating the QEP's achievements and effectiveness across multiple student success outcomes. Qualitative and quantitative research methods will be used to collect a wide range of outcome-related information; descriptive and inferential statistical techniques will be used to evaluate student

Table VI-2 Assessment Plan: Tier Two

QEP Key Performance Indicators of Student Success

Measure	Definition	Baseline	Target				Data Source
			2023	2024	2025	2026	
Service Area Degree Attainment	Percent of residents aged 25-64 who have earned an associate's degree or higher	Hardee: 12.3% Desoto: 13.3% Highlands: 25.7% (2018)				Hardee: 17.3% Desoto: 18.3% Highlands: 30.7%	U.S. Census Bureau Banner ERP
Completion (100% Normal)	Percent of first-time, full-time students who enrolled in and subsequently completed a degree or certificate program	47.2% (2020)	49%	51%	53%	55%	Florida College System (FCS) IPEDS Graduation Rates 200 Survey (GRS)
Persistence (Fall-to-Fall)	Percent of students who enrolled at the beginning of the Fall term and who were still enrolled at SFSC for at least one credit at the beginning of the subsequent fall term and had not yet completed a degree or certificate	54.5% (2020)	60%	61%	63%	65%	National Community College Benchmark Project (NCCBP)
Earned 15+ college credits in first year	Percent of fall FTIC cohort students who earned 15 or more college-level (i.e., non-developmental) credits (with grade C or better) in first full academic year	45.7% (2019)	50%	53%	57%	60%	*Florida Pathways Institute Key Performance Indicator Dashboard
Completed college math in first year	Percent of Fall FTIC cohort students who attempted and passed at least one gateway math course -- MACX105, STAX023, MGFX106, or MGFX107 (with grade C or better) in the first full academic year	23.9% (2019)	27%	33%	42%	47%	*Florida Pathways Institute Key Performance Indicator Dashboard

Completed college English in first year	Percent of Fall cohort students who attempted and passed ENC1101 (with grade C or better) in the first full academic year	41% (2019)		44%	47%	52%	57%	*Florida Pathways Institute Key Performance Indicator Dashboard
Success Core Academic Skills	The proportion of students who earned a grade of "C" or better at the end of the Fall term	Freshman English I: 81.9% (2020)	83%	86%	88%	90%		National Community College Benchmark Project (NCCBP)
		Freshman English II: 78.5% (2020)	80%	83%	86%	90%		
		Algebra: 89.6% (2020)	91%	93%	94%	95%		
		Liberal Arts Math I: 78.3% (2020)	80%	83%	87%	90%		
		Intermediate Algebra: 65% (2020)	70%	73%	76%	80%		
Average completed college credits	Number of college-level (i.e., non-developmental) credits completed (with grade C or better) by Fall FTIC cohort students in their first full academic	13.6 (2019)		13.8	14.1	14.4	14.5	*Florida Pathways Institute Key Performance Indicator Dashboard

*Florida Pathways Institute Key Performance Indicator Dashboard data are updated annually.

performance data. Although the QEP calls for a substantial amount of information to be analyzed, the data collection process has been streamlined by relying on validated, nationally recognized tools and existing College institutional effectiveness data collection, assessment, and reporting activities.

As a part of this data collection and analysis process, the SFSC Data Analysis Group (DAG), an established standing committee (Exhibit 9) of the College, provides a mechanism to review and summarize a substantial range of collegewide student satisfaction and performance-related data (e.g., graduation, retention and success rates, as well as certificates and degrees awarded) that are derived from internal and national benchmarking reports. The group's intent is to foster data-informed decision making; disseminate information that will assist administrative and academic units; and help develop solutions to problems through research, analysis, and evaluation. To ensure progress monitoring of the assessment plan is ongoing, the QEP Assessment Committee will transition to a subcommittee of the DAG upon implementation of Panther **PATH**ways. The Panther **PATH**ways assessment plan has been integrated into the Committee's assessment activities calendar and is aligned to the assessment timelines identified in Tables VI-1 and VI-2. During the second full year of implementation of Panther **PATH**ways, an external evaluator will provide an assessment of the effectiveness of the QEP.

C. The PATH Forward

By helping increase the number of postsecondary credentials attained by the residents of the College's service district by five percentage points, Panther **PATH**ways will make a meaningful impact on the economic growth and stability of the region. The combination of internal collegewide support and the external support provided by both the FPI and CCRC, Panther **PATH**ways is posed to be highly successful. Accordingly, this QEP will play a significant role in helping achieve the College's vision of becoming *a globally aware academic destination driving regional transformation through innovative collaboration.*

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VII. Appendices

Appendix A

Summary of Data Supporting Top Three QEP Topics

		Convocation Survey		Graduate Satisfaction Survey (GSS)		SFSC Strategic Plan
Student Access		• More classes at night. • More vocational or occupational program at night. • Improve course offerings. • Pathways implementation.		• 75 comments wanting more scheduling option, weekend, evening, or online • Planning Meeting indication more weekend and evening classes • Not enough night classes to support full load for financial aid, ex. American Government not offered past 3:45 at all. • No student support service on campus during weekend, few for evenings.		• Guided educational pathways
Improving Advising/	Convocation Survey	GSS	SENSE	Community College Benchmark Project	Update on Strategic Planning SFSC	QEP 5th-Year Impact R
						Other sources

Financial Student Service						
					e p o r t	
	• Improve financial and advising process. • Improve registration and graduation process. • Improve customer services • Improve collaboration and communication collegewide.	• 9.7% of comments were regarding advising and financial aid.	• 25.7% reported staff talked about how to transfer vs 32.5% nationally • 56.2% staff never talked about total cost	Percentiles: • Career services - 24th • Counseling - 49th • Recruitment, Admissions, and Registration – 27th • Financial Aid - 39th • Student Activities - 25th • Testing & Assessment - 37th • First generation in college - 39.5%	• Financial aid communication plan.	• • No two members had similar steps in student enrollment process that matched the Student Handbook.

	Convocation Survey	GSS	Survey of Entering Student Engagement (SENSE)	SFSC Core Indicators of Effectiveness 2010 (CIE)	Community College Benchmark Project	PLACE Panther Learning and Academic survey	Quality Enhancement Plan (QEP) 5th Year Impact Report	SFSC Strategic Plan
Improving Student Tutoring Service	• Improve Customer service. • Need more student support services.	• 20% positive about tutoring and support services. • 65.9% positive with quality of tutoring learning center • 33.2% Did not access the tutoring learning center. • 81% were satisfied with the library services	• 13.1 % used face-to-face tutoring vs 18.1% nationally • 25.7% used Writing, Math, or Skill lab at least once vs 31.5% nationally • 41%. used computer lab at least once vs 41.3% nationally	• Math- goals of 87% will have a C or greater. Actual 2019 67.5% • # 8 Success **Core Academic Skills** • Goal in Intermediate Algebra was 69% Actual 56.1 %. • # 17-Performance after transfer • Goal –83% College prep. Actual 56.3%	• Success rate in Dev.Math- 57.26% 33rd percentile • Success rate in Dev. Writing - 75.83%. 79th percentile • Success rate in Math - 61.47%. 15th percentile • Success rate in Writing - 81.48%. 63rd percentile.	• 120 students had not used any of these services • 60 students not using services reported that they did not know how to access. • 49 students did not know where they were located. • 58 students who did not use the services wanted at Hardee Campus, 30 at the Desoto Campus, and 13 at LP Center. • 36 students wanted online tutoring. Some instructors offer office hours for tutoring.	• The goal a student would report using face-to-face tutoring at least once. SENSE (2015) was 16%. • The Goal that 60% of students will report using at one writing, math, or other skill lab at least once but only 24.4% achieved.	• Develop exemplary student services that support student success. • Expand student tutoring and advising services.

Appendix B

QEP Literature Review Committee Membership

Michele Heston **(Chair)**	Dean, Health Sciences
Teresa James	Faculty Chair
Lena Phelps	Faculty/Librarian
Asena Mott	Director Desoto Campus
Jennifer Serrano	Faculty Public Safety
Denise Morales	Health Sciences Specialist

Appendix C
QEP Implementation Committee Membership

Asena Mott **(Chair)**	Director Desoto Campus
Teresa Crawford	Director, Hardee Campus
Randy Paeplow	Director Lake Placid Campus
Sid Valentine	Vice President, Academic Affairs & Student Services
Erik Christensen	Dean, Applied Sciences & Technologies
Jim Hawker	Dean, Arts & Sciences
Michele Heston	Dean, Health Sciences
Open	Dean, Student Services
Keith Cavedo	Faculty
Tasha Morales	Coordinator HSI STEM Grant
Tom Bohan	College Recruiter
Charla Ellerker	Chair, Advising & Counseling
Diana Cleghorn	Application Software Developer
Tina Stetson	Director, Financial Aid
Rob Hampton	Director, Career Center
Jonathan Stern	Registrar
Anthony Pacheco	Student, Health Sciences
Open	Student, Arts & Sciences
Open	Student, DeSoto Campus
Open	Student, Hardee Campus
Open	Student, Lake Placid Center

Appendix D

QEP Assessment Committee Membership

Chris van der Kaay **(Chair)**	Executive Director
Tara Jefferies	Coordinator Special Program
Daniel Sanches	Faculty Chair
Jim Hawker	Dean Arts & Sciences
Michele Leidel	Faculty Chair
Open	Student

Appendix E

List of Abbreviations

5G®	5G® (Five Generations) Leadership Skills
A.A.	Associate of Arts
AACC	American Association of Community Colleges
ABE	Adult Basic Education
A.S.	Associate of Science
B.S.	Bachelor of Science
B.A.S.	Bachelor of Applied Science
C.C.	Career Certificate
C.C.C.	College Credit Certificate
CCRC	Community College Research Center
CCSSE	Community College Survey of Student Engagement
CIE	Core Indicators of Effectiveness
COVID-19	Coronavirus Disease 2019
DAG	Data Analysis Group
DBOT	District Board of Trustees
ERP	Enterprise Resource Planning
ESOL	English for Speakers of Other Languages
FCS	Florida College System
FCDP	Farmworker Career Development Program
FPI	Florida Pathways Institute
FTIC	First Time in College
GED	General Educational Development
GPS	Guide to Personal Success
GSS	Graduate Satisfaction Survey
HS	High School
HSI-STEM	Hispanic-Serving Institution – Science, Technology, Engineering, Mathematics

IPEDS	Integrated Postsecondary Education Data System
K-12	Secondary School System (Kindergarten through Grade 12)
KPI	Key Performance Indicator
NCCBP	National Community College Benchmark Project
PATH	Preparing, Advising, Teaching, Helping
PLACE	Panther Learning and Academic Center of Excellence
PYP	Panther Youth Partners
QEP	Quality Enhancement Plan
SACSCOC	Southern Association of Colleges and Schools Commission on Colleges
SAIL	Strengthening Alignment between Industry and Learning
SENSE	Survey of Entering Student Engagement
SI	Supplemental Instruction
SFSC	South Florida State College

SOUTH FLORIDA STATE COLLEGE

Increasing Attainment through Access