

2023 – 2028 Quality Enhancement Plan

Santa Fe College

On-Site Review: October 24-27, 2022

Equity-Minded Education:
Uniting for Student Success



Executive Summary

Equity-Minded Education: Uniting for Student Success is Santa Fe College’s five-year Quality Enhancement Plan (QEP) to improve equitable outcomes for students through the design and implementation of a professional learning program. Institutional data disaggregated by race and ethnicity reveal that when compared with their White and Hispanic classmates, Black students at Santa Fe College (SF) experience significantly lower rates of course success, especially in liberal arts and sciences courses, as well as lower rates of retention. This project will promote equity-minded teaching practices shown to cultivate greater academic success, improve retention, and narrow racial equity gaps. Refining teaching practices that foster greater success among a diverse community of learners, this QEP advances the College’s mission by promoting “excellence in teaching and learning” and “innovative educational programs and student services.” The project also encourages collaboration among faculty, staff, and students to support key goals of Santa Fe College’s 2021-2024 Strategic Plan: working as a “singularly focused, cohesive college to ignite and reinforce a love of learning”; creating an “equitable experience”; fostering a “growth mindset” that closes “performance gaps”; and designing “professional development to support a culture that meets students where they are and inspires them to thrive.”

Equity-Minded Education’s comprehensive professional development program will support equity-minded teaching and encourage cross-college collaborations to enhance student success through three initiatives:

1. **Introduce and Reinforce Equity-Minded Teaching Themes.** This initiative focuses on providing coordinated, foundational learning to support faculty in adopting shared equity-minded teaching practices that create more equitable learning environments. SF will use proven professional development programs including the American Association of College and University Educators (ACUE), the Student Experience Project (SEP), and Transparency in Learning and Teaching (TILT), in addition to designing custom professional learning opportunities through the new SF Center for Teaching and Learning Excellence (CTLE).
2. **Implement and Assess Departmental Action Research Plans with a QEP Focus.** Once faculty strengthen their equity-minded teaching strategies, they will collaborate within and across departments to review student success data, apply theme-based strategies to courses, and assess the impact of various approaches. The resulting departmental action research plans will be implemented and modified through an annual cycle to surface effective approaches, which will be shared across the College.
3. **Partner with QEP-Sponsored Student Fellows for Equity-Minded Education.** Learning from students and collaborating with them to promote success are important features of equity-minded teaching. This initiative employs students from the target population as partner consultants. Student fellows will serve as a focus and advisory group, providing formative feedback about professional development, departmental action research plans, and faculty artifacts. These fellows will also lead campus panel discussions and forums, raising greater awareness of equity challenges and student experiences.

By promoting equity-minded teaching practices shown to benefit minoritized students, SF’s QEP will narrow equity gaps in student course success and retention. Research suggests, however, that these teaching strategies benefit all students—regardless of race and ethnicity. Thus, the College anticipates

the project will improve overall course success rates of students in liberal arts and sciences courses and improve overall retention rates of First-Time-in-College (FTIC) students.



SF expects that ***Equity-Minded Education: Uniting for Student Success*** will strengthen the College by:

- Supporting excellence in teaching by providing targeted, ongoing professional development programs to increase student success.
- Empowering pedagogy and practice by giving students voice in teaching and learning.
- Fostering increased collaboration among faculty and staff in supporting student success.
- Improving an understanding of inequities among students and in the communities that SF serves.
- Advancing equitable outcomes for SF students.

Profile of Santa Fe College

Located in North Central Florida, Santa Fe College (SF) is a public four-year college offering educational opportunities to more than 16,200 students annually. An open-door institution with seven educational sites in Alachua and Bradford counties, SF is committed to providing educational opportunity, community enrichment, economic development, and innovation in the public interest. Under the leadership of Dr. Paul Broadie since February 2020, SF offers the Associate in Arts (A.A.), Associate in Science (A.S.), Associate in Applied Science (A.A.S.), Bachelor of Applied Science (B.A.S.), and Bachelor of Science (B.S.), as well as certificate and community education programs. In the 2021-2022 academic year, 61% of enrolled students were seeking the A.A degree.

The average age of a Santa Fe College student in fall 2021 was 23 years old, and 54% of students identified as female and 45% as male. Nearly 60% of SF students attend part time. SF benefits from an ethnically diverse student body. In fall 2021, 54% of the student population identified as White, 22% Hispanic, 13% Black, 4% Asian, and 4% multiracial, with 3% unknown or not reported. The majority of students attending are Florida residents, with 54% of them hailing from Alachua County. However, the student body in fall 2021 included students from 43 other states and the District of Columbia, as well as students from 87 countries other than the United States.

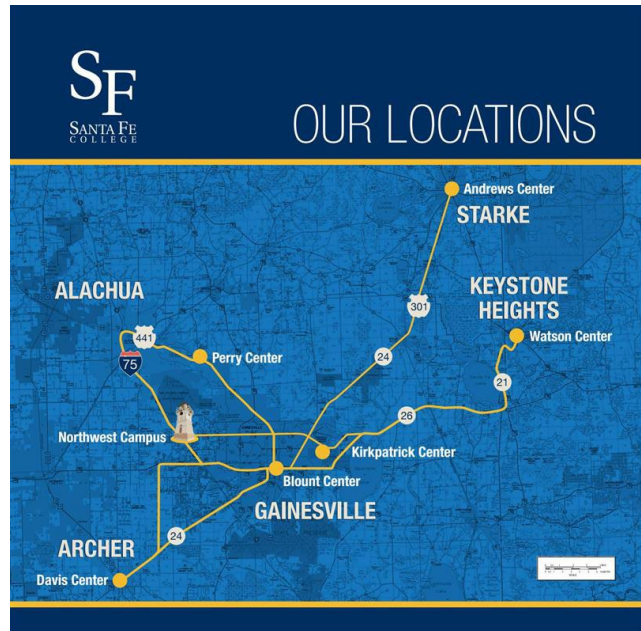
There are 771 full-time employees, of whom 266 are members of the faculty. Part-time employees total more than 560. The College's operating budget for 2022-2023 exceeds \$95 million.

Mission Statement and Values of Santa Fe College

In keeping with our values and goals, Santa Fe College, a comprehensive public institution of higher education serving North Central Florida and beyond, adds value to the lives of our students and enriches our community through excellence in teaching and learning, innovative educational programs and student services, and community leadership and service.

Santa Fe College is a dynamic, innovative learning community committed to:

- Drawing on our culture of diversity, inclusion, and equity to innovate and excel.
- Being a student-ready college providing a continuum of lifelong learning opportunities.
- Advancing student success through assessment and continuous improvement of programs, services, and operations.
- Preparing active and responsible contributors to local and global society.
- Cultivating honesty, integrity, and respectful discourse.
- Employing professional development to enable faculty and staff to contribute fully to achievement of mission.



- Embracing academic freedom as the means of creating distinctive and engaging learning experiences.
- Collaborating with our community to enrich individual lives and regional vitality through education.
- Using our environmental, social, and economic resources ethically and sustainably.

Recent Institutional and Community Data

Historically, Santa Fe College has outperformed other colleges, both within the state and the nation, with high rates of student success and achievement. In fact, when Santa Fe College won the Aspen Prize for Community College Excellence in 2015, the Aspen Institute lauded the College’s “exceptional work in keeping students on track to graduate with degrees that have incredible value after they graduate.” The Institute also recognized SF graduates’ “strong employment and earnings outcomes.”¹ However, in recent years—and even prior to the pandemic—the College has responded with alarm to lower than expected and falling rates of student retention, success, and completion especially among its largest population: A.A. degree-seeking students. Disaggregating student success data illuminated glaring, persistent racial equity gaps between SF student populations, evident in nearly every metric the college analyzed.

Persistent Equity Gaps in Student Success Outcomes

Despite taking institutional action to provide increased student and academic support through strategic initiatives advanced by a [Title III Part A \(Strengthening Institutions Program\) grant](#) and other grants and endowments, inequities in student enrollment and success persist. The pandemic and the upheaval it caused exacerbated academic challenges for students, with some populations disproportionately affected. SF’s [Annual Equity Update](#), submitted in April 2022, details these ongoing equity challenges. From the 2019-2020 academic year to the 2020-2021 academic year, for example, SF observed a 14.6% decline in FTIC enrollment. FTIC enrollment for Black students, however, dropped 33%. College-wide enrollment for Black students declined 15% during this time period. In addition, while overall AA degree completion for SF students declined by 1.7% from 2019-2020 to 2020-2021, AA-degree completion for Black students dropped 5.7% during this period.²

As noted in the above profile, many SF students are A.A. degree-seekers enrolled in liberal arts and sciences (LAS) college-transfer courses. These courses are also the foundation of general education, functioning as gateway courses required for entry into other programs that lead to credentials. In addition to declining rates of enrollment, Black students experience significantly lower rates of course success (earning a C or better) in LAS courses, and this gap in course success rates has continued to widen, as illustrated in Figure 1 below.

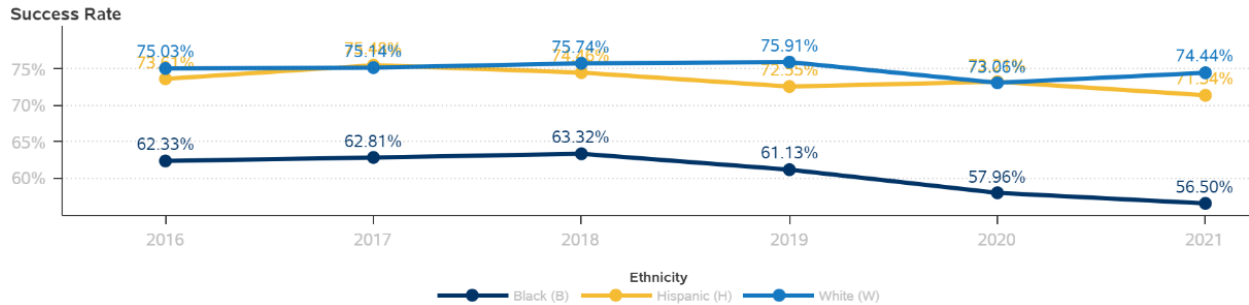
In 2018, data show a 13-point gap between success rates in LAS college-level courses for White and Black students overall, which increased to a 17-point gap in 2021. Course success rates for Black students also dropped 6.8 percentage points from 2018 to 2021, a marked decline not shown by other

¹ Aspen Institute, “2015 Aspen Prize for Community College Excellence Awarded to Florida’s Santa Fe College,” March 17, 2015, <https://www.aspeninstitute.org/news/press-release/2015-aspen-prize-community-college-excellence-awarded/>.

² Lara Zwilling, *Santa Fe College: College Annual Equity Update 2021-2022* (Santa Fe College, April 29, 2022), <https://www.sfcollege.edu/Assets/sf/general-counsel/files/Equity%20Report.pdf>.

groups. In fall 2021, only 57% of Black students completed courses successfully compared to 74% of their White classmates and 71% of their Hispanic classmates.

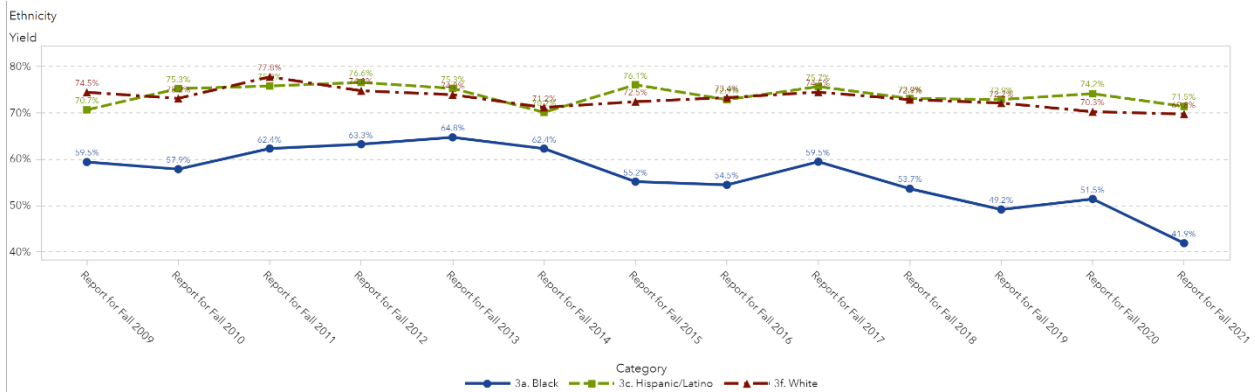
Figure 1: Santa Fe College Liberal Arts and Sciences Course Success Rates, Disaggregated by Race/Ethnicity, 2016-2021



Source: SAS Reports Portal, President’s Report, Core Course Success

Student success data, disaggregated by race and ethnicity, also point to widening racial equity gaps among first-time-in-college (FTIC) students. As shown by the blue line in Figure 2, from fall 2017 to fall 2021, the percentage of FTIC Black students successfully completing courses across the college declined almost 18 percentage points from 59.5% to 41.9%. In contrast, the course success rates for White and Hispanic FTIC students during this period remained relatively stable—ranging between 75% and 70% from 2017 to 2021. Since FTIC students do not have prior post-secondary education, their outcomes are important indicators of the college’s ability to provide rich learning opportunities, targeted academic support, and high-quality student services to promote academic achievement among all students.

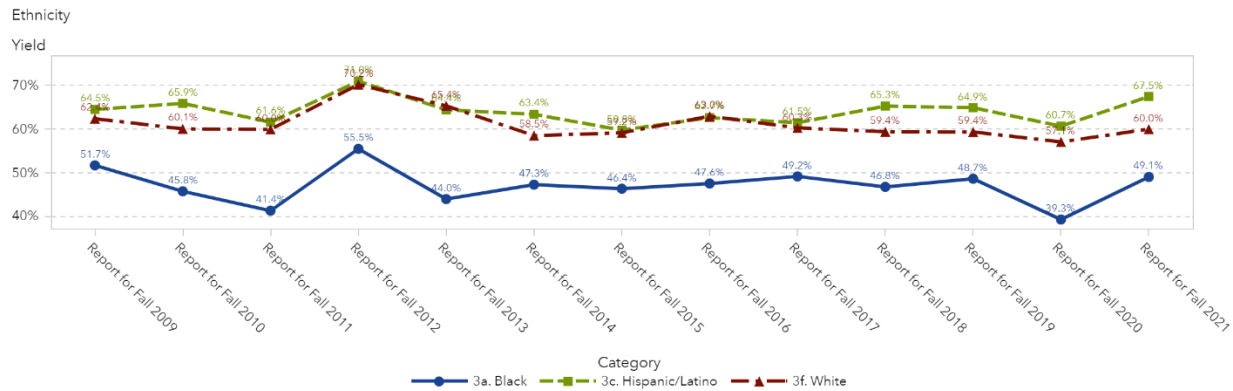
Figure 2: FTIC College-Level Course Success Rate, Disaggregated by Race/Ethnicity, 2009-2021



Source: SAS Reports Portal, President’s Report, ESSI Data

Institutional data also demonstrate that Black students at SF experience lower rates of retention than do their peers from fall-to-fall terms (see Figure 3, blue line). In fall 2021, for example, the fall-to-fall retention rate for Black FTIC students was 49.1% compared to 60.0% and 67.5% respectively for White and Hispanic FTIC students from the same cohort.

Figure 3: FTIC Fall-to-Fall Retention Rate, Disaggregated by Race/Ethnicity, 2009-2021



Source: SAS Reports Portal, ESSI Data on Specific Groups of FTIC Students

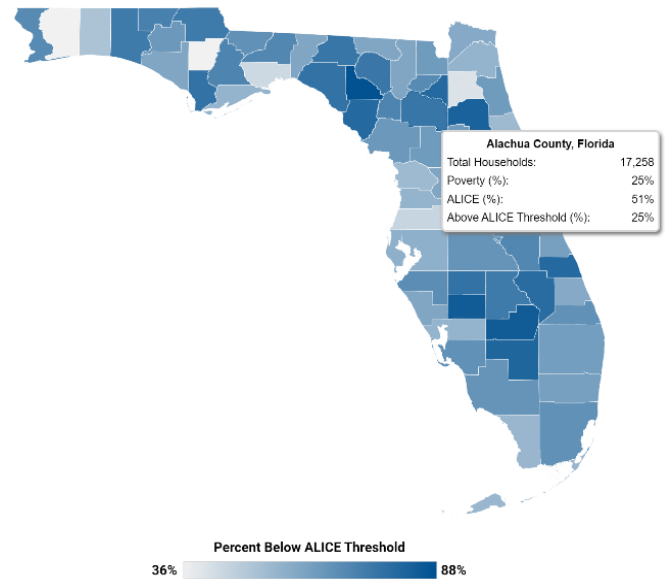
Significant Racial Inequities in the College’s Service Areas

Racial disparities in student success observed on campus must also be placed in the context of inequities occurring in the communities Santa Fe College serves. In 2018, SF joined the University of Florida, the United Church of Gainesville, the National Association for the Advancement of Colored People (NAACP), and other key organizations, in developing a baseline report, [Understanding Racial Inequity in Alachua County](#), to evaluate racial inequities in the region.

The findings show Alachua County’s poverty rate is higher than both Florida and the United States. Although Black residents make up approximately 20% of Alachua County’s population, researchers concluded that this population is at significantly higher risk of living in poverty and experience many other obstacles to economic and personal wellbeing.³

Data on the number of Asset Limited, Income Constrained, Employed (ALICE) households in Alachua County also highlights the racial divide present in surrounding areas. A 2018 ALICE report showed that 25% of black households in Alachua County lived below the Federal Poverty Level. While an additional 51% earned above the FPL, their income remained below a “basic survival threshold” and these households were unable to afford basic necessities. Overall, only 25% of Black Households in Alachua County are above the ALICE threshold. In Bradford County, also located in SF’s service district, 26% of black households lived below the Federal Poverty

Figure 4: Black Households in Alachua County



Sources: ALICE Threshold 2007 – 2018; American Community Survey, 2007 - 2018

³ Bureau of Economic and Business Research, *Understanding Racial Inequity in Alachua County* (Gainesville: University of Florida, January 2018).

Level and an additional 54% of black households met the ALICE criterion. The pandemic and resulting health and economic crises have only worsened these racial disparities.⁴

SENSE and CCSSE Data Reveal Divergent Experiences of College Among SF Students

The College regularly reviews institutional data and assesses the impact of its efforts to strategically support students through the lens of student experiences as reported in the Survey of Entering Student Engagement (SENSE) and the Community College Survey of Student Engagement (CCSSE). Both surveys are nationally normed and allow SF to organize work to improve effectiveness and assess the impact of various initiatives.

The SENSE, administered early in fall terms, captures incoming students' experiences and perceptions in initial weeks of their first term. The CCSSE, administered in spring terms, gathers information about returning students' engagement and learning. These surveys cluster related survey items into various benchmarks associated with aspects of student engagement that correlate to success. Higher benchmark scores correspond to higher levels of student engagement and/or reporting of positive experiences. Benchmark scores are standardized to have a mean of 50, so scores lower than 50 indicate underperformance compared to peer institutions participating in the administration.

The College's most recent SENSE results show that Black students entering SF perceive "High Expectations and Aspirations" of college staff and faculty at rates much lower than their peers report, as indicated by the disaggregated benchmark scores: 41.9 for Black students, compared to 47.0 overall, 47.3 for Hispanic students, and 48.4 for White students. As this benchmark description notes, "When entering students perceive clear, high expectations from college staff and faculty, they are more likely to understand what it takes to be successful and adopt behaviors that lead to achievement. Students then often rise to meet expectations, making it more likely that they will attain their goals."



CCSSE results from 2022 show that although SF's returning Black students have high levels of engagement in nearly every benchmark, even out-pacing levels reported by the overall population, they do not share their peers' positive experiences constituting the "Active and Collaborative Learning" benchmark at similar rates. This benchmark description notes, "Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with

others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems." Although SF's benchmark achievement of this metric rose modestly for the whole population of returning students, from 47.5 in 2019 to 49.0 in 2022, the benchmark score for Black students dropped significantly, from 51.8 to 47.3 during the same period.

⁴ United for Alice, "Florida: 2018 County Profiles," United for Alice, <https://www.unitedforalice.org/county-profiles/florida>.

The following tables reflect the benchmark scores of the top 10 percent of cohort institutions participating in the administration, followed by Santa Fe College’s scores in aggregate and then disaggregated by race/ethnicity for the College’s largest racial/ethnic student populations for the 2020 administration of the SENSE and 2022 administration of the CCSSE.⁵

Survey of Entering Student Engagement, Benchmark Scores, Entering Students by Race/Ethnicity, Santa Fe College Administration in Fall 2020						
SENSE		TOP 10 PERCENT OF COHORT 2-YR INSTITUTIONS	SANTA FE COLLEGE, ENTERING STUDENTS	SF BLACK OR AFRICAN AMERICAN, NON-HISPANIC	SF WHITE, NON-HISPANIC	SF HISPANIC, LATINO, SPANISH
Benchmark	Description	Score	Score	Score	Score	Score
Early Connections	When students describe their early college experiences, they typically reflect on occasions when they felt discouraged or thought about dropping out. Their reasons for persisting almost always include one common element: a strong, early connection to someone at the college.	69.0	53.8	65.8	51.7	54.2
High Expectations and Aspirations	When entering students perceive clear, high expectations from college staff and faculty, they are more likely to understand what it takes to be successful and adopt behaviors that lead to achievement. Students then often rise to meet expectations, making it more likely that they will attain their goals.	59.3	49.0	41.6	50.9	51.2
Clear Academic Plan and Pathway	When a student, with knowledgeable assistance, creates a road map that shows where he or she is headed, what academic path to follow, and how long it will take to reach the end goal, that student has a critical tool for staying on track. Students are more likely to persist if they are helped to set academic goals and to create a plan for achieving them.	62.8	47.9	57.7	44.1	49.7
Effective Track to College Readiness	Nationally, more than six in 10 entering community college students are underprepared for college-level work. Thus, significant improvements in student success will hinge upon implementation of effective strategies to ensure that students build academic skills and receive needed support.	62.8	42.0	50.7	37.5	51.1
Engaged Learning	Instructional approaches that foster engaged learning are critical for student success. Because most community college students attend college part time, and most also must find ways to balance their studies with work and family responsibilities, the most effective learning experiences will be those the college intentionally designs.	65.8	51.7	57.7	48.4	52.1
Academic and Social Support Network	Students benefit from having a personal network that enables them to obtain information about college services, along with the academic and social support critical to student success. Because entering students often don't know what they don't know, colleges must purposely create those networks.	58.9	41.8	46.6	40.9	41.8

Community College Survey of Student Engagement, Benchmark Scores, by Race/Ethnicity, Santa Fe College Administration in Spring 2022						
CCSSE		TOP 10 PERCENT OF COHORT 2-YR INSTITUTIONS	SANTA FE COLLEGE, RETURNING STUDENTS	SF BLACK OR AFRICAN AMERICAN, NON-HISPANIC	SF WHITE, NON-HISPANIC	SF HISPANIC, LATINO, SPANISH
Benchmark	Description	Score	Score	Score	Score	Score
Active and Collaborative Learning	Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems.	61.1	49.0	47.3	48.2	50.7
Student Effort	Students' own behaviors (like preparing two or more drafts of a paper, using skill labs, and working on a project requiring the integration of information from various sources) contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.	59.8	55.4	59.8	53.1	57.5
Academic Challenge	Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.	56.8	47.8	51.3	46.4	48.3
Student-Faculty Interaction	In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.	60.7	48.1	54.7	46.7	47.2
Support for Learners	Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.	60.1	46.0	50.2	45.0	48.3

⁵ Center for Community College Student Engagement Online Reporting System, <https://www.ccsse.org>.

Selecting and Developing the QEP Topic

The QEP's focus was the culmination of several years of data collection, discussion, and consideration of institutional research from initiatives that revealed persistent equity gaps at the College and within the communities it serves.

Institutional Context: Three Important Projects Informed the QEP Selection

SF's first Quality Enhancement Plan (QEP), [Navigating the College Experience](#) (2013-2018), enhanced SF's learning environment to cultivate students' educational persistence and academic perseverance. While efforts to improve student persistence through a more proactive advising culture, academic progress alerts, and targeted interventions resulted in improved supports available to students, the College's first QEP also led to a deeper understanding of the disparate outcomes and experiences of selected groups of students. In 2016, led by the QEP Director, a group of high-level administrators, faculty, and frontline staff analyzed multiple years of institutional data as well as SENSE student survey results to prepare for the Entering Student Success Institute (ESSI) hosted by the Center for Community College Student Engagement. The analysis of [institutional data prepared for ESSI](#) brought equity gaps among SF's Black and White and Hispanic students into greater relief. Among SF's [ESSI team recommendations](#) was a call to address these gaps and provide more intentional support for entering students. In addition to fostering greater student engagement, the group proposed coordinated faculty development promoting research-based best practices in teaching. The team also suggested that the College become more intentional about ensuring that students who would most benefit from support interventions actually received them. As a result of the data analysis conducted for this project, the College began regularly disaggregating data to assess its 2013-2017 Quality Enhancement Plan and annually updating and sharing ESSI report data to highlight the divergent outcomes of first-time-in-college (FTIC) students. A [Data Circle Guide](#) produced for a series of college-wide Data Circles in 2020-2021, facilitated by the Vice President of Assessment, Research, and Technology and former QEP Director, for instance, featured these data.



[The impact report for the previous QEP](#) emphasized the College's recognition that merely providing students with an array of high-quality academic and student services did not adequately support students who had little experience in navigating college. The most effective academic and educational supports for students are seamless and inevitable, and the College conceptualized how such support could be coordinated through a

centralized student support hub. Gaining Frontier Set and then Title III grant funding, SF launched a Learning Commons in 2019, intending to provide academic and learner support integrated with students' experiences of coursework. The Title III project goal was to narrow equity gaps in educational outcomes by leveraging "inevitable support" for students through faculty/staff collaborations. The

Learning Commons has delivered improved and expanded tutoring services and introduced academic coaching. The project's initial focus on the design and creation of a physical space for the Commons coupled with the unexpected need to grow virtual student supports quickly in response to the COVID-19 pandemic, however, delayed development of faculty-staff collaborations to create the systematic, integrated learner supports outlined in the grant. These Title III-supported efforts have been slow to take shape, and the project, while ongoing, has not yet yielded the impacts sought.

Stemming from the College's work with the Frontier Set consortium supporting development of the Learning Commons, SF faculty and staff commenced work in a year-long Achieving the Dream (ATD) workgroup in August 2020. Founded in 2004, ATD is dedicated to closing equity gaps, improving student success, and transforming institutions to make education more accessible.⁶ Led by Dr. Stefanie Waschull, (Associate Vice President for Academic Affairs, Liberal Arts and Sciences), the ATD team included Page Jerzak (Assistant Vice President of Academic Technologies), Department Chairs Dave Tegeder (Social and Behavioral Sciences) and Vertigo Moody (Natural Sciences Department), and faculty from Humanities and Foreign Languages as well as Social and Behavioral Sciences. The ATD workgroup proposed that SF strengthen equitable teaching practices to bolster student success through a Center for Teaching and Learning Excellence (CTLE) that coordinated professional development offered "by faculty, for faculty." This team's work culminated in a [project proposal](#) that consisted of a logic model, a planning matrix, a discussion of stakeholder roles and responsibilities, and a mock-up of a proposed center. These materials were presented to the SF Board of Trustees and President Broadie in February of 2021, and President Broadie endorsed the creation of a CTLE in the same month. In May 2021, the ATD workgroup shared project materials with the Santa Fe College Coordinating Council, which seats unit-level leaders from across the College, including shared governance leaders.⁷

QEP Proposals Stem from Ongoing Inquiry-Based Conversations

In fall 2020 and spring 2021, the College undertook a series of inquiry-based conversations informed by disaggregated data generated through the assessment of the prior QEP and ongoing Learning Commons projects and reflecting institutional benchmark data. These Data Circles facilitated unit- and department-level analysis of [institutional and student survey data](#) and allowed the SF community to provide suggestions for how the institution could best address challenges and respond to opportunities to advance its mission. In addition to considering the FTIC data included in the guide, session participants considered additional custom-compiled data specific to their own departments and work. Facilitators included the Vice President for Assessment, Research, and Technology; the former QEP Director; and the Director of Institutional Research. Participants included faculty and staff from the Departments of English, Mathematics, Social and Behavioral Sciences, Humanities and Foreign Languages, Fine Arts, Natural Sciences, Sciences for Health Programs, and Student Development and Leadership, as well as the Library and the Division of Student Affairs, including participants overseeing Advising, the Records Office, Financial Aid, Student Life, and Athletics. While these discussions unfolded, the College finalized the themes, strategies, and tactics for its new [Strategic Plan](#), which was broadly informed by the college community as well as partners from the service district, including members of its advisory boards, non-profit and community partners, local public servants and elected officials, business leaders and the Chamber of Commerce, and educators from Alachua and Bradford counties and the University of Florida.

⁶ Achieving the Dream, "Our Work," <https://achievingthedream.org/our-work/>.

⁷ These materials then became the foundation for one of five QEP proposals considered by the SF community.

As people were steeped in these discussions about institutional data and strategic planning, leadership initiated a process for the SF community to identify potential QEP topics through town-hall meetings and online forums. The Provost's [invitation for QEP proposals](#), sent to the entire college community, encouraged workgroups or individuals to bring either Data Circle-inspired ideas or ideas based on data reviewed as part of their day-to-day work forward with a proposal to respond to areas of challenge in terms of student learning outcomes and/or student success. Responding to this call, faculty and staff submitted five proposals for the college community to consider for its 2023-2028 QEP:

- A Center for Teaching and Learning Excellence that would create a culture of professional learning and use evidence-based practices to improve student learning and success.
- A Model for Inclusive Excellence, which advocated adopting the AAC&U inclusive excellence framework to link diversity, equity, and inclusion efforts across the College.
- An e-Portfolio project designed to advance integrative learning, helping students to link coursework to their larger purpose and to increase their self-direction, persistence, growth mindset, and metacognitive skills.
- A Freshman Experience Course to allow students to map coursework to their future career and to integrate academic support skills to increase student persistence and overall success.
- Cyber Saints: Online Teaching and Learning at Santa Fe, a proposal to make the online learning experience more accessible for students and promote a greater sense of community.

At a [March 26, 2021, town hall meeting](#), the individuals or workgroups submitting proposals gave 5-minute presentations to pitch their ideas. Faculty and staff then had the opportunity to discuss proposed topics in breakout rooms during the town hall meeting. Videos of the accompanying pitches were also made available in an open-enrollment Canvas course and a [corresponding discussion forum](#) for each proposal allowed for ongoing dialogue and reflection. While each of the proposed topics outlined unique approaches, all authors reinforced the need to improve equitable outcomes for students at SF and in the communities it serves. During subsequent town hall meetings, participants also identified equity as a unifying theme across proposals and expressed commitment to a Quality Enhancement Plan with the purpose of improving equitable outcomes for students.

Conversations at the town-hall meetings and in the Canvas course suggested two leading proposals: the creation of a Center for Teaching and Learning Excellence and the creation of a freshman experience course. The model for inclusive excellence offered a broad framework for equity issues, and while several proposals could operationalize it, the proposed project did not seem focused enough to implement as a Quality Enhancement Plan. While the Cyber Saints model addressed an important demographic—online students—SF constituents articulated an interest in a QEP that applied to a larger student population. The e-Portfolio proposal linked to work that could be advanced under the existing Title III project, and some participants pointed out that the e-Portfolio could (and should) encompass the kind of activity that would go on in a freshman experience course, without requiring students to pay for it.

During the [May 2021 District Board of Trustees meeting](#), the Board reviewed all [proposed QEP projects](#), considering the potential of each to advance the [2021-2024 Strategic Plan](#). [Approved by the Board of Trustees in January 2021](#), this plan aims to “Expand the region's college-going culture and increase student success” and “Increase economic and social mobility” by organizing actions under four themes: “Clear Purpose,” “Equitable Experience,” “Growth Mindset,” and “Seamless Transition.” Each theme has action items with corresponding tactics. For example, to bolster “Equitable Experience,” the College

aims to “Eliminate barriers to participation and achievement,” “Close performance gaps,” and “Create professional development to support a culture that meets students where they are and inspires them to thrive.”

Following consideration of all proposals, faculty and staff completed a digital straw poll (deadline May 14, 2021) to indicate levels of support for the projects. The [results](#) and follow-up discussions identified college-wide interest in the creation of a Center for Teaching and Learning Excellence that would create a culture of professional

learning to improve equitable outcomes for all students. Subsequent conversations in fall 2021 recognized that, given Dr. Broadie’s existing commitment to open a Center for Teaching and Learning Excellence, what was most needed for the QEP was a strategic plan to advance equity-focused programming and professional development to be offered through the



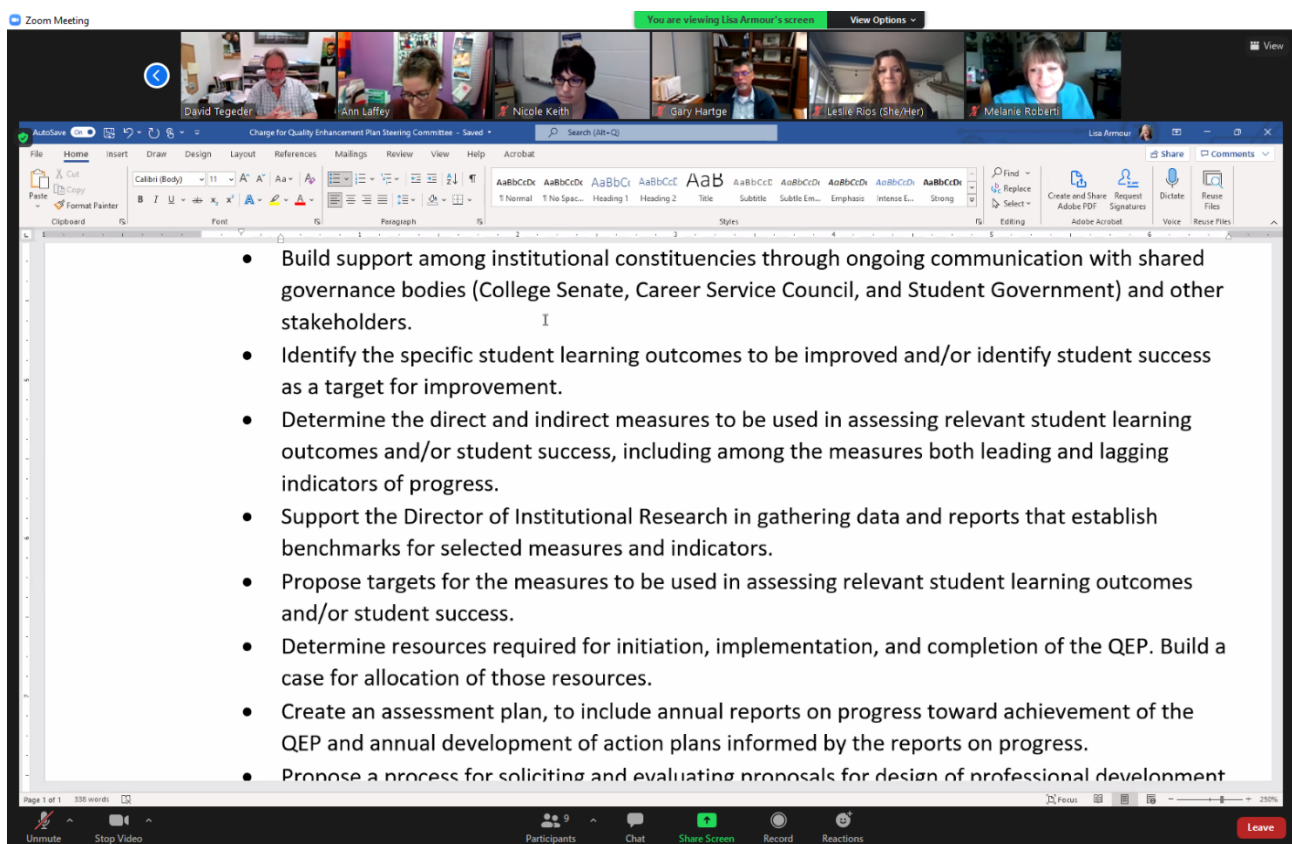
Center for Teaching and Learning Excellence. Applying lessons learned from its Title III project—which emphasized the construction of a physical space and somewhat diluted the focus on programs and collaborations that the Learning Commons was intended to leverage—SF has focused *Equity-Minded Education* squarely on a *program of faculty development*, not on the construction of the Center for Teaching and Learning Excellence (CTLE) that the College is in the process of designing. This QEP does not focus on a physical space, but rather the activities the space is meant to facilitate—collaboration of faculty, staff, and students in support of pedagogy leading to greater student success. Indeed, this work can take place even without a physical space.

The emphasis on collaboration and uniting for student success in SF’s 2023-2028 Quality Enhancement Plan supports these goals and strengthens the “clear purpose” highlighted in the [2021-2024 Strategic Plan](#), which encourages SF to “work as a singularly focused cohesive college to ignite and reinforce a love of learning” and “embrace high-impact practices that facilitate transformative learning experiences.” This QEP also advances the theme of “Equitable Experience,” by ensuring “a robust professional development program that focuses on pedagogy” supports “a culture that meets students where they are and inspires them to thrive.”

A Charge for Action

In summer 2021, Dr. Lisa Armour, Interim Provost and Vice President of Academic Affairs, [encouraged](#) chairs and directors to forward recommendations of faculty and staff interested in participating in SF's reaffirmation of accreditation process. During fall 2021, Dr. Armour appointed Ann Laffey a professor in the Social and Behavioral Sciences Department, and Nicole Keith, an academic advisor at the Davis Center, as co-authors of the Quality Enhancement Plan. Later that term, the SF community participated in a Zoom-based town hall meeting (held October 29) about the selected QEP topic. In advance of the town hall, Professor Michelle Freas—who served on the ATD Workgroup that conceptualized a CTLE—wrote a [white paper](#) exploring its value to the SF community. Dr. Armour distributed this paper in advance of the town hall discussion.

Figure 5: Screen shot of the QEP Steering Committee receiving charge from Dr. Lisa Armour, Interim Provost



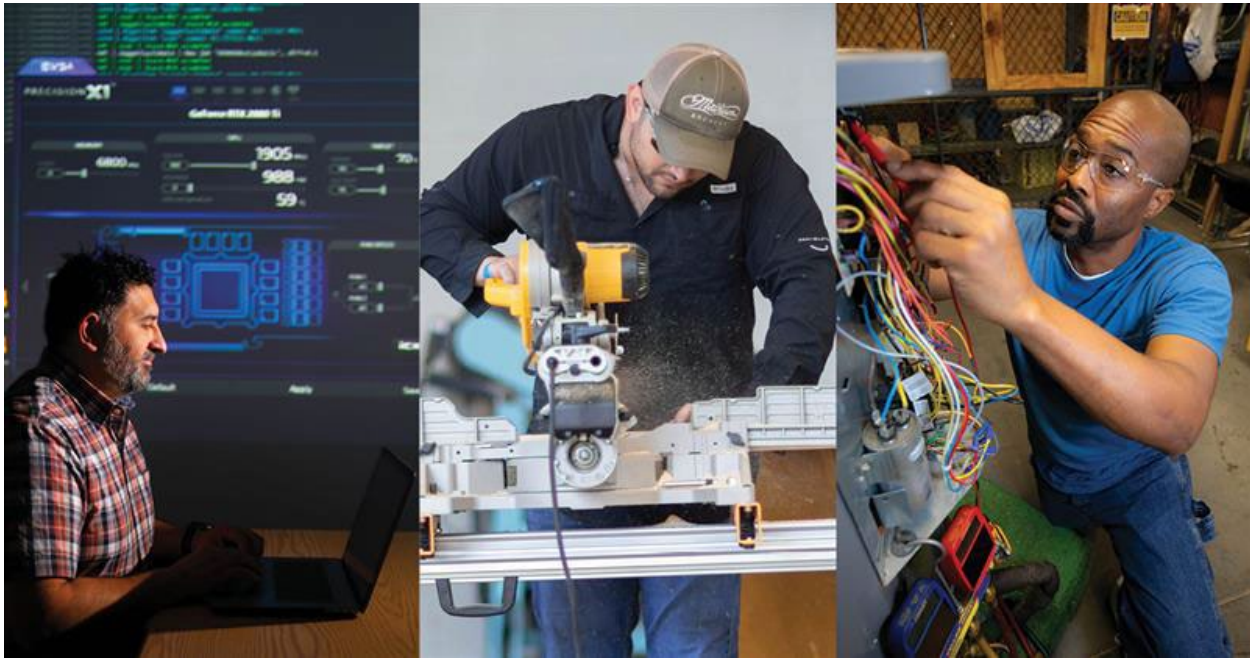
In February 2022, Dr. Armour [charged](#) a QEP Steering Committee with developing the plan for consideration by SACSCOC. This QEP steering committee collaborated with the Center for Teaching and Learning Excellence steering committee, sharing resources and having joint discussions about the potential QEP programming and initiatives the CTLE will be helping to coordinate and deliver. Membership of these steering committees is provided in Table 1.

Table 1: QEP and CTLE Steering Committee Membership

QEP Steering Committee Membership	CTLE Steering Committee Membership
Nicole Keith (Davis Center-chair)	David Tegeder (Social & Behavioral Sciences-chair)
Ann Laffey (Social & Behavioral Sciences-chair)	Leslie Rios (Sciences for Health Programs-chair)
Peter Concannon (English)	Christina Edwards (Sonography)
Katherin Garland (Education)	Michelle Freas (Humanities & Foreign Languages)
Gary Hartge (Institutional Research)	Ann Laffey (Social & Behavioral Sciences)
Leslie Rios (Sciences for Health Programs)	Diana Matthews (Librarian)
Melanie Roberti (Natural Sciences)	Kellie Miller (English)
David Tegeder (Social & Behavioral Sciences)	James Nichols (Information Technology Education)
	David Pfahler (Natural Sciences)
	Lorisha Riley (Mathematics)

In addition to regular meetings with the QEP and CTLE steering committees, QEP co-authors (Nicole Keith and Ann Laffey) engaged in ongoing conversations to develop an effective plan tailored to the SF community. Starting in February 2022, they began conducting an outreach campaign that included visiting departments (both academic and student affairs) and participating in college-wide town halls and shared governance group meetings. The discussions centered around equitable practices and invited input for the construction of the QEP. Approximately 470 SF faculty and staff attended these events and provided important feedback.

To encourage a more in-depth exchange of ideas, the co-authors created a [Canvas discussion group](#) in March 2022. To date, 72 participants are enrolled and represent the diversity of the SF community, including full-time and part-time faculty, department chairs, administrators, and student affairs and student services staff. There are a total of 86 exchanges in the discussion modules, and participants explored firsthand experiences with equity issues, provided examples of equitable practices, and shared resources. [This dialogue](#) demonstrates a clear interest by the SF community in developing a QEP that can increase success for all SF students.



Identifying Challenges and Researching Potential Solutions

Extending Visions of Equity at Community Colleges

The “equity imperative,” or access to “educational excellence” for all students, is a foundational tenet of American higher education.⁸ Researchers, however, have long documented the systemic, institutionalized inequities that continue to prevent entry to and success in higher education.⁹ While community colleges are often celebrated as open-access institutions that facilitate economic and social mobility for historically underserved, marginalized groups, their students experience the same obstacles and barriers to success as students at more traditional, four-year universities.¹⁰ According to the American Association of Colleges and Universities (AAC&U), “a growing economic and racial segregation” represents the “most significant challenge” facing our society and academic institutions.¹¹

⁸American Association of Colleges and Universities, *A Vision for Equity: Results from AAC&U's Project “Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success”* (Washington, D.C.: American Association of Colleges and Universities, 2018), p. viii.

⁹ See, for example, Suzanne Mettler, *Degrees of Inequality: How the Politics of Higher Education Sabotaged the American Dream* (New York: Basic Books, a member of the Perseus Books Group, 2014); Annie Smith, *It's Not Because You're Black: Addressing Issues of Racism and Underrepresentation of African Americans in Academia* (Lanham, Md: University Press of America, 2013); Adam Harris, *The State Must Provide: Why America's Colleges Have Always Been Unequal—and How to Set Them Right*. First edition. (New York, NY: Ecco, an imprint of Harper Collins Publishers, 2021).

¹⁰ Joshua S. Wyner, *What Excellent Community Colleges Do: Preparing All Students for Success* (Cambridge, Massachusetts: Harvard Education Press, 2014).

¹¹ American Association of Colleges and Universities, *A Vision for Equity*, viii.

The Covid-19 pandemic further exacerbated these endemic disparities, while also heightening psychosocial barriers to student success.¹²

In response to these pervasive inequities, leaders in higher education have called on community colleges to extend their visions of equity beyond initial recruitment and admissions.¹³ Careful reflection on the historical, institutional, and social contexts contributing to student inequities is necessary to move institutions and college faculty, staff, and leaders from “equity talk to equity walk” as Tia Brown McNair, Estela Bensimon, and Lindsey E. Malcom-Piqueux contend.¹⁴ As the nation looks to community colleges to play a key role in economic recovery and as “more than half of adults intending to enroll are Black or Latino,” the higher-education system needs to reevaluate its practices and “supports through a lens of racial and social equity” to better assist students of color throughout their academic careers.¹⁵ To both attract and retain students, these scholars recommend an approach that emphasizes culturally responsive pedagogy, inclusive teaching, and improving students’ sense of belonging.¹⁶

Employing An Equity-Minded Framework

Scholars have proposed a variety of frameworks and strategies to address these equity challenges. The QEP steering committee debated how best to describe and define the professional learning culture this QEP planned to facilitate. Having discussed a number of concepts including high-impact practices, anti-racist education, and evidence-based teaching, the group identified the idea of “equity-minded education” as an appropriate framework for SF’s 2023-2028 QEP.¹⁷ Estela Bensimon and other researchers at the Center for Urban Education at the University of Southern California have led efforts to guide institutions and practitioners through the identification of “patterns of inequity in student outcomes” and the development of strategies to narrow these equity gaps. Employing this “equity-minded” framework requires acknowledging inequity as a **“problem of practice, rather than a problem with students.”**¹⁸ This approach moves away from a deficit mindset and encourages higher-education institutions, administration, staff, and faculty to take a leadership role in eliminating “disparities in educational outcomes” and creating “equity for all students.”¹⁹

¹² Karen Stout, “Reimagining Access,” *Inside Higher Ed*. May 26, 2021.

¹³ Ibid.

¹⁴ Tia Brown McNair, Estela Mara Bensimon, and Lindsey E. Malcom-Piqueux, *From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education* (Hoboken, New Jersey: Jossey-Bass, 2020).

¹⁵ Andrew Pelesh, “How Community Colleges Can Lead Our Recovery,” Strada Educational Network, May 26, 2021. <https://stradaeducation.org/employers/how-community-colleges-can-lead-our-economic-recovery/>.

¹⁶ Stout, “Reimagining Access,” *Inside Higher Ed*.

¹⁷ L. Malcom-Piqueux and E.M. Bensimon, “Taking equity-minded action to close equity gaps,” *Peer Review: Committing to Equity and Inclusive Excellence*, vol 19(2) (2017): 5.

¹⁸ Ibid.

¹⁹ Ibid.



In order to understand and become “Equity-Minded”, it warrants that various practitioners (faculty, administration, staff, etc.) assess and acknowledge that their practices may not be working. It takes understanding inequities as a dysfunction of the various structures, policies, and practices that they can control. “Equity-Minded” practitioners question their own assumptions, recognize stereotypes that harm student success, and continually reassess their practices to create change. Part of taking on this framework is that institutions and practitioners become accountable for the success of their students and see racial gaps as their personal and institutional responsibility.

-- Center for Urban Education, University of Southern California

Responding to the equity gaps observed at the College, SF and its constituents have been focused on finding solutions that fit both the community’s needs and the institution’s culture. Over the last seven years, the College has engaged in “Campus Conversations,” a professional development initiative generated through SF’s first Quality Enhancement Plan. These conversations center on leading scholarship in the areas of student success, teaching and learning excellence, and faculty and staff development. The dialogue promoted around this research shaped the College community’s understanding of present challenges and guided the selection and development of SF’s 2023-2028 QEP. In *Teaching College*, for example, Norman Eng, emphasizes the importance of understanding students to improve their engagement and outcomes.”²⁰ Research demonstrates, however, that perceptions of students’ social, economic, and demographic backgrounds, may hinder their opportunities for success. Social psychologist Claude Steele addresses the role of implicit bias and stereotype threat in American higher education, informing the understanding of the challenges that students of color experience at higher-education institutions.²¹ Proposing strategies to these obstacles in higher education, Carol Dweck

²⁰ Norman Eng, *Teaching College: The Ultimate Guide to Lecturing, Presenting, and Engaging Students* (New York: Norman Eng, 2017).

²¹ Claude Steele, *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do* (New York: W.W. Norton & Company, 2011).

and Sandra McGuire underscore the role that mindset and metacognition play in improving student success and retention.²² Building on this work, Peter Felten and Leo Lambert reinforce the critical role of relationship building—among students, faculty, staff, and the institution as a whole—in student success.²³ These “Campus Conversations” centering around this literature have functioned as a public forum for the SF community to consider the relationship between teaching and student success, while also providing a college-wide foundation for the proposed QEP, *Equity-Minded Education*.

Although there are a myriad of approaches and strategies to resolve equity gaps in student success through changes to admissions, advising, curriculum redesign, and other sectors of higher education, researchers are now consistently emphasizing the key role faculty play in this process and the overall importance of teaching excellence.²⁴ Traditionally, as Joshua Wyner, founder and executive director of the College Excellence Program at the Aspen Institute, observed in 2014, “Our reform conversations center on everything but teaching.”²⁵

More recently, scholars have positioned teaching quality at the forefront of student success reform movements. “Study after study demonstrates that students’ experiences in the classroom and with faculty are one of the most important factors in student outcomes,” argues Adrianna Kezar, Director of the Pullias Center for Higher Education at the University of Southern California.²⁶ In spite of the connections between teaching excellence and student success, colleges and universities have been slow to implement professional development programs that encourage reflection on best pedagogical practices for student learning and success. Most faculty received education and training as content experts in graduate programs that elevated research over teaching.²⁷ Research suggests, however, that educators participating in professional learning and reflecting on their practice are more likely to adopt new approaches that lead to student success.²⁸

²² Carol S. Dweck, *Mindset: The New Psychology of Success*. Reprint ed. (New York: Random House, 2006); Sandra Yancy McGuire, *Teach Students How to Learn Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills, and Motivation* (Sterling, Virginia: Stylus, 2015).

²³ Peter Felten and Leo M. Lambert, *Relationship-Rich Education: How Human Connections Drive Success in College* (Baltimore, Maryland: Johns Hopkins University Press, 2020).

²⁴ Wyner, *What Excellent Community Colleges Do*; Karen Stout, “The Urgent Case: Focusing the Next Generation of Community College Redesign on Teaching and Learning,” Belk Center for Community College Leadership and Research, North Carolina State University. November 28, 2018.
<https://www.achievingthedream.org/resource/17642/the-urgent-case-focusing-the-next-generation-of-community-college-redesign-on-teaching-and-learning>.

²⁵ Wyner, *What Excellent Community Colleges Do*, 67.

²⁶ Adrianna Kezar, Foreword to *Institutional Commitment to Teaching Excellence: Assessing the Impacts and Outcomes of Faculty Development*, by C. Haras, S. C. Taylor, M. D. Sorcinelli, & L. von Hoene (Eds.), (Washington, DC: American Council on Education, 2017), viii.

²⁷ Bret Eynon and Jonathan Iuzzini, *Teaching and Learning Toolkit: A Research-Based Guide to Building a Culture of Teaching and Learning Excellence* (Silver Spring, MD: Achieving the Dream, 2020), p. 8.

²⁸ William Condon et al., *Faculty Development and Student Learning: Assessing the Connections* (Bloomington: Indiana University Press, 2016).



Even if instructors at institutions engage in these evidence-based, high-impact teaching practices that have been documented to improve student success, especially for minoritized students, this work is often practiced in isolation. Working in academic silos limits larger institution-wide reform and teaching for student success. As a result, organizations such as Achieving the Dream encourage institutions to

establish Centers for Teaching and Learning that serve as a hub for innovation and promote a culture of ongoing and college-wide “professional learning.”²⁹ Supporters of Centers for Teaching and Learning and larger professional and organizational development efforts often endorse this concept of “professional learning” rather than “professional development.” In the “New Learning Compact: A Framework for Professional Learning and Educational Change,” Randy Bass, Bret Eynon, and Laura Gambino explain that this idea of “professional learning” is a more active and continuous one that includes “not only faculty (full-time and contingent), but also the advisors and other student support staff needed to address the whole student and effectively scale transformative change.”³⁰

Current PD Challenges at SF

Santa Fe College has grappled with these same conceptual and practical challenges. Currently, SF’s professional development structure does not provide the institutional ability to coordinate and centralize the professional learning needed to improve equitable outcomes for students at the College. SF has an ongoing partnership with the Racial Equity Institute and Diversity Edu to offer training to faculty and staff, but these opportunities are not part of a cohesive professional development program or equity-focused initiative. The existing professional development model is dispersed, especially for faculty. The Center for Academic Technologies (CAT) offers professional development to faculty and staff, but the workshops and training it hosts focus on support of the Canvas learning management system and guidance on online courses and online course components. In 2017, the College began offering the Association for College and University Educators (ACUE) certificate in effective teaching practices to faculty and has steadily expanded program offerings to include multiple micro-credential and stand-alone courses. Funding for faculty involvement is limited, and many faculty—especially part-time—have not had the opportunity to participate in this professional development. While impactful when faculty and staff can complete them, these programs at SF are less focused on resolving the equity

²⁹ Eynon and Iuzzini, *Teaching and Learning Toolkit*.

³⁰ Randy Bass, Bret Eynon, and Laura M. Gambino, *The New Learning Compact: A Framework for Professional Learning and Educational Change* (Every Learner Everywhere: 2019), 11.

challenges specific to the institution. Additionally, SF does not have an assessment plan to evaluate whether current faculty professional development leads to improved student success, especially for underserved and marginalized students.

Recognizing the need for improvement to SF's existing structure of professional development, the College formed the Professional Development Advisory Group (PDAG) in November 2019 to better understand the varied status of professional development on the campus and to identify gaps in SF's existing approach to professional development. Led by the Assistant Vice President of Academic Technologies and Training, this group consisted of faculty and administrators



from across the College. In spring 2021, the group launched a campus-wide faculty survey requesting that they assess current PD and provide input on future offerings. The advisory group used the data produced by this survey to generate further conversations, and share findings with SF's provost, AVPs, department chairs, and to the College Senate in spring 2021. In fall of 2021, the PDAG requested and recorded feedback from the [results of the survey](#). At the time of the survey, over 57% of the respondents reported an interest in further developing PD offerings at SF. Faculty participating in the survey also articulated an interest in peer-to-peer sharing and departmental and discipline-level PD that encouraged groups and cohorts working on a common problem. The QEP steering committee integrated this feedback into the design of *Equity-Minded Education*.

Exploring Faculty Professional Development Approaches Through an Equity Lens

These challenges led a team of SF faculty and staff to participate in a year-long ATD workgroup that ultimately proposed a Center for Teaching and Learning to coordinate and unify faculty professional learning efforts across the College. The QEP topic identification and selection, informed by SF's institutional planning and analysis of student success data, further refined the objectives of a Center for Teaching and Learning Excellence at Santa Fe—to improve student success overall and narrow racial equity gaps in student success. With these overall goals in mind, the QEP steering committee collaborated with librarians at SF to produce an [annotated bibliography](#) of five broad research themes:

1. General Student Success
2. Faculty Professional Development
3. High Impact Educational Practices
4. Inclusive Teaching/Pedagogy
5. Student/Faculty Partnerships

In addition to a thematic literature review, the steering committee also sought case studies and information about institutions that improved student success and moved the needle on equity gaps: [Northeast Wisconsin Technical College](#) (Wisconsin); [Odessa College](#) (Texas); [Patrick Henry Community College](#) (Virginia), and [Alamo Colleges District](#) (Texas). Many of these colleges received recognition by the Aspen Institute or from organizations such as Achieving the Dream for their progress toward student success and equitable outcomes. When exploring initiatives that narrowed equity gaps, these institutions all cite faculty professional development and mentoring as key components.

Another important resource that shaped the development of SF's QEP was the work done by J. Sargeant Reynolds Community College (Virginia) for its [2020 Quality Enhancement Plan](#), which "focuses on faculty professional development and closing the educational attainment gaps that exist for Reynolds students."³¹ The professional development programming that Reynolds planned to invest in was ACUE, which already has an established presence at SF. A number of faculty at the College have benefited from ACUE and the program now offers micro-credential courses such as "Inclusive Teaching for Equitable Learning," "Creating an Inclusive and Supportive Learning Environment," and Designing Learner-Centered and Equitable Courses."³² The steering committee felt that ACUE offered one avenue of professional development programming, but conversations about the best professional development to employ at SF reinforced the need for choice. As a result, the steering committee began exploring additional options. Discussions with faculty and staff highlighted important themes that are central to improving student success and creating equitable learning environments: belonging and transparency.



Building on research revealing that students are more likely to engage in activities that lead to improved academic outcomes if they feel connected, respected, and supported, programs like the Student Experience Project (SEP) focus on actions that improve students' sense of belonging.³³ SEP resources include a "First Day Toolkit," an online a guide for faculty

to revise syllabi to improve student belonging from the first day of class, a shared "Classroom Practices Library" with information on evidence-based practices that faculty can use to foster student support and equity. SEP also offers Ascend, a program that allows instructors to learn how students are experiencing

³¹ Reynolds College, *Minding the Gap: Professional Development for Inclusive Instruction*, 2020. https://www.reynolds.edu/who_we_are/quality-enhancement-plan/documents/QEP_v2.pdf.

³² Association of College and University Educators, "Institutional Microcredential Courses," Association of College and University Educators. <https://acue.org/institutional-microcredential-courses/>.

³³ See, for example, Vincent Tinto, *Leaving College: Rethinking the Causes and Cures of Student Attrition*. 2nd ed. (Chicago; University of Chicago Press, 1993); Shannon T. Brady et al., "A brief social-belonging intervention in college improves adult outcomes for black Americans" *Science Advances*, 6(18) (2020); David Paunesku et al., "Mind-Set Interventions Are a Scalable Treatment for Academic Underachievement," *Psychological Science*, 26 (6) (2015).

courses and make improvements that will promote greater student success, engagement, and belonging. This use of social and educational psychology to create more supportive learning environments is especially important for minoritized student populations experiencing equity gaps. Data from a [recent SEP report](#) suggest that the faculty cohort participating in SEP observed “a 10.5% increase in students reporting globally positive experiences of their learning environments, with some faculty seeing gains of more than twice the cohort average.” In addition, instructors and institutions participating reported declining DFW rates (percentage of students receiving a D or F grade or who withdraw) of 26% in fall 2020 and by 18% in spring 2021, when compared with “historical rates for the same instructors in the same courses.”³⁴ SF’s steering committee thought SEP’s faculty professional development resources and emphasis on improving student engagement and belonging would build on the work of the College’s Learning Commons to improve mindset and metacognition.

In addition to creating more supportive learning environments that foster success for all students, scholars emphasize the importance of sharing the “whys” and “hows” of course objectives, assignments, and projects so that students are more prepared to successfully complete this work. Not only are students more successful when instructors clarify the “purposes, tasks, and criteria” for assignments and activities, but this process of examining the “transparency” of an assignment helps instructors engage more critically in self-reflection and identify potential challenges and limitations of existing pedagogy. Mary Ann Winkelmes, founder of the Transparency in Learning and Teaching (TiLT) program, argues that transparency is especially important “as a way of teaching equitably” because underrepresented, first generation, and low-income students do not have the same foundation to decode why instructors have organized assignments and projects a certain way. As a result, these students often spend far more time trying to determine the “what” and “why,” which often leads to frustration and self-doubt.³⁵



In 2014, Winkelmes and her colleagues guided instructors through the revision of two take-home assignments to make them more “accessible” and “relevant” for students. Although increased transparency on these assignments benefited all students, first-generation, low-income, and underrepresented students reported greater academic confidence, belonging, and awareness of their own progress. Faculty also

³⁴ Student Experience Project, *Increasing Equity in Student Experiences: Findings from a National Collaborative* (July 13, 2022), 10. <https://studentexperienceproject.org/wp-content/uploads/Increasing-Equity-in-Student-Experience-Findings-from-a-National-Collaborative.pdf>.

³⁵ “Mary-Ann Winkelmes: Transparency in Teaching and Learning,” interview by Project Information Literacy, September 2, 2015, <https://projectinfolit.org/smart-talk-interviews/transparency-in-teaching-and-learning/>.

identified that students seemed more motivated, engaged more deeply with course material during discussions, completed more assignments on time, and were less likely to question grading policies.³⁶ TiLT's work has transformed higher education, with many institutions implementing workshops and professional development programs devoted to transparency. Some departments and faculty at SF have engaged with the concept of transparency, but there hasn't been a comprehensive application of TiLT at the College.

After identifying successful case studies and examples of established PD programs, the steering committee sought solutions that would best fit SF's institutional culture and climate. When co-authors Nicole Keith and Ann Laffey participated in a college-wide QEP "listening tour" in which they met with diverse constituencies, faculty and staff emphasized the need for cross-college collaboration, for professional development that respected practitioners' autonomy and gave them options, and for direct feedback and input from students about addressing equity gaps in student success. With these ideas in mind, the steering committee again reviewed the literature, looking for guidance on programs and research that addressed these concerns. For example, research on Purdue's Instruction Matters: Purdue Academic Course Transformation (IMPACT program), launched in 2011, influenced the steering committee's decision to craft a professional learning program that promoted collaboration, but gave instructors and departments options about how best to implement equitable approaches in their areas. Using self-determination theory (SDT) to motivate participants, the creators of the IMPACT program reinforced faculty autonomy while also generating buy-in. Faculty then modeled these same SDT principles in their course redesigns, which promoted student success and student learning. Although IMPACT focused on improving student learning outcomes rather than student success measures, student GPAs rose and DFW rates declined.³⁷

Students as Partners

A recurring refrain that came up in conversations about SF's QEP was the potential for collaboration, not just among employees at the College, but with the students SF serves. How could SF hope to address equity gaps and improve student success without engaging with students as partners in the process? In addition, SF recognizes the value of amplifying student voices, especially those who are relatively unheard. This initiative prioritizes input from minoritized students. Many professional development programs that emphasize



³⁶ Mary-Ann Winkelmel et al., "A Teaching Intervention That Increases Underserved College Students' Success." *Peer Review* 18, no. 1/2 (Winter/Spring 2016): 31–36.

³⁷ Jason Fitzsimmons et al, "Education Redesigned: Impacting Teaching and Learning through a Faculty Development Course Redesign Program." Paper presented at the 2019 ASEE Annual Conference & Exposition, Tampa, FL, June 2019. doi:10.18260/1-2—32688; Chantal Levesque-Bristol et al., "Shifting Culture: Professional Development Through Academic Course Transformation," *Change: The Magazine of Higher Learning* 51, no. 1 (2019): 35-41.

inclusive teaching focus solely on faculty. Scholars at other institutions, however, have challenged this approach, questioning “where are the students in efforts for inclusive excellence?” In response, Peter Felten, Alison Cook-Sather, Natasha Jankowski and other leading scholars recommend engaging students as collaborators and partners to create a more equitable, inclusive, and effective culture of teaching excellence.³⁸

Researchers in the U.S. the UK, Canada, and Australia are pioneering scholarship on Students as Partners (SaP) and developing innovative programs to demonstrate the efficacy of this model in higher education. Faculty at institutions including Bryn Mawr and Haverford Colleges have pioneered development programs such as Students as Learners and Teachers (SaLT), in which students of color serve as pedagogical consultants to faculty. Influenced by the success of these programs, researchers at other institutions, including Lafayette College and Florida Gulf Coast University, have developed other models for employing students as consultants to promote equitable and inclusive pedagogy. Researching these various programs and approaches, SF’s QEP steering committee thought the model in use at Lafayette College’s Center for the Integration of Teaching, Learning, and Scholarship might be a good fit for our institution. With SF’s Center for Teaching and Learning Excellence just launching, the Lafayette model promotes collaborations and discussions across campus, engages students in programming for the CTLE, and encourages students to be involved in developing “renewable resources” such as guides for equity-minded teaching.³⁹

Building an Equity-Minded Framework for Professional Development at SF

The QEP Steering Committee developed *Equity-Minded Education* through careful consideration of scholarship and research outlined above and in response to what SF constituents articulated would best fit the College’s culture. It is a plan that embraces innovation but respects the autonomy and talents of SF faculty. This QEP also draws on the energy of departments, promotes cross-college collaboration, and gives students voice in teaching and learning, which will promote a college-wide conversation focusing on pedagogy and improving equitable outcomes for all students.

³⁸ Felten and Lambert, *Relationship Rich Education*; Alison Cook-Sather et al., “Fostering Agentic Engagement: Working toward Empowerment and Equity through Pedagogical Partnership,” *International Journal for the Scholarship of Teaching & Learning* 15, no. 2 (November 2021): 1–9. doi:10.20429/ijstl.2021.150203; Erick Montenegro and Natasha A. Jankowski, *Equity and Assessment: Moving Towards Culturally Responsive Assessment* (Occasional Paper No. 29) (Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA), 2017).

³⁹ Alison Cook-Sather et al., “Where Are the Students in Efforts for Inclusive Excellence? Two Approaches to Positioning Students as Critical Partners for Inclusive Pedagogical Practices,” *To Improve the Academy: A Journal of Educational Development* 40, no. 1 (2021). doi:10.3998/tia.961.

QEP Outcomes to Improve Student Success

By promoting equity-minded teaching practices, the QEP will:



- Improve course success in liberal arts and sciences courses in aggregate and by department (Outcome 1a)
- Narrow gaps in LAS course success rates between Black students and the overall LAS course-taking population. (Outcome 1b)
- Improve FTIC student retention overall (fall-to-fall enrollment) (Outcome 2a)
- Narrow gaps between Black FTIC student retention and overall FTIC student retention (fall-to-fall enrollment) (Outcome 2b)

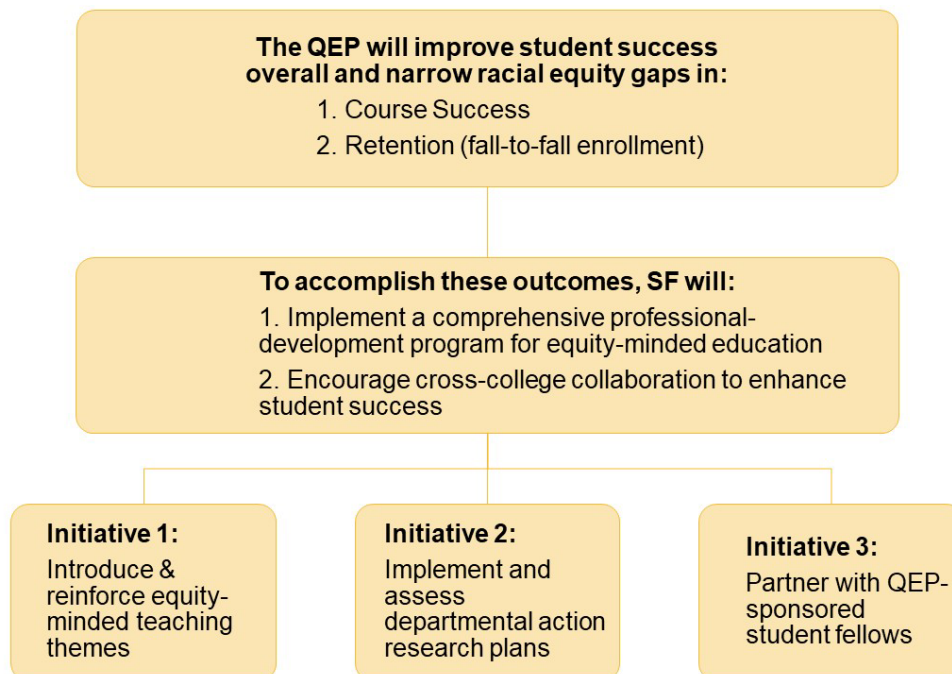
QEP Design and Key Personnel

To improve student success overall and narrow racial equity gaps in course success and FTIC retention, SF will

implement a comprehensive professional development program for equity-minded education and encourage cross-college collaborations to enhance student success.

The diagram below details the structure and initiatives central to *Equity-Minded Education*.

Figure 6: QEP Structure



Initiative 1: Introduce and Reinforce Equity-Minded Teaching Themes

This initiative provides the foundation for the QEP’s professional-development ecosystem at SF. Based on a review of the literature and college-wide conversations at SF, the QEP Steering Committee

identified three initial themes that will form the basis of professional learning for equity-minded education at SF:

1. Inclusive Teaching Basics
2. Transparency
3. Sense of Belonging

SF will utilize three primary resources to support PD related to these initial teaching themes:

1. Association for College and University Educators (ACUE) micro-credential courses on inclusive teaching
2. Transparency in Learning and Teaching (TiLT)
3. The Student Experience Project (SEP)

These resources are either open source or already available at SF, enabling the collaboration between the departments and the CTLE to begin as soon as possible. Research also indicates these pedagogical approaches are effective in creating equitable learning environments that lead to increased student success.⁴⁰

The QEP Director, CTLE Director, and QEP Faculty Fellows will introduce these initial themes while also providing wraparound programming and support. Once faculty explore these equity-minded teaching practices, they can then collaborate on ways to apply these insights to the classroom, thereby increasing student success. There will be a total of five equity-minded teaching themes over the course of the QEP. The initial 3 themes, described above, will be introduced simultaneously and reinforced throughout the course of the project. Based on formative feedback and assessment data reflecting student needs and faculty interests, QEP and CTLE Directors and staff will collaborate with faculty to introduce new themes for Years 3 and 4. Working with faculty, QEP and CTLE staff will design PD programming tailored to the final two themes.

While this professional development will be available to all faculty (full-time and part-time), assessment will focus on tracking course success in 6 main liberal arts and sciences departments: Social and Behavioral Sciences, Humanities and Foreign Languages, English, Mathematics, Fine Arts, and Natural Sciences. Many of SF's minoritized students are A.A. and A.S. degree seekers enrolled in liberal arts and sciences (LAS) courses. In addition, liberal arts and sciences courses are often gateway courses required for entry into other programs and degrees.

Initiative 2: Implement and Assess Departmental Action Research Plans with a QEP Focus

As discussed earlier, SF's existing professional development structure is dispersed and decentralized. The institutional culture values faculty and departmental autonomy. To provide departments and faculty with more agency, the Steering Committee proposed a departmental-level approach that encourages data-driven analyses with solution-based responses. A top-down approach that required faculty

⁴⁰Association of College and University Educators, "Course Completion Gap Closed for Black Students and Gap in Passing Courses Closed for Pell-Eligible Students Taught by ACUE-Credentialed Faculty at Broward College," https://acue.org/wp-content/uploads/2020/06/ACUE-Research_Brief_13_final.pdf; Winkelmes, et. al., "A Teaching Intervention That Increases Underserved College Students' Success," 31–36; Student Experience Project, *Increasing Equity in Student Experiences: Findings from a National Collaborative*, 10.

teaching specific courses to implement course redesign would discourage faculty not teaching those courses from participating. Additionally, it might risk alienating faculty selected to make those changes. In contrast, this departmental-based initiative hopes to promote a sense of departmental collaboration and unity among faculty across the College.

Each fall of the QEP's implementation, departments will meet, review data, and make decisions about the theme and corresponding QEP-focused PD they choose to apply along with plans to improve student learning. Then, in the spring, departments will develop proposals for action research to be implemented in select courses, disciplines, or on a department level. Each LAS department will appoint up to 2 Professional Development Leads. During the summer, these PD Leads will develop these plans in an immersive and collaborative Summer Institute, held over a 4-day period. With support from the QEP Director, QEP Faculty Fellows, and the CTLE Director, PD Leads will refine and review the departmental action research plans, developed each spring for implementation the following fall. A draft rubric to evaluate these plans is included in [Appendix A](#). Since many LAS faculty at SF are on a 9-month contract, participation in the Summer Institute will be incentivized via stipends. In the fall and spring, there is an expectation that faculty complete service to the college, including attending and participating in professional development. Two QEP Faculty Fellows will guide LAS departments and PD Leads through the process of developing and implementing action research plans. These fellows will receive a 2-course release in fall and spring for their efforts and compensation through non-instructional units (NIUs) in the summer. One QEP Faculty Fellow will represent STEM disciplines and the other will represent Social Sciences, Humanities, and English disciplines.

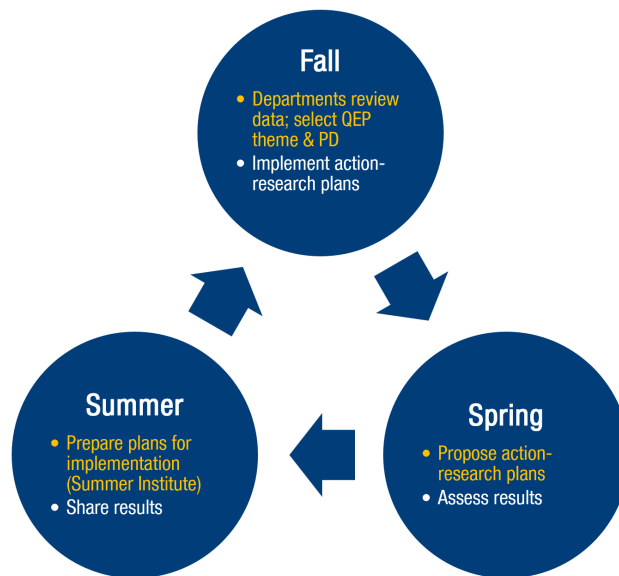
In Year 0, the QEP Director and QEP Faculty Fellows will receive training in action research and Scholarship of Teaching and Learning, so they will be prepared to guide departments and faculty through this process starting in Year 1. In Year 2, the first PD Leads will attend the Summer Institute and receive training in action-research design and best practices. The departmental action research plans will be implemented in fall 2025, fall 2026, and fall 2027, so there will be three data sets based on these interventions to analyze at the end of the QEP. Through their internal Annual Planning Unit Reviews, LAS Department Chairs and the Associate Vice President of Academic Affairs, Liberal Arts and Sciences, will be responsible for reporting progress that advances QEP initiatives in their respective departments (Chairs) and in the LAS program as a whole (AVP).

While SF plans to implement the professional learning program broadly and make the development opportunities available to all full and part-time faculty, this QEP focuses assessment on data from liberal arts and sciences courses. A key aspect of assessment will be analyzing course success data in aggregate by LAS department, including English, Fine Arts, Humanities and Foreign Languages, Natural Sciences, Social and Behavioral Sciences, and Mathematics. As mentioned earlier, these departments include courses with higher enrollments, especially among students of color, and contain many gateway courses that serve as entry points into other programs and degree options. Institutional data also reflect greater racial equity gaps in these courses. This LAS course success data, aggregated by department, can also be disaggregated by race/ethnicity to consider whether the proposed interventions are improving course success for specific student populations.

LAS faculty will also participate in a comprehensive annual spring survey, developed in consultation with the CTLE Director, to identify themes and interventions faculty found valuable, approaches that were not successful, and what faculty would like to see moving forward. A draft version of this survey is in [Appendix B](#). The QEP Director will meet annually with the Associate Vice President of Liberal Arts and Sciences and the LAS department chairs to review departmental and course-level student-success data

and discuss the revision and implementation of additional interventions. The departmental action research plans that faculty design and implement will also be assessed during the Summer Institute using the rubric in [Appendix A](#). Once departments implement these specific plans in the fall, the QEP director will collaborate with the LAS department chairs and Institutional Research to collect and evaluate the appropriate data connected to the action research plan. If, for example, Humanities and Foreign Languages faculty chose to engage with TiLT in HUM2020 (Introduction to Humanities) courses, student success data in these courses will provide insight into whether the interventions are improving success and narrowing racial equity gaps.

Figure 7: Cycle for Departmental Action Research Plans



Initiative 3: Partner with QEP-Sponsored Student Fellows for Equity-Minded Education

Embracing an equity-minded framework requires the recognition that racial equity gaps are a product of our practice, not a problem with our students. To develop effective interventions that narrow these equity gaps, SF needs to better understand the experiences and perspectives of the students experiencing inequitable learning environments. The Steering Committee also recognized the QEP as an opportunity to involve minoritized students, who have traditionally been excluded from decision-making processes. In this initiative, a cohort of student fellows, representative of our QEP target populations, will be employed as partner consultants. The students' demographics and backgrounds provide them with expertise about the types of challenges their peers experience so they will be able to provide insight into existing student success barriers.

To amplify student voices in a college-wide dialogue that raises greater awareness of the impact of quality instruction on equitable outcomes, student fellows will participate in such activities as campus forums and student-led panel discussions (held each fall). In addition, fellows will receive training in leading and supporting student focus groups, which will be conducted each spring. Their input will also inform the professional development that SF designs and implements. Faculty will have the opportunity to consult with student fellows who can provide invaluable insight into the learning environment and

effective teaching (from a learner perspective). Thus, while students will provide feedback on individual faculty artifacts, they are also assisting faculty in improving pedagogy, curricula, and assessment. Additionally, student fellows will serve as a focus and advisory group to provide feedback about the Departmental Action Research Plans developed through Initiative 2 of this QEP.



Students will be recruited through the following venues: at presentations and through outreach at student events, emails to student groups and affinity groups, from instructor referral and recommendation, and through a broad call. Students will complete a short application and provide a reference. The first cohort of student fellows, scheduled to begin in fall 2023 (Year 1), will be smaller (3 students). In subsequent years, the cohort would increase to 5 students, but the size of the cohort will be evaluated and adjusted as needed depending on student and faculty

interest and review of data. To avoid excluding students who may not meet the criterion for federal work study or who did not select this as an option on their Free Application for Federal Student Aid (FAFSA), student fellows will be compensated through either Educational Aide positions or Federal Work Study positions. While the initial commitment for this position will be on a single-term basis, students will have the opportunity to extend their appointments. Participating students will be provided with a document outlining expectations and guidelines at the beginning of each term, and the QEP Director and QEP Faculty Fellows will provide training and orientation.

Student fellows will play an important role in assessment, providing qualitative feedback on faculty artifacts such as syllabi and assignments, while also sharing their perspective on proposed action plans. The project will involve conducting student focus groups each spring, which will provide additional qualitative data. Drawing from the Center for Urban Education's [guide](#) for conducting equity-minded student interviews and focus groups, the project will develop the framework, script,



and questions for these focus groups. Surveys of students and faculty participating in the Student Fellows program, modeled after Deakin University's [Students as Partners Survey Instrument](#), will also provide insight into the progress of this initiative. These student self-reflections (indirect measures) will add dimension and depth to the direct measures of course success and retention. These types of

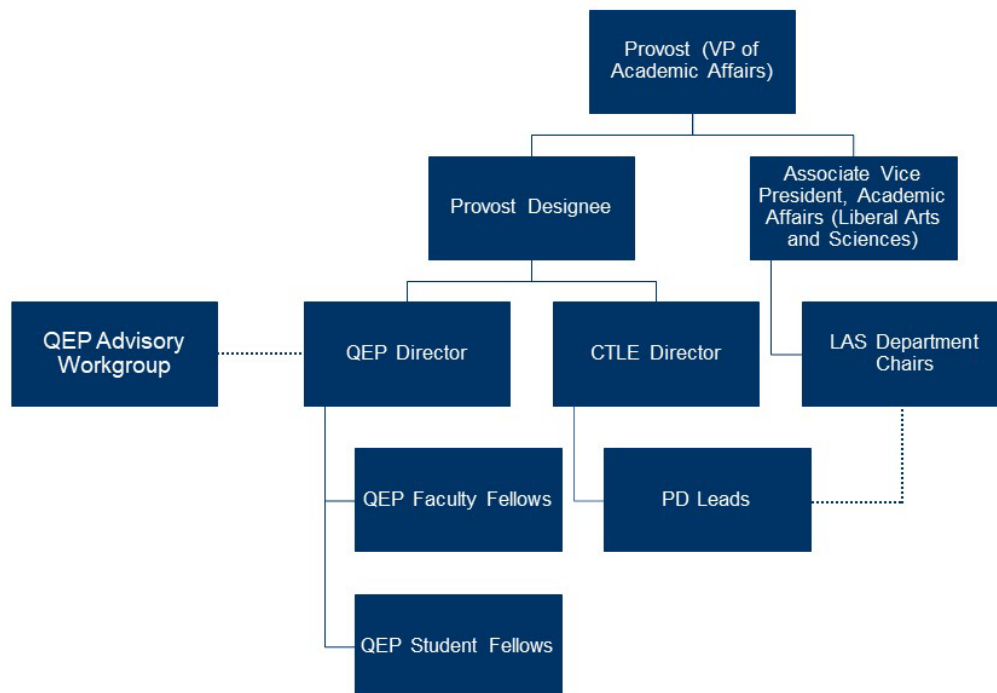
formative assessment will also allow the QEP director to consult with the CTLE Director, AVP over LAS, and LAS Department Chairs to modify professional development as needed if goals fall short.

Collaborating with students as partners will be vital to creating professional development programming that promotes success for all students, encouraging faculty to adopt these strategies, and strengthening an equity-minded culture at SF.

Key Personnel Involved in the QEP

The organizational chart below depicts key personnel involved in the QEP. More detailed descriptions of responsibilities follow.

Figure 8: QEP Organizational Chart



QEP Director

The QEP Director is responsible for the implementation of *Equity-Minded Education: Uniting for Student Success*. They will also serve as chair of the QEP Advisory Workgroup and supervise QEP Faculty Fellows and QEP Student Fellows. The QEP Director will report directly to the Provost and Vice President for Academic Affairs and receive guidance from the CTLE Director, LAS chairs and AVP for Liberal Arts and Sciences, and the IR Director.

A detailed job posting draft for this position is available in [Appendix C](#). SF plans to hire a QEP Director in the fall 2022 term. The Director is responsible for monitoring the progress in accomplishing the goals and objectives of the QEP by:

- Ensuring compliance of the QEP within the SACSCOC guidelines.
- Collaborating on bringing the project to full scale and institutionalizing effective initiatives, processes, personnel, etc.
- Tracking and reporting progress of QEP initiatives.
- Acting as the budget authority for the project (providing fiscal oversight).
- Marketing the QEP and conducting outreach to key constituencies.
- Assisting with the delivery and training of faculty and student development associated with the project.
- Meeting with constituent groups to implement QEP initiatives.
- Surveying faculty about implementation, support, level of confidence with equity-minded practices.
- Collaborating with Institutional Research.
- Identifying resources needed to progress to QEP goals.
- Providing direction about needed development for QEP aims.
- Gathering data, sharing reporting with constituencies (assessment of progress toward goals); refining assessment plan, initiatives, and timeline.
- Identifying and recruiting project personnel with consultation/collaboration of CTLE Director, Provost designee, LAS Chairs.

QEP Faculty Fellows

Two Faculty Fellows will collaborate closely with the QEP Director and CTLE Director to design and implement the professional development programming central to *Equity-Minded Education*. Faculty Fellows will liaise with Liberal Arts and Sciences Departments and conduct outreach with other departments and faculty as needed. The Faculty Fellows will report to the QEP Director. These Faculty fellows will be full-time faculty at SF and one will represent STEM disciplines and the other will represent Social Sciences, Humanities, and English disciplines.

Faculty Fellows are responsible for:

- Conducting outreach activities and meeting with key constituent groups to promote the QEP and its initiatives.
- Guiding LAS departments and PD leads representing each department in action research planning and implementation.
- Assisting with the delivery and training of faculty and student development associated with QEP.
- Working with the QEP Director to train and coordinate Student Fellows.
- Collecting and sharing faculty feedback on QEP initiatives and programming.
- Making recommendations to the QEP Director about needed areas of reinforcement, other potential PD themes, and revisions to QEP initiatives.

QEP Student Fellows

Student Fellows will serve as partner consultants, providing feedback to the QEP Director, CTLE Director, and QEP Faculty Fellows about professional development programming and sharing student experiences on equity at SF with faculty and the broader SF community. They will also provide a learner perspective on faculty artifacts such as syllabi and assignments. The QEP Student fellows will report to the QEP Director and QEP Faculty Fellows. The initial cohort of Student Fellows will be smaller (3 in Year 1) but grow up to 5 student fellows in subsequent years, depending on interest in and the success of this initiative.



The QEP Student Fellows are responsible for:

- Providing faculty and staff with insight into the student experience at SF.
- Sharing student perspectives on teaching, learning, and equity at SF.
- Providing feedback about professional development programming to QEP Director, Faculty Fellows, and CTLE Director.
- Participating in campus forums and college-wide discussions.
- Engaging with faculty as pedagogical partners/collaborators.
- Assisting with marketing and outreach related to QEP events and programming.
- Creating a student guide for instructors on setting up an inclusive classroom.
- Providing feedback as requested by CTLE and QEP director on faculty artifacts and departmental action research plans.
- Assisting with and conducting student focus groups on minoritized students' classroom experiences.

Professional Development (PD) Leads

Liberal Arts and Sciences Department Chairs will identify and recruit Professional Development Leads from each LAS department (up to 2 per department) who will collaborate with the Chairs, CTLE Director, QEP Faculty Fellows, and QEP Director to design and implement targeted departmental action research plans to address equity gaps in student success. PD leads will report to the CTLE Director.

Professional Development Leads are responsible for:

- Participating in professional development programming associated with *Equity-Minded Education*.
- Meeting regularly with department chairs and QEP Faculty Fellows.
- Leading the implementation of departmental action research plans focused on improving student success and closing equity gaps.
- Attending the annual Summer Institute to refine departmental action research plans.
- Reporting on progress of departmental action research plans.
- Facilitating training for future PD Lead cohorts.

CTLE Director

Santa Fe College [recently hired](#) its first director for the Center for Teaching and Learning Excellence. While this [CTLE Director](#) is not responsible for the management of the QEP, they will collaborate with the QEP Director and associated staff and play an essential role in developing and deploying the QEP professional development programming to support *Equity-Minded Education*.

The CTLE Director is responsible for:

- Establishing a physical and virtual space for the CTLE conducive to broad faculty development.
- Collaborating with staff and faculty across the college to deliver programming to meet faculty needs, including strategic professional development.
- Training key QEP personnel in action research design and implementation.
- Supporting the QEP.
- Convening an Advisory board to identify and prioritize programming.
- Collaborating with the QEP Director and associated staff to implement QEP professional development and provide support for Departmental Action Research Plans.

Liberal Arts and Sciences Department Chairs

QEP assessment will focus on tracking course success in 6 main liberal arts and sciences departments: Social and Behavioral Sciences, Humanities and Foreign Languages, English, Mathematics, Fine Arts, and Natural Sciences. As a result, the chairs of these departments will play an important role in overseeing departmental analysis and action research plan development and implementation. They will also assist the QEP Director in gathering data on the success of these departmental action research plans established through Initiative 2.

The LAS Chairs will be responsible for:

- Regularly reviewing departmental data with faculty to identify potential action-research focus.
- Recruiting and identifying faculty to serve as Professional Development Leads.
- Chairing regular meeting with PD leads.
- Meeting with key staff on a monthly basis to analyze data, identify strategies and associated PD, and support action research going on in department.
- Collecting and/or compiling feedback from departments on QEP initiatives and implementation.

QEP Advisory Workgroup

The QEP Advisory Workgroup, chaired by the QEP Director, will meet twice a year (fall and spring) to review project goals and suggest recommendations to improve implementation and effectiveness. At the end of the project, the Workgroup will recommend initiatives to continue. Faculty and staff from across the college will serve on this advisory group and students will also be represented.

The Advisory Workgroup is responsible for:

- Meeting twice per year to evaluate the project's implementation and progress toward goals.
- Determining how the data collected responds to QEP goals.
- Recommending changes to support the implementation and success of the QEP.
- Evaluating how well the QEP is meeting its timeline.
- Considering whether faculty, staff, and students involved in the project have appropriate support.

Plan to Assess Achievement

A successful Quality Enhancement Plan requires multidimensional assessment built in throughout the project's life cycle. While the specific interventions designed to improve student success require targeted assessment strategies, the QEP itself also necessitates regular, ongoing evaluation to ensure project goals are being met and adapted as appropriate.



Members of the QEP Steering Committee identified multiple direct and indirect measures that will be used to assess the effectiveness of *Equity-Minded Education*. To track the progress of implementation, assess impacts of this QEP, and inform strategies and decisions about potential revisions to the plan over the next five years, formative and summative data will be collected and monitored throughout the course of the project.

Direct Evaluation of Student Success Outcomes

While the assessment plan includes current institutional data from fall 2021, SF is uncertain that recent pandemic years provide the most accurate reflection of patterns of student success. To ensure a more grounded assessment of project impacts, data from fall 2022 will be averaged with data from fall 2021 and fall 2020 to establish baselines for course success and retention. Baselines will be reconsidered and, if necessary to better reflect trending data, adjusted in fall 2023 as the project begins implementation. Racial equity gaps will be determined by the percentage point difference in rates of course success and retention between Black students and the overall student population.

Direct Measures of Student Success Outcomes include:

- Improved course success in liberal arts and sciences courses in aggregate and by department
- Narrowed gaps in LAS course success rates between Black students and the overall LAS course-taking population
- Improved FTIC student retention overall (fall-to-fall enrollment)
- Narrowed gaps between Black FTIC student retention and overall FTIC student retention (fall-to-fall enrollment)

These direct measures of course success and retention data will allow Santa Fe College to determine the overall efficacy of *Equity-Minded Education* after five years.

Additionally, data from these direct measures will be collected and evaluated year-over-year, with thresholds and targets reflecting anticipated and desired levels of achievement for each year of the project. Thus, direct measures will be used for ongoing formative assessment to identify opportunities to strengthen achievement of project goals.

Note: While this QEP is focused on closing racial equity gaps while improving overall rates of course success, SF recognizes that student experiences and identities are complex and intersectional. The QEP Director will also be able to disaggregate additional data such as students’ enrollment intensity, gender, first-generation status, and Pell eligibility to inform QEP initiatives and implementation, making adjustments to the plan as necessary to maximize impacts of the College’s efforts to advance equitable outcomes.

Table 2.1: Direct QEP Assessment Measures, Outcome 1

Outcome 1a: Improve course success rates in Liberal Arts and Sciences, in aggregate and by department											
Assessment Methods: Aggregated course success by LAS & Department:	F21	Y0 (F22)	Y1 (F23)	Y2 (F24)		Y3 (F25)		Y4 (F26)		Y5 (F27)	
			Confirm Baseline	Threshold	Target	Threshold	Target	Threshold	Target	Threshold	Target
LAS	71.9%	Baseline = AVG (F22, F21, F20)	Adjust BL based on trend	BL +1.5%	BL +3%	BL +3%	BL +6%	BL +4.5%	BL +9%	BL +6%	BL +12%
English	69.8%										
Fine Arts	83%										
Humanities	74.1%										
Mathematics	60.2%										
Natural Science	74.3%										
Social & Behavioral Sci	78.7%										
Outcome 1b: Narrow gaps in LAS course success rates between Black students and the overall LAS course-taking population											
Assessment Methods: Disparity in LAS course success, disaggregated	F21	Y0 (F22)	Y1 (F23)	Y2 (F24)		Y3 (F25)		Y4 (F26)		Y5 (F27)	
			Confirm Baseline	Threshold	Target	Threshold	Target	Threshold	Target	Threshold	Target
All LAS	15.4 ppt.	Baseline = AVG (F22, F21, F20)	Adjust BL based on trend	Reduce Gap by 1 ppt.	Reduce Gap 2 ppt.	Reduce Gap 2 ppt.	Reduce Gap 4 ppt.	Reduce Gap 3 ppt.	Reduce Gap 6 ppt.	Reduce Gap 4 ppt.	Reduce Gap 8 ppt.

Table 2.2: Direct QEP Assessment Measures, Outcome 2

Outcome 2a: Improve FTIC student retention overall (fall-to-fall enrollment)											
Assessment Methods: Aggregated FTIC fall-to-fall retention rate	F21 Cohort from 2020	Y0 (F22)	Y1 (F23)	Y2 (F24)		Y3 (F25)		Y4 (F26)		Y5 (F27)	
			Confirm Baseline	Threshold	Target	Threshold	Target	Threshold	Target	Threshold	Target
All FTIC students	61.2%	Baseline = AVG (F22, F21, F20)	Adjust BL based on trend	BL +1.5%	BL +3%	BL +3%	BL +6%	BL +4.5%	BL +9%	BL +6%	BL +12%
Outcome 2b: Narrow gaps between Black FTIC student retention and overall FTIC student retention (fall-to-fall enrollment)											
Assessment Methods: Disparity in disaggregated student fall-to-fall retention rate	F21	Y0 (F22)	Y1 (F23)	Y2 (F24)		Y3 (F25)		Y4 (F26)		Y5 (F27)	
			Confirm Baseline	Threshold	Target	Threshold	Target	Threshold	Target	Threshold	Target
	10.9 ppt.	Baseline = AVG (F22, F21, F20)	Adjust BL based on trend	Reduce Gap 2 ppt.	Reduce Gap 4 ppt.	Reduce Gap 3 ppt.	Reduce Gap 6 ppt.	Reduce Gap 4 ppt.	Reduce Gap 8 ppt.	Reduce Gap 5 ppt.	Reduce Gap 10 ppt.

Indirect Measures of Project Efficacy

Although the measures above provide the most direct indication of progress toward achievement of intended student success outcomes, indirect measures of faculty/staff participation in QEP initiatives and student engagement with SF will also provide important formative and summative feedback about the project’s efficacy throughout the QEP cycle. Table 3 details the indirect, quantitative QEP assessment measures, with proposed targets and thresholds that connect to the student success outcomes central to *Equity-Minded Education*. The participation of full-time faculty in QEP professional development will function as formative assessment, providing insight into levels of faculty involvement with QEP programming on an annual basis. Similarly, the participation of LAS faculty (both full-time and part-time) in Departmental Action Research Plans will allow the QEP Director and associated project personnel to gauge the potential impact of these interventions. These participation-level data help address the question of whether participation and potential course impact is sufficient to improve course success, retention, and narrowing equity gaps. Similarly, this QEP and the PD programming it promotes aim to encourage student engagement and a greater sense of empowerment in teaching and learning. Annual SENSE data of entering student engagement, specifically the benchmark scores for high

expectations and aspirations (disaggregated by race and ethnicity) will provide formative and summative feedback about whether the equity-minded educational interventions promoted in the QEP increase student sense of belonging. In addition, measuring the completion rate of end-of-course feedback (student opinion surveys), provide insight into whether students feel more comfortable sharing their perspectives.

Table 3: Quantitative Indirect QEP Assessment Measures

Indicator 1a: Faculty participation in QEP initiatives											
Indirect Measure	F21	Y0 (F22)	Y1 (F23)	Y2 (F24)		Y3 (F25)		Y4 (F26)		Y5 (F27)	
			Baseline	Threshold	Target	Threshold	Target	Threshold	Target	Threshold	Target
Percent of full-time faculty participating in QEP Professional Development	No prior data	No available data	50% FT faculty	55% FT faculty	65% FT Faculty	60% FT faculty	75% FT Faculty	65% FT faculty	85% FT faculty	70% FT faculty	95% FT faculty
LAS faculty participation in DARPs	No prior data	No available data	No available data	25% LAS faculty	35% LAS faculty	45% LAS faculty	55% LAS faculty	65% LAS faculty	75% LAS faculty	85% LAS faculty	95% LAS faculty
Indicator 1b: Student Engagement with the College											
Indirect Measure	F21 Cohort from 2020	Y0 (F22)	Y1 (F23)	Y2 (F24)		Y3 (F25)		Y4 (F26)		Y5 (F27)	
			Baseline	Threshold	Target	Threshold	Target	Threshold	Target	Threshold	Target
SENSE benchmark score*: gap b/w Black students and overall population	No prior data	7.4 points	Baseline=AVG(F22,23)	Reduce gap by 1 ppt.		Reduce gap by 3 ppt.		Reduce gap by 5 ppt.		Reduce gap by 7 ppt.	
End-of-course feedback (student opinion surveys completion rates)	20.6%	Data to be collected	Baseline=AVG(F20,21,22)	BL + 3ppt.		BL + 5ppt.		BL + 8ppt.		BL + 11ppt.	

*Benchmark score for High Expectations and Aspirations, tracked for entering students administered SENSE each fall

To evaluate the quality of the QEP’s programming and provide formative feedback, this project also gathers qualitative data through surveys and focus groups. Table 4 provides detail on the survey instruments and the frequency with which the responsible person/unit administers these surveys.

Table 4: Qualitative Indirect QEP Assessment Measures

Assessment Focus	Instrument	Frequency	Responsible Unit/Person
Perceptions of the quality and potential use of QEP programming	Surveys distributed to PD-programming participants (Appendix D)	Post-PD events	CTLE Director
Liberal Arts and Sciences Faculty perceptions of the value of Equity-Minded professional learning programming	Survey developed in consultation with the CTLE Director and Institutional Research (Appendix B)	Annual	LAS Department Chairs (prompted by QEP Director)
Student perceptions of the value of the Student Fellows program	Survey distributed to Student Fellows participants	At end of collaboration/ appointment	QEP Director or designee
Faculty perceptions of the value of the Student Fellows program	Survey distributed to faculty participating in Student Fellows program	At end of collaboration/ term	QEP Director or designee
Student perceptions of equity at SF	Focus groups using equity-minded framework	Annual	QEP Director or designee

Assessing the Overall Project

Due to its multi-dimensional nature, *Equity-Minded Education: Uniting for Student Success* requires regular, holistic assessment of all components, including for example, success of specific departmental action research plans (see [Appendix A](#)), feedback on professional development programming, and analysis of ongoing assessment activities, to determine whether the plan is meeting intended goals.

The QEP Director will regularly monitor implementation and assessment activities, and continually assess the efficacy of the project, in collaboration with the CTLE Director, the Office of Institutional Research at SF, the Liberal Arts and Sciences Department Chairs and other administrators, and the QEP Advisory Workgroup. The QEP Advisory Workgroup will be comprised of cross-college faculty and staff and will also include student representation. Twice a year in October and March, the QEP Advisory Workgroup will consider the operational and impact questions shown in Table 5.

Table 5: Questions to Evaluate Overall QEP Assessment

Operational Questions	Evidence-of-Impact Questions
<ul style="list-style-type: none"> • How well is the QEP meeting its implementation, assessment, and reporting timeline? 	<ul style="list-style-type: none"> • What evidence do we have to show that students, particularly Black students, are experiencing improved course success and retention?
<ul style="list-style-type: none"> • Is adequate and appropriate support being provided to faculty, staff, and students involved in professional learning on equity-minded education? 	<ul style="list-style-type: none"> • What evidence do we have to show that students, particularly Black students, in courses implementing departmental action research plans are experiencing improved success?
<ul style="list-style-type: none"> • What communications are necessary to support effective and ongoing roll-out of the QEP? 	<ul style="list-style-type: none"> • How well do the data we have collected respond to the original goals for the QEP?
<ul style="list-style-type: none"> • Is there new research that informs specific aims or approaches of the QEP? 	<ul style="list-style-type: none"> • What evidence do we have to show that equity-minded teaching is becoming integrated into the College culture?
<ul style="list-style-type: none"> • What changes should be made in the support provided to the QEP? 	<ul style="list-style-type: none"> • Examining the results of our data, what is broadly applicable, generalizable, and sustainable for the College?



Responses to these questions will provide additional formative data to help the QEP Director keep the project on track and adjust as needed to ensure student success outcomes are met. Following this biennial review process, the QEP Director will identify and develop a plan to modify strategies to improve student success outcomes.

To promote an ongoing, campus-wide conversation on the progress of *Equity-Minded Education*, an annual QEP report, including assessment data, will be presented to the Santa Fe College community in an open forum held during fall Convocation (beginning in fall 2023). Updates will also be posted regularly on the QEP website.

Each spring, the QEP Director will assess project resource needs and present this information along with a progress update to the Resource Planning Council, SF’s institutional effectiveness and planning organization. Each fall, the QEP Director will provide a status report to the District Board of Trustees. The college-wide dissemination of QEP findings and the accompanying conversations about these findings will integrate equity-minded teaching practices into the day-to-day culture of Santa Fe College so that these initiatives become sustainable and institutionalized, extending beyond the duration of the QEP.

A more detailed assessment and implementation timeline follows in Table 6.

Table 6: Assessment and Implementation Timeline

Proj. Mgmt	Initiative 1	Initiative 2	Initiative 3	Assessment	
	Project Area	Term	Action	Responsible Unit/Person	
Year 0 (2022-2023)	Project Management	Fall 2022	Introduce QEP project	<ul style="list-style-type: none"> • QEP Co-Authors • QEP Steering Committee • CTLE Director 	
	Project Management	Fall 2022	Hire QEP Director	<ul style="list-style-type: none"> • Provost Designee 	
	Project Management	Fall 2022	Hire QEP Faculty Fellows	<ul style="list-style-type: none"> • Provost Designee 	
	Assessment	Spring 2023	Establish baseline data on direct QEP measures	<ul style="list-style-type: none"> • QEP Director • LAS AVP • LAS Chairs • IR Designee 	
	Project Management	Spring 2023	QEP Advisory Workgroup reviews project goals and makes recommendations	<ul style="list-style-type: none"> • QEP Director 	
	Project Management	Spring 2023	Assess resource needs & make formal RPC presentation	<ul style="list-style-type: none"> • QEP Director 	
	Initiative 2	Summer 2023	Training on Action Research and SoTL for QEP Director, Faculty Fellows, and Department Chairs	<ul style="list-style-type: none"> • CTLE Director 	
	Initiative 3	Summer 2023	Develop student training materials	<ul style="list-style-type: none"> • QEP Director • QEP Faculty Fellows • CTLE Director/Staff 	
	Initiative 3	Summer 2023	Recruit 3 student fellows	<ul style="list-style-type: none"> • QEP Director • QEP Faculty Fellows • CTLE Director/Staff 	
	Project Area	Term	Action	Responsible Unit/Person	
Year 1 (2023-2024)	Project Management	Fall 2023	Project update to DBOT	<ul style="list-style-type: none"> • QEP Director 	
	Project Management	Fall 2023	QEP Advisory Workgroup reviews project goals and makes recommendations	<ul style="list-style-type: none"> • QEP Director 	
	Project Management	Fall 2023	College-wide project update	<ul style="list-style-type: none"> • QEP Director 	
	Initiative 1	Fall 2023	Introduce themes 1, 2, and 3	<ul style="list-style-type: none"> • QEP Director • CTLE Director 	
	Initiative 1	Fall 2023	Deliver PD using ACUE, SEP, TiLT with wraparound support	<ul style="list-style-type: none"> • CTLE Director/Staff • QEP Faculty Fellows 	
	Initiative 2	Fall 2023	Academic departments/programs review course-level and program-level data	<ul style="list-style-type: none"> • Department chairs • Faculty Participants • IR Designee 	
	Assessment	Fall 2023	Survey students and faculty participating in Student Fellows	<ul style="list-style-type: none"> • QEP Director 	
	Initiative 3	Fall 2023	Organize student panel and/or campus forum (e.g. new faculty orientation)	<ul style="list-style-type: none"> • QEP Director • QEP Faculty Fellows 	
	Assessment	Spring 2024	Review data on direct QEP measures and progress toward targets	<ul style="list-style-type: none"> • QEP Director • LAS AVP • LAS Chairs • IR Designee 	
	Assessment	Spring 2024	Survey LAS Faculty on value of themes selected for equity-minded PD programming	<ul style="list-style-type: none"> • QEP Director • IR Designee 	
	Assessment	Spring 2024	Equity-minded student focus group	<ul style="list-style-type: none"> • QEP Director • QEP Faculty Fellows • Student Fellows 	

	Project Management	Spring 2024	QEP Advisory Workgroup reviews project goals and makes recommendations	<ul style="list-style-type: none"> • QEP Director
	Project Management	Spring 2024	Project update and budget presentation to RPC	<ul style="list-style-type: none"> • QEP Director
	Initiative 2	Spring 2024	Departmental visits and discussions	<ul style="list-style-type: none"> • QEP Director • CTLE Director • QEP Faculty Fellows
	Initiative 1	Spring 2024	Deliver PD using ACUE, SEP, TiLT with wraparound support	<ul style="list-style-type: none"> • QEP Director • CTLE Director • QEP Faculty Fellows • CTLE Staff
	Assessment	Spring 2024	Survey students and faculty participating in Student Fellows	<ul style="list-style-type: none"> • QEP Director
	Assessment	Spring 2024	Use survey results to determine current practices and identify needed areas of reinforcement	<ul style="list-style-type: none"> • QEP Director • CTLE Director • IR Designee
	Initiative 2	Spring 2024	Chairs identify faculty, discipline, or departmental teams (PD leads) to implement action plans	<ul style="list-style-type: none"> • Department chairs
	Project Management	Summer 2024	Hire/retain QEP Faculty Fellows	<ul style="list-style-type: none"> • QEP Director
	Initiative 1	Summer 2024	Deliver PD using ACUE, SEP, TiLT, with wraparound support	<ul style="list-style-type: none"> • QEP Director • CTLE Director • QEP Faculty Fellows • CTLE Staff
	Initiative 1	Summer 2024	Recommend content to advance professional learning themes	<ul style="list-style-type: none"> • QEP Director • CTLE Director • QEP Faculty Fellows
	Initiative 2	Summer 2024	PD leads attend summer institute on action research design and implementation	<ul style="list-style-type: none"> • PD Leads
	Initiative 3	Summer 2024	Identify faculty for participation in student fellows program	<ul style="list-style-type: none"> • QEP Director
	Initiative 3	Summer 2024	Advertise/post student fellows positions	<ul style="list-style-type: none"> • QEP Director
	Project Area	Term	Action	Responsible Unit/Person
Year 2 (2024-2025)	Project Management	Fall 2024	Project update to DBOT	<ul style="list-style-type: none"> • QEP Director
	Project Management	Fall 2024	QEP Advisory Workgroup reviews project goals and makes recommendations	<ul style="list-style-type: none"> • QEP Director
	Project Management	Fall 2024	College-wide project update	<ul style="list-style-type: none"> • QEP Director
	Initiative 1	Fall 2024	Deliver PD with wraparound support	<ul style="list-style-type: none"> • QEP Director • CTLE Director • QEP Faculty Fellows • CTLE Staff
	Initiative 2	Fall 2024	Academic departments review data	<ul style="list-style-type: none"> • Department chairs
	Initiative 3	Fall 2024	Recruit 5 student fellow positions (work study/grant awards)	<ul style="list-style-type: none"> • QEP Director
	Assessment	Fall 2024	Survey students and faculty participating in Student Fellows	<ul style="list-style-type: none"> • QEP Director
	Initiative 3	Fall 2024	Organize student panel and/or campus forum (e.g. new faculty orientation)	<ul style="list-style-type: none"> • QEP Director
	Assessment	Spring 2025	Review data on direct QEP measures and progress toward targets	<ul style="list-style-type: none"> • QEP Director • LAS AVP • LAS Chairs • IR Designee

Santa Fe College
QEP 2023 - 2028
Equity-Minded Education

	Assessment	Spring 2025	Survey LAS Faculty on value of themes selected for equity-minded PD programming	<ul style="list-style-type: none"> • QEP Director • IR Designee
	Assessment	Spring 2025	Equity-minded student focus group	<ul style="list-style-type: none"> • QEP Director • QEP Faculty Fellows • Student Fellows
	Project Management	Spring 2025	QEP Advisory Workgroup reviews project goals and makes recommendations	<ul style="list-style-type: none"> • QEP Director
	Project Management	Spring 2025	Project update and budget presentation	<ul style="list-style-type: none"> • QEP Director
	Assessment	Spring 2025	Use survey results to determine current practices and identify needed areas of reinforcement	<ul style="list-style-type: none"> • QEP Director • CTLE Director • IR Designee
	Initiative 2	Spring 2025	Identify next cohort of faculty for participation in PD	<ul style="list-style-type: none"> • Department chairs
	Initiative 2	Spring 2025	Academic departments work with QEP and CTLE staff to produce proposals for action research plans	<ul style="list-style-type: none"> • Department chairs • QEP Director
	Assessment	Spring 2025	Survey students and faculty participating in Student Fellows	<ul style="list-style-type: none"> • QEP Director
	Initiative 3	Spring 2025	Students provide feedback on faculty artifacts and departmental action plans.	<ul style="list-style-type: none"> • QEP Director • QEP Faculty Fellows
	Initiative 3	Spring 2025	Organize student panel and/or campus forum	<ul style="list-style-type: none"> • QEP Director
	Project Management	Summer 2025	Hire/retain QEP Faculty Fellows	<ul style="list-style-type: none"> • QEP Director
	Initiative 2	Summer 2025	PD leads attend summer institute to create action plan for fall implementation	<ul style="list-style-type: none"> • QEP Director • Department chairs
	Initiative 3	Summer 2025	Students provide feedback on faculty artifacts and departmental action plans.	<ul style="list-style-type: none"> • QEP Director • QEP Faculty Fellows
	Project Area	Term	Action	Responsible Unit/Person
Year 3 (2025-2026)	Project Management	Fall 2025	Project update to DBOT	<ul style="list-style-type: none"> • QEP Director
	Project Management	Fall 2025	QEP Advisory Workgroup reviews project goals and makes recommendations	<ul style="list-style-type: none"> • QEP Director
	Project Management	Fall 2025	College-wide project update	<ul style="list-style-type: none"> • QEP Director
	Initiative 1	Fall 2025	Introduce theme 4; Reinforce themes 1, 2, and 3	<ul style="list-style-type: none"> • QEP Director
	Initiative 2	Fall 2025	Implement action research plans	<ul style="list-style-type: none"> • PD Leads
	Initiative 3	Fall 2025	Retain 5 student fellow positions	<ul style="list-style-type: none"> • QEP Director
	Assessment	Fall 2025	Survey students and faculty participating in Student Fellows	<ul style="list-style-type: none"> • QEP Director
	Initiative 3	Fall 2025	Organize student panel and/or campus forum	<ul style="list-style-type: none"> • QEP Director
	Initiative 3	Fall 2025	Assess demand for additional fellows	<ul style="list-style-type: none"> • QEP Director
	Assessment	Spring 2026	Review data on direct QEP measures and progress toward targets	<ul style="list-style-type: none"> • QEP Director • LAS AVP • LAS Chairs • IR Designee
	Assessment	Spring 2026	Survey LAS Faculty on value of themes selected for equity-minded PD programming	<ul style="list-style-type: none"> • QEP Director • IR Designee
	Assessment	Spring 2026	Equity-minded student focus group	<ul style="list-style-type: none"> • QEP Director • QEP Faculty Fellows • Student Fellows

	Project Management	Spring 2026	QEP Advisory Workgroup reviews project goals and makes recommendations	<ul style="list-style-type: none"> • QEP Director
	Project Management	Spring 2026	Project update and budget presentation	<ul style="list-style-type: none"> • QEP Director
	Assessment	Spring 2026	Use survey results to determine current practices and identify needed areas of reinforcement	<ul style="list-style-type: none"> • QEP Director
	Initiative 2	Spring 2026	Identify next cohort of faculty for participation in PD	<ul style="list-style-type: none"> • Department chairs
	Assessment	Spring 2026	Assess results of departmental action plans	<ul style="list-style-type: none"> • QEP Director • LAS Chairs • LAS AVP
	Initiative 2	Spring 2026	Faculty work with QEP staff and PD leads to develop proposals for next departmental action research cycle	<ul style="list-style-type: none"> • Department chairs • PD leads
	Assessment	Spring 2026	Survey students and faculty participating in Student Fellows	<ul style="list-style-type: none"> • QEP Director
	Initiative 3	Spring 2026	Student fellows lead student-focus group with support from QEP Director and QEP Faculty Fellows	<ul style="list-style-type: none"> • Student Fellows • QEP Director • QEP Faculty Fellows
	Initiative 3	Spring 2026	Students provide feedback on faculty artifacts and departmental action plans.	<ul style="list-style-type: none"> • QEP Director
	Initiative 3	Spring 2026	Organize student panel and/or campus forum	<ul style="list-style-type: none"> • QEP Director
	Project Management	Summer 2026	Hire QEP Faculty Fellows	<ul style="list-style-type: none"> • QEP Director
	Initiative 2	Summer 2026	PD leads attend summer institute to refine departmental action plan for fall implementation	<ul style="list-style-type: none"> • QEP Director • Department chairs
	Initiative 3	Summer 2026	Students provide feedback on faculty artifacts and departmental action plans.	<ul style="list-style-type: none"> • QEP Director
	Project Area	Term	Action	Responsible Unit/Person
Year 4 (2026-2027)	Project Management	Fall 2026	Project update to DBOT	<ul style="list-style-type: none"> • QEP Director
	Project Management	Fall 2026	QEP Advisory Workgroup reviews project goals and makes recommendations	<ul style="list-style-type: none"> • QEP Director
	Project Management	Fall 2026	College-wide project update	<ul style="list-style-type: none"> • QEP Director
	Initiative 1	Fall 2026	Introduce theme 5; Reinforce themes 1, 2, 3, & 4	<ul style="list-style-type: none"> • QEP Director
	Initiative 2	Fall 2026	Implement action research plan	<ul style="list-style-type: none"> • PD leads
	Initiative 3	Fall 2026	Retain 5 student fellow positions	<ul style="list-style-type: none"> • QEP Director
	Assessment	Fall 2026	Survey students and faculty participating in Student Fellows	<ul style="list-style-type: none"> • QEP Director
	Initiative 3	Fall 2026	Organize student panel and/or campus forum	<ul style="list-style-type: none"> • QEP Director
	Initiative 3	Fall 2026	Assess demand for additional fellows	<ul style="list-style-type: none"> • QEP Director
	Assessment	Spring 2027	Review data on QEP measures and progress toward targets	<ul style="list-style-type: none"> • QEP Director • LAS AVP • LAS Chairs • IR Designee
	Assessment	Spring 2027	Survey LAS Faculty on value of themes selected for equity-minded PD programming	<ul style="list-style-type: none"> • QEP Director • IR Designee
	Assessment	Spring 2027	Equity-minded student focus group	<ul style="list-style-type: none"> • QEP Director • QEP Faculty Fellows • Student Fellows

	Project Management	Spring 2027	QEP Advisory Workgroup reviews project goals and makes recommendations	<ul style="list-style-type: none"> QEP Director
	Project Management	Spring 2027	Assess and update resource needs to RPC with cost to sustain as normal operations going forward	<ul style="list-style-type: none"> QEP Director
	Assessment	Spring 2027	Use survey results to determine current practices and determine needed areas of reinforcement	<ul style="list-style-type: none"> QEP Director
	Initiative 2	Spring 2027	Identify next cohort of faculty for participation in PD	<ul style="list-style-type: none"> Department chairs
	Assessment	Spring 2027	Assess results of departmental action plans	<ul style="list-style-type: none"> QEP Director LAS Chairs LAS AVP
	Initiative 2	Spring 2027	Faculty work with QEP staff and PD leads to develop proposals for next departmental action research cycle	<ul style="list-style-type: none"> QEP Director
	Assessment	Spring 2027	Survey students and faculty participating in Student Fellows	<ul style="list-style-type: none"> QEP Director
	Initiative 3	Spring 2027	Student fellows lead student-focus group with support from QEP Director and QEP Faculty Fellows	<ul style="list-style-type: none"> Student Fellows QEP Director QEP Faculty Fellows
	Initiative 3	Spring 2027	Students provide feedback on faculty artifacts and departmental action plans.	<ul style="list-style-type: none"> QEP Director
	Initiative 3	Spring 2027	Organize student panel and/or campus forum	<ul style="list-style-type: none"> QEP Director
	Project Management	Summer 2027	Hire QEP Faculty Fellows	<ul style="list-style-type: none"> QEP Director
	Initiative 2	Summer 2027	PD leads attend summer institute to refine departmental action plan for fall implementation	<ul style="list-style-type: none"> QEP Director Department chairs
	Initiative 3	Summer 2027	Students provide feedback on faculty artifacts and departmental action plans.	<ul style="list-style-type: none"> QEP Director
	Project Management	Summer 2027	Gather and compile feedback from LAS Departments about QEP	<ul style="list-style-type: none"> QEP Advisory Workgroup
	Project Area	Term	Action	Responsible Unit/Person
Year 5 (2027-2028)	Project Management	Fall 2027	QEP Advisory Workgroup makes recommendations about initiatives to sustain	<ul style="list-style-type: none"> QEP Advisory Workgroup
	Project Management	Fall 2027	Project Update with DBOT	<ul style="list-style-type: none"> QEP Director
	Project Management	Fall 2027	College-wide project update	<ul style="list-style-type: none"> QEP Director
	Project Management	Fall 2027	QEP Impact Report	<ul style="list-style-type: none"> QEP Director
	Initiative 1	Fall 2027	Reinforce themes 1, 2, 3, 4, and 5	<ul style="list-style-type: none"> QEP Director
	Initiative 2	Fall 2027	Implement action research plans	<ul style="list-style-type: none"> PD leads
	Initiative 3	Fall 2027	Retain 5 student fellow positions	<ul style="list-style-type: none"> QEP Director
	Assessment	Fall 2027	Survey students and faculty participating in Student Fellows	<ul style="list-style-type: none"> QEP Director
	Initiative 3	Fall 2027	Organize student panel and/or campus forum	<ul style="list-style-type: none"> QEP Director
	Initiative 3	Fall 2027	Assess demand for additional student fellows	<ul style="list-style-type: none"> QEP Director
	Assessment	Spring 2028	Project summation; share results; gather feedback about continuation action	<ul style="list-style-type: none"> QEP Director
	Assessment	Spring 2028	Analysis of data to identify strategic theme or themes for future CTLE program design	<ul style="list-style-type: none"> CTLE Director QEP Advisory Workgroup
	Assessment	Spring 2028	Equity-Minded Student Focus Group	<ul style="list-style-type: none"> QEP Director QEP Faculty Fellows Student Fellows

Project Management	Spring 2028	QEP Advisory Workgroup reviews project goals and makes recommendations	<ul style="list-style-type: none"> • QEP Director
Project Management	Spring 2028	Project update and budget presentation	<ul style="list-style-type: none"> • QEP Director
Assessment	Spring 2028	Use survey results to determine current practices and identify needed areas of reinforcement; recommend content to advance professional learning themes	<ul style="list-style-type: none"> • QEP Director
Assessment	Spring 2028	Assess results of departmental action plans	<ul style="list-style-type: none"> • QEP Director • LAS Chairs • LAS AVP
Assessment	Spring 2028	Survey students and faculty participating in Student Fellows	<ul style="list-style-type: none"> • QEP Director
Initiative 2	Spring 2028	Student fellows lead student-focus group with support from QEP Director and QEP Faculty Fellows	<ul style="list-style-type: none"> • Student Fellows • QEP Director • QEP Faculty Fellows
Initiative 3	Spring 2028	Students provide feedback on faculty artifacts and departmental action plans	<ul style="list-style-type: none"> • QEP Director
Initiative 3	Spring 2028	Organize student panel and/or campus forum	<ul style="list-style-type: none"> • QEP Director

Resources to Initiate, Implement, and Complete the QEP

SF has planned for physical, financial, and organizational resources in support of successful initiation, implementation, and completion of the QEP, including bringing the project to scale for sustained operations. The proposed yearly QEP budget by category specifies how institutional resources will be allocated to support this work from fall 2022 through spring 2028. The total QEP budget is \$1,465,085.

The budget details financial allocations that Santa Fe College anticipates will be necessary to provide proper support for project initiatives. SF maintains a standing QEP budget in its general ledger, demonstrating how former QEP initiatives have been institutionalized and strategic initiatives are supported. The College has budgeted sufficient funds to meet anticipated expenditures associated with the project's planning year (Year 0), and the College's history and overall financial stability demonstrate the ability to fund this project as necessary. Funding for personnel and professional development, event hospitality, outreach/marketing, and incentives have been planned. The College is committed to providing the resources as necessary for the successful implementation and continuation of the project's initiatives, as outlined below:

Santa Fe College Quality Enhancement Plan Budget

Description	FY2022 Year 0	FY2023 Year 1	FY2024 Year 2	FY2025 Year 3	FY2026 Year 4	FY2027 Year 5
Personnel - Salary & Benefits						
QEP Director Salary	\$55,235	\$56,340	\$57,467	\$58,616	\$59,788	\$60,984
QEP Director Benefits	\$20,705	\$21,413	\$22,149	\$22,915	\$23,712	\$24,543
IR Analyst Salary (1/2 cost)	\$26,022	\$26,542	\$27,073	\$27,614	\$28,167	\$28,730
IR Analyst Benefits (1/2 cost)	\$10,037	\$10,385	\$10,746	\$11,123	\$11,515	\$11,924
QEP Faculty Fellows Salary (2)	\$14,400	\$25,296	\$25,802	\$26,318	\$26,844	\$21,198
QEP Faculty Fellows Benefits	\$2,817	\$4,948	\$5,047	\$5,148	\$5,251	\$4,146
PD Leads Salary (up to 12)	\$0	\$9,600	\$9,792	\$9,988	\$10,188	\$0
PD Leads Benefits	\$0	\$1,878	\$1,915	\$1,954	\$1,993	\$0
Student Fellows (3-5)	\$0	\$13,860	\$25,200	\$27,300	\$29,400	\$31,500
ACUE or PD Facilitators Salary	\$0	\$14,400	\$14,688	\$14,982	\$15,281	\$15,587
ACUE or PD Facilitators Benefits	\$0	\$2,817	\$2,873	\$2,930	\$2,989	\$3,049
	\$129,216	\$187,479	\$202,752	\$208,888	\$215,128	\$201,661
Total Personnel	\$1,145,124					
Non-Personnel Expenses						
Professional Development						
ACUE or other PD	\$0	\$45,000	\$46,350	\$47,740	\$49,173	\$50,648
Conference Travel & Registration	\$5,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Institutional Memberships	\$0	\$500	\$500	\$500	\$500	\$500
Event Hospitality						
Summer Institute	\$0	\$400	\$400	\$400	\$400	\$400
Action-Research Reception	\$0	\$0	\$0	\$1500	\$1500	\$1500
Student Focus Groups	\$0	\$100	\$100	\$100	\$100	\$100
Outreach/Marketing						
Student Logo Design	\$1,050	\$0	\$0	\$0	\$0	\$0
Printing costs	\$500	\$500	\$500	\$500	\$500	\$500
Incentives						
Action Research Awards	\$0	\$0	\$0	\$3,500	\$3,500	\$3,500
Student Participants	\$0	\$400	\$400	\$400	\$400	\$400
	\$6,550	\$56,900	\$58,250	\$64,640	\$66,073	\$67,548
Total Non-Personnel Expenses	\$319,961					
Total Expenses	\$1,465,085					

Budget Details



Personnel

Personnel is the largest QEP expenditure and totals \$1,145,124. Anticipated costs for these positions include salaries and benefits and reflect projected annual salary increases of 2%.

The bulk of personnel funding is for the QEP Director, a newly created administrative position at SF. After careful consideration, the QEP Steering Committee made the decision to have a full-time QEP Director (either faculty or staff) who can dedicate attention to ensuring the project's success. Hiring for the position will occur in fall 2022 (Year 0), with an anticipated start date in spring 2023.

This project will require substantial analysis of student success data. An

IR analyst will be working closely with the QEP Director, LAS Departments and faculty, and other appropriate personnel. To facilitate the QEP initiatives and expand SF's institutional capacity to collect and analyze these data, an IR Analyst (50% funded by the QEP budget) will be hired in Year 0 and retained for at least the length of the project.

The QEP will also involve hiring two Faculty Fellows (on an annual basis), who will receive a 2-course reduction in teaching load during the fall and spring terms of the implementation phase. The 2-course release is calculated as 6 NIUs (Non-instructional Units). One NIU is equivalent to 35 hours of non-instructional time in a 15-week term. To determine this expenditure, the fall and spring term cost will be based on hiring part-time faculty to replace the full-time faculty receiving course releases at a rate of \$800 per credit hour for 6 credit hours, or approximately \$4800 per Faculty Fellow, per term. Since most full-time faculty are typically on a 9-month contract at SF, Faculty Fellows will receive NIUs for summer work. The First Faculty Fellow cohort will start in spring 2022 (Year 0). There is less professional development programming anticipated for summer 2023 as the QEP Director and Faculty Fellows do not begin until spring, the Faculty Fellows working in summer 2023 will receive 3 NIUs (\$2400). In subsequent project years 1-4, Faculty Fellows will receive 3.5 NIUs (\$2800) for their work in the summer. In Year 5, the Summer Institute funding will be shifted to the Center for Teaching and Learning Excellence, so the QEP budget does not reflect NIUs awarded for summer 2028.

Because summer involvement is outside the scope of most full-time LAS faculty's 9-month contract, Professional Development Leads will also be compensated for their participation in the Summer Institute and summer work on departmental action research plans. These PD lead cohorts (up to 12 participants per year, 2 per LAS department) will receive 1 NIU (\$800) for summer involvement. At SF, full-time faculty are expected to perform service to the college and take part in annual professional

development efforts, so additional compensation will not be offered in fall or spring. PD Leads do not begin participating in these activities until Year 2 and will not meet in the summer of Year 5 (2028) since the QEP project cycle is complete.

Student fellows will be compensated as federal work-study students or educational aides, depending on their federal work-study eligibility. Work-study employees are currently paid an hourly rate of \$11. The budget anticipates an hourly rate increase of \$1 per year for years 2-5 and estimates that students will be working approximately 10 hours per week. Student fellows' expenses may be less if these employees are eligible for federal work study because student wages are subsidized by the federal government and institutions do not pay the full cost. In Year 1, a smaller cohort of 3 student fellows will be recruited. In subsequent years, as many as 5 students may be retained.

SF currently compensates a faculty member with 2 course releases (6 NIUs) to facilitate ACUE programming. As the QEP anticipates the expansion of ACUE micro-credential offerings in Year 1 and 2, or similarly appropriate PD, the budget provides for release time for one or more facilitators at a rate of \$4800 per term in year 1, with a 2% estimated increase in subsequent years.

Professional Development Programming

The total cost for professional development programming is projected to be \$238,911. TILT and SEP, two of the existing equity-minded PD programs promoted through this QEP, offer many free resources, and the CTLE will be responsible for developing additional wraparound programming to support these PD opportunities. SF already offers ACUE programming to faculty, but the professional development budget for ACUE will be expanded to allow more faculty participation in the micro-credential courses recommended as part of this QEP. (Currently, ACUE micro-credential courses are capped at approximately 30 participants per course, which limits the number of faculty—especially adjunct faculty—from participating.) Each micro-credential course costs approximately \$15,000 to run, not including the cost of a faculty facilitator from SF. To encourage greater participation in these micro-credential courses, SF plans to invest in an additional cohort of faculty each semester, which results in a cost increase of \$45,000 per year. The QEP anticipates ACUE's greatest impact in Year 1 and Year 2, and then new themes and alternative PD programming options may be introduced. As a result, additional funding is expanded by 3% per year. The estimated budget for PD programming in Year 5 does not include funding for summer because SF will need to decide which initiatives and programming become institutionalized, with costs to be shifted to the CTLE budget.

Conference Travel, Registration, and Institutional Membership(s)

A total of \$57,500 has been designated for the QEP Director and appropriate personnel to register for and attend key conferences and maintain relevant institutional membership(s). For example, it will be important for the QEP Director to attend the annual SACSCOC conference and the Summer Institute on Quality Enhancement & Accreditation to remain aware of the latest guidance on the QEP and prepare for submission of the Fifth Year Interim Report. In addition, Santa Fe College plans to join the Professional and Organizational Development Network in Higher Education (POD), which offers many resources for institutions establishing professional learning programs. While the organization does not offer institutional membership rates, key personnel involved with the QEP will become members at an annual cost of \$115 per person. POD also hosts an annual conference that would be beneficial for QEP personnel to attend, which will enable them to contribute to ongoing discussions and share the most recent pedagogical advances in equitable instruction with SF faculty, staff, and students.



Event Hospitality

To recognize and celebrate all contributors to action research across departments and announce award winners, SF will use QEP-earmarked funds to host a reception in 2026, 2027, and 2028. Participants attending the annual Summer Institute will also receive breakfast and lunch each day for a 4-day period. In addition to hospitality for these events, refreshments will be provided for students attending focus groups.

Marketing & Outreach

Marketing efforts to promote the QEP and related professional development programs are factored into the budget at a cost of \$4,050. As part of a marketing and outreach campaign in fall 2022, SF will host a contest for students to design the QEP logo with an iPad and gift certificates to the SF College Bookstore as prizes for the winning submission and runners-up. \$3,000 of the anticipated marketing budget will be used to create flyers to advertise specific events such as student panels and campus forums and to encourage student involvement with QEP initiatives.

Incentives/Recognition

Departments implementing the action research project that results in the biggest gains annually (number of positively impacted students) will be recognized with a cash award of \$2500. The departmental runner up will be awarded \$1000. Departments will be free to disburse the award as they see fit. For example, they may elect to distribute the prize as a bonus/stipend divided among participating faculty, contribute to a student scholarship fund, put the money toward funding travel to a conference, or purchase materials/subscriptions related to discipline/pedagogy. Additional incentives for students who participate in campus forums and student focus groups will also be part of the budget, estimated at \$400 annually.



Conclusion

While *Equity-Minded Education* is focused on improving student success and narrowing racial equity gaps, the approach modeled in this project will also help SF establish and institutionalize a more unified culture of faculty professional development that is increasingly responsive to students' voices and needs. This QEP emphasizes a collaborative process of collecting and reviewing data and then developing and deploying focused programming and strategic action to improve student success and learning. Although the cycle for this QEP project ends in 2028, the work undertaken in support of it will provide a solid foundation for the Center for Teaching and Learning Excellence to address challenges far into the future. In so doing, the College will be better prepared to meet the changing needs of our students and community for years to come.

SACSCOC Standard 7.2

- 7.2 The institution has a Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement. (Quality Enhancement Plan)**

Rationale for Judgment of Compliance

Arising out of Santa Fe College's ongoing, comprehensive planning and evaluation processes, SF's 2023-2028 Quality Enhancement Plan topic, *Equity-Minded Education: Uniting for Student Success*, was identified after thorough consideration by constituents from a broad cross-section of the college. Disparities in educational outcomes for students of different ethnic and racial backgrounds were evidenced in data arising from institutional benchmarking, previous strategic initiatives, annual equity reporting, and multiple administrations of nationally normed surveys measuring student engagement. These data informed the development of a new strategic plan, approved in January 2021, which featured "Equitable Experience" as one of four themes directing the plan's strategies and tactics. These data were also shared and widely discussed, particularly in the year leading up to the selection of the QEP topic, through a series of Data Circles, prompting broad conversations among faculty, staff, and administration about pressing challenges to student learning and student success. The process of topic identification and topic selection afforded multiple opportunities—synchronous and asynchronous, virtual and in-person—to contribute to discussions about these challenges and, later, to propose or respond to potential strategic responses to address institutional and student needs.

After topic selection, an interdisciplinary QEP steering committee undertook a research review to inform the QEP's development and to ensure the plan's viability to achieve its primary aims: closing gaps in student success experienced by Black students and improving student course success and retention overall. In developing the plan, faculty and staff carefully considered the college's current culture and built on SF's existing strengths. Institutional constituencies were provided ongoing updates and varied opportunities to learn about and shape the project's initiatives, including during town hall meetings, departmental sessions (in a "listening tour" undertaken by the QEP co-authors), and project updates provided in various forums including convocation. The college is united in its determination to improve equitable outcomes for all students by implementing three initiatives: (1) strategically themed, equity-minded professional development for faculty; (2) departmentally based action research to assess the impact of equity-minded teaching practices; and (3) partnering with student fellows to inform pedagogy and practice.

The project has clear, specific, measurable outcomes, directly related to student success:

- improving course success rates in Liberal Arts and Sciences (in aggregate and by department) by between 6% and 12% by year 5 of the project;
- reducing gaps in LAS course success rates between Black students and the overall LAS course-taking population by 4 to 8 percentage points by year 5 of the project;
- improving fall-to-fall retention for all FTIC students by between 6% and 12% by year 5 of the project;

- reducing gaps in the rates of fall-to-fall retention of Black FTIC students and the overall FTIC student population by 5 to 10 percentage points by year 5 of the project.

Current data for course success and retention are presented, and baseline data will be further evaluated prior to project implementation to ensure that pandemic-influenced trends are appropriately accounted for in baselines and goals. Indirect measures (indicators) are also identified to assess faculty participation and student engagement. Targets are appropriately tied to anticipated impacts of the project's three initiatives, and benchmarks are established to gauge progress over the five years of project roll-out.

The college has determined the resources, both financial and human, that will be required to initiate, implement, complete, and sustain this Quality Enhancement Plan, as demonstrated by its assessment and implementation timeline and detailed description of staffing/budgeting needs. The college has identified key institutional stakeholders who will engage in ongoing planning and evaluation to modify the plan—and a process to ensure annual adjustments in the allocation of QEP resources—as necessary to achieve project aims.

SF will assess *Equity-Minded Education: Uniting for Student Success* using multiple measures, including both direct and indirect measures and engaging in ongoing formative assessment to shape the project as it is implemented to ensure progress toward its goals. Summative assessments will determine the level to which the institution meets its aims annually and at the end of the project. Assessments are appropriate and directly assess outcomes. Personnel responsible for gathering and analyzing assessment data are identified and appropriately supported.

Supporting Documentation

2023-2028 Santa Fe College Quality Enhancement Plan: *Equity-Minded Education: Uniting for Student Success*

Cross-References to Related Standards/Requirements

- CR 7.1 (Institutional planning)
- CR 8.1 (Student achievement)
- Standard 8.2.a (Student outcomes: educational programs)
- Standard 8.2.b (Student outcomes: general education)
- Standard 8.2.c (Student outcomes: academic and student services)

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Glossary of Acronyms

A.A.: Associate in Arts

AAC&U: American Association of Colleges and Universities

ACUE: Association of College and University Educators

ALICE: Asset-Limited, Income-Constrained, Employed

A.S.: Associate in Science

ATD: Achieving the Dream

CAT: Center for Academic Technologies

CTLE: Center for Teaching and Learning Excellence

CUE: Center for Urban Education

DFW rate: percentage of students in course or program who receive a D or F grade or who withdraw (W)

FAFSA: Free Application for Federal Student Aid

FTIC: First Time in College

GPA: Grade Point Average

IR: Institutional Research

LAS: Liberal Arts and Sciences

NAACP: National Association for the Advancement of Colored People

NIUs: Non-instructional Units

PD: Professional Development

PDAG: Professional Development Advisory Group

POD: Professional and Organizational Development Network in Higher Education

RPC: Resource Planning Council

SaP: Students as Partners

SaLT: Students as Learners and Teachers

SEP: Student Experience Project

SDT: Self-Determination Theory

TiLT: Transparency in Learning and Teaching

Appendix A: Rubric to Evaluate Departmental Action Research Plans

Departmental Action Research Projects: Faculty will create departmental action research projects focused on closing equity gaps using skills and techniques acquired from training in transparent assignments (TiLT), student sense of belonging (SEP), or *Designing Learner-Centered and Equitable Courses* (ACUE).

Project Description – Abstract, Description, and Research Question: The project description should include a clearly stated research question with well-defined goals. The departmental action research plan includes information about one of the three QEP themes aimed at closing equity gaps through evidence based, inclusive teaching practices and culturally responsive pedagogy. The description includes information supported by the literature which is aimed at improving student success and closing equity gaps. Key stakeholders that will contribute to the project should be identified.

Perspectives: The project includes details considered from multiple perspectives. Authors have considered the question in relation to the perspective of the student, colleague, expert, and self. The authors included details explaining what feedback was received from peers, students, or external partners when applicable.

Methods and Assessment: The project states how it will explicitly target closing equity gaps. The performance indicators may be quantitative or qualitative. The specific qualities or evidence is clearly stated and data from student's work, performance, or behavior that will demonstrate they have achieved the indicator is evident. Teaching strategies are clearly outlined. Details of inclusive and safe learning environments are considered. The way students will make connections with content, each other, and the instructor are outlined. The record keeping strategy is clearly identified – notes, surveys, questionnaires, interviews, as applicable.

Timeline and Implementation Plan: The project includes a timeline of a clear plan for implementation. The timeline includes a description of each step of the process from beginning to end and includes how the impact of the project will be assessed. The timeline and implementation plan is realistic and takes into consideration the demands of teaching and the amount of time an action requires to be completed.

Assessment: A strong assessment reviews the results of implementation. The assessment considers causal vs. correlative relationships. Action research can potentially reveal correlation between variables but cannot often establish a causal relationship. The perceived impact of the intervention is clearly articulated.

Reflection:

The reflection considers the results and work and connects how the results of the project can be used, and what might need to change for future iterations. There is a discussion about how

the use of practice impacted students, and a discourse on what future steps need to be taken to continue to refine the use of the practice.

Reporting/presentation: A plan is outlined to make the project public. Authors considered sharing opportunities within their department, at the college professional learning day workshop, publication, or conference. Data is displayed in charts and graphs, when possible. There are descriptive titles and clear labels.

Assessment			
Standard	Not yet acceptable	Acceptable	Exemplary
Project Description	Description missing purpose, methods or expected results of the project. Research question is not clearly stated and/or does not relate to student learning.	Description includes purpose, methods, and expected results of the project. Research question is clearly stated and relates to student success as outlined in the QEP.	Description includes purpose, methods, and expected results of the project. Research question is clearly stated and relates to student success as outlined in the QEP. The project focus specifically centers on equity gaps in the description relating to one of the QEP themes.
Perspectives 1. Student 2. Colleague 3. Expert 4. Self	Discussion of four perspectives insufficient to document relevant information and/or one or more perspectives missing	Documents the relevant information from four perspectives in relation to the question.	Documents the relevant information from four perspectives in relation to the question. And integrates and synthesizes the relevant information
Methods and assessment 1. Outcomes 2. Teaching Strategies	Project is not results oriented and/or not measurable. Teaching strategies not appropriate for the method chosen.	Project is results-oriented, and measurable. There is a connection of the data to the goals of the QEP. Teaching strategies are appropriate for the method chosen.	1. Project is results-oriented, clearly written, measurable. There is a succinct connection of the data to goals of the QEP. 2. Teaching strategies are appropriate for the method chosen, directed at the project goal, and follow the rigors of the discipline.

Timeline	Timeline is vague, unclear, and/or unrealistic.	Timeline includes a few points of engagement. Timeline has gaps or is not comprehensive.	Timeline is specific and includes multiple points of engagement. Timeline is clear, easy to understand, and realistic.
Assessment	Results are not analyzed in relation to the original question.	Results are analyzed in relation to the original question.	Results are analyzed in relation to the original question. Description of how results will inform future practice and impact of the project is discussed.
Reflection	The reflection does not consider the results and/or does not connect how the results of the project can be used or what might need to change for future iterations.	The reflection considers the results and work and connects how the results of the project can be used, and what might need to change for future iterations.	The reflection considers the results and work and connects how the results of the project can be used, and what might need to change for future iterations. There is a discussion about how the use of practice impacted students, and a discourse on what future steps need to be taken to continue to refine the use of the practice.
Reporting	Results not reported clearly and/or no plan to make the project public are outlined.	A plan is outlined to make the project public. Authors considered sharing opportunities within the department, at the college professional learning day workshop, publication, or conference.	A plan is outlined to make the project public. Authors considered sharing opportunities within the department, at the college professional learning day workshop, publication, or conference. Data is displayed in charts and graphs, when possible. There are descriptive titles and clear labels.

Appendix B: LAS Faculty Annual Survey

Faculty Professional Development Annual Survey

What is your teaching classification?

- Full-time, continuing contract
- Full-time, continuing contract track
- Full-time, interim/designated teaching faculty
- Part-time, adjunct

Identify the primary area where you teach

Social and Behavioral Sciences

Humanities and Foreign Languages

English

Mathematics

Fine Arts

Natural Sciences.

Did you participate in professional development during the last academic year 2022-2023?

- Yes
- No

What is your estimated number of hours spent in professional development at Santa Fe College for the last academic year?

-1-9

-10-19

-20-29

-30-39

-40-49

-50 or more

How would you rate the value of the professional development you received this year?

- High value
- Moderate value
- Low value
- No value

Did you learn or acquire strategies, techniques, or tools that you did not know prior to the start of the academic year?

Yes

No

Did you incorporate strategies, techniques or tools that were acquired during the professional development offerings this year?

Yes

No

Did the incorporated strategies, techniques, or tools improve student engagement and/or achievement?

Yes

No

What is your knowledge of or participation in ACUE? (Select all that apply)

I know about it

I participated in it

I implemented a technique I learned

It was valuable

I am not interested in this PD tool.

How do you plan to implement a practice you learned in ACUE?

I implemented it after learning about it

I have not implemented it but plan to do so in the future

I was already using it and plan to adjust my approach

I was already effectively using it

Not applicable/I don't plan to implement any of the practices from ACUE.

What is your knowledge of or participation in Transparency in Learning and Teaching (TiLT)?

(select all that apply)

I know about it

I participated in it

I implemented a technique I learned

It was valuable

I am not interested in this PD tool.

How do you plan to implement a practice you learned in Transparency in Learning and Teaching (TiLT)?

I implemented it after learning about it

I have not implemented it but plan to do so in the future

I was already using it and plan to adjust my approach

I was already effectively using it

Not applicable/I don't plan to implement TiLT.

What is your knowledge of or participation in the Student Experience Project (SEP)?

(select all that apply)

I know about it

I participated in it

I implemented a technique I learned

It was valuable

I am not interested in this PD tool.

How do you plan to implement a practice you learned in the Student Experience Project (SEP)?

I implemented it after learning about it

I have not implemented it but plan to do so in the future

I was already using it and plan to adjust my approach

I was already effectively using it

Not applicable/I don't plan to implement any of the practices of the Student Experience Project (SEP)

To what extent did your participation in SF PD events and workshops assist you with each of the following:

	Great	Large	Moderate	Small	Not at all	N/A
Appreciation and respect for diverse learning communities						

Assessment and testing						
Classroom management						
Collaborate with colleagues from other departments						
Course design, development, and/ or delivery						
Incorporate equitable classroom and/or other instructional practices						
Personal and/or professional development beyond SF offerings						
Recognize and respond to students in distress						
Student engagement						
Teaching/ learning strategies						
Technology in education						
ACUE						
TILT						
SEP						

What was the most memorable professional development you engaged in at the college during the last academic year?

What topics would you like to learn about/ learn more about during future professional development activities at the college?

Please share any thoughts you have about the CTLE events and what we can do to improve them.

Please contact Leslie Rios at Leslie.rios@sfcollge in the CTLE for any questions or further comments about professional development activities.

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Appendix C: QEP Director Example Job Description

Job Details

Title:

Quality Enhancement Plan (QEP) Director

Opportunity Type:

Full-time

Position Type:

Executive/Managerial

Position Classification:

Exempt

Home Department:

Academic Affairs

Pay Grade:

EM1

Closing Date:

TBA

Overview:

Santa Fe College (SF) has been recognized as one of the top-rated community colleges in the United States. Santa Fe College is a comprehensive public college that offers a range of Bachelor's degrees, Associate in Arts, Associate in Science and Associate in Applied Science degree options, as well as Certificate and Non-Degree programs. Santa Fe College is a student-centered institution with a commitment to open access, academic excellence, and cultural and ethnic diversity. A high quality of life, temperate climate, proximity to the University of Florida, diverse cultural events, and plentiful recreational opportunities make SF and Gainesville an ideal community to work and live.

Compensation: Salary is \$55,235. Compensation package is comprised of many college paid benefits including health and life insurance, retirement, leave time, and tuition waivers for Santa Fe College and the University of Florida.

Description:

Santa Fe College seeks a Quality Enhancement Plan Director for its 2023-2028 QEP *Equity-Minded Education: Uniting for Student Success*. The Director is responsible for overseeing implementation of the College's Quality Enhancement Plan (QEP), a central component of SF's reaffirmation of accreditation through the Southern Association of Colleges and Schools Commission on Colleges. Working closely with the QEP Advisory Workgroup, the Office of Institutional Research, the Center for Teaching and Learning Excellence, and the Liberal Arts and Sciences leadership team, the QEP Director will coordinate planning and action necessary to ensure that QEP goals and objectives are met in a timely manner. Furthermore,

the Director is responsible for reporting progress in the implementation of the QEP annually to the District Board of Trustees, the Resource and Planning Council, and other college constituencies. The Director will also coordinate QEP promotion and the dissemination of QEP-related materials to all relevant constituencies on and off campus.

The QEP Director will serve as chair of the QEP Advisory Workgroup and supervise QEP Faculty Fellows and QEP Student Fellows. The QEP Director will report directly to the Provost and Vice President for Academic Affairs (or designee). Key relationships include the Director of the Center for Teaching and Learning Excellence; Liberal Arts and Sciences Department Chairs; the AVP for Academic Affairs, Liberal Arts and Sciences; and the Director of Institutional Research.

Responsibilities and Duties:

- Ensuring the QEP complies with SACSCOC guidelines
- Collaborating with various college personnel to advance the project's full implementation to achieve objectives, including meeting regularly with constituent groups implementing QEP initiatives to direct their efforts
- Integrating effective QEP-driven initiatives, processes, personnel, etc., into ongoing operations
- Tracking and reporting progress of QEP initiatives
- Acting as the budget authority for the project, providing fiscal oversight
- Marketing the QEP and conducting outreach to key constituencies
- Assisting with the delivery of professional development and training of faculty and students associated with the project
- Surveying faculty about their implementation of, support for, and level of confidence with equity-minded teaching practices to coordinate enhancement of QEP-sponsored professional development
- Identify resources needed to progress to QEP goals
- Providing direction about needed development for QEP aims
- Working closely with Institutional Research to gather data, share reporting with constituencies (including assessment of progress toward goals), and refine the assessment plan, initiatives, and/or timeline
- Identifying and recruiting project personnel with consultation/collaboration of CTLE Director, Provost designee, LAS personnel

Reports to: Vice President, Academic Affairs or Provost Designee

Qualifications

Required: A Master's degree with experience in higher education and experience conducting academic research and/or scholarly work independently. Effective writing and oral communication skills appropriate for interacting with diverse constituencies and presenting research to diverse constituencies are also required.

Additional Requirements: A criminal background check will be conducted.

Preferred: At least 5 years of full-time experience in higher education, ideally as a tenured faculty member or staff member in a direct student support position, is preferred. Experience with strategic planning, project implementation, and budget management is also preferred.

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Appendix D: Professional Development Event Survey

Faculty Survey Professional Development Event

Please briefly share your perspectives and suggestions so that future events can better meet your needs.

Please include constructive comments. We read these evaluations carefully and use them to improve our services.

What is your teaching classification?

- Full-time, continuing contract
- Full-time, continuing contract track
- Full-time, interim/designated teaching faculty
- Part-time, adjunct

In which department do you teach?

Please rate your overall satisfaction with the professional development activities.

	Very satisfied	satisfied	neutral	dissatisfied
Overall quality and organization				
Overall quality of the information				
Overall benefit and applicability of the content				

1. Share about a practice or some information you learned about during any part of the PD event that would have an impact on student learning or success.

2. How do you plan to implement this practice?
I implemented it after attending the day's events
I have not implemented it but plan to do so in the future
I was already using it and plan to adjust my approach
I was already effectively using it
Not applicable/I don't plan to implement this practice
3. On what topics would you like to see more professional development offered?
4. Would you be willing to offer a future PD session on a teaching method or technology that enhances your teaching efforts?
Yes
No
If yes, please tell us your name and which topic(s)?
5. Which colleagues would you recommend offering future PD sessions and on what topics?
6. If you are interested in offering a PD session on a teaching method or technology that enhances your teaching efforts, please email Leslie.rios@sfcollege.edu with your proposed topic.

Thank you for your feedback. All feedback is confidential.