# ST. PHILIP'S COLLEGE

1801 Martin Luther King Drive, San Antonio, Texas 78203

## QUALITY ENHANCEMENT PLAN - F.A.M.I.L.I.A

Prepared by St. Philip's College

Submitted to the Southern Association of Colleges and Schools
Commission on Colleges

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## Section 7: Institutional Planning and Effectiveness

**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)**

X Compliant                    Partial Compliance                    Non-Compliant

## Narrative

### St. Philip's College Profile

As defined in the mission statement: St. Philip's College, a Historically Black College and Hispanic Serving Institution founded in 1898, is a comprehensive public college offering degrees and certificates, whose mission is to empower our diverse student population through educational achievement and career readiness. For 127 years, St. Philip's College served the evolving educational needs of the San Antonio community. With an increasing enrollment, the college seeks to ensure quality programs and student support services for the diverse student population. Table 7.2.1 provides a demographic breakdown for gender, race, and veteran status of the students since Fall 2022. This table also highlights the increased enrollment from 12,653 in Fall 2022 to 17,299 in Fall 2024.

**Table 7.2.1 Student Profile, Fall 2022-2024**

|  | Fall 2022 | % | Fall 2023 | % | Fall 2024 | % |
|---|---|---|---|---|---|---|
| **Gender** | **12,653** | **100%** | **14,281** | **100%** | **17,299** | **100%** |
| Male | 5,321 | 42.1% | 6,280 | 44.0% | 7,500 | 43.4% |
| Female | 7,332 | 57.9% | 8,001 | 56.0% | 9,799 | 56.6% |
| **Race** | **12,653** | **100%** | **14,281** | **100%** | **17,299** | **100%** |
| African American | 1,400 | 11.1% | 1,553 | 10.9% | 1,891 | 10.9% |
| White | 2,157 | 17.0% | 2,244 | 15.7% | 2,643 | 15.3% |
| Hispanic | 8,286 | 65.5% | 9,563 | 67.0% | 11,727 | 67.8% |
| Asian | 276 | 2.2% | 293 | 2.1% | 375 | 2.2% |

| | | | | | | |
|---|---|---|---|---|---|---|
| International | 6 | 0.1% | 16 | 1.1% | 27 | 0.2% |
| Other | 528 | 4.2% | 522 | 3.7% | 636 | 3.7% |
| **Veteran Status** | **12,653** | **100%** | **14,281** | **100%** | **17,299** | **100%** |
| Veteran | 1,095 | 8.7% | 1,558 | 10.9% | 1,871 | 10.8% |
| Non-Veteran | 11,460 | 90.6% | 12,723 | 89.1% | 15,428 | 89.2% |

Higher enrollment numbers led to an increase in first time in college (FTIC) numbers as well. Table 7.2.2 outlines additional charactstics of St. Philip's College student body regarding their reported educational goals and status as a continuing, dual credit, transfer, or FTIC student. This table also highlights the majority of students attend the college with the intent to earn an associate's degree.

**Table 7.2.2 Student Profile, continued, Fall 2022-2024**

| | **Fall 2022** | **%** | **Fall 2023** | **%** | **Fall 2024** | **%** |
|---|---|---|---|---|---|---|
| **Student Intent** | **12,653** | **100%** | **14,281** | **100%** | **17,299** | **100%** |
| Earn Associate | 7,172 | 56.7% | 7,916 | 55.5% | 9,684 | 56.0% |
| Earn Certificate | 765 | 6.0% | 892 | 6.2% | 1,129 | 6.5% |
| Transfer | 3,939 | 31.1% | 4,432 | 31.0% | 5,107 | 29.5% |
| Improve Skill | 534 | 4.2% | 680 | 4.8% | 915 | 5.3% |
| Enrichment | 116 | 0.9% | 160 | 1.1% | 214 | 1.2% |
| No Response | 130 | 1.0% | 201 | 1.4% | 241 | 1.4% |
| **Student Registered as** | **12,653** | **100%** | **14,281** | **100%** | **17,299** | **100%** |
| Continuing | 7,372 | 58.3% | 7,931 | 55.5% | 9,162 | 53.0% |
| Dual Credit (DCS) | 2,712 | 21.4% | 2,766 | 19.4% | 3,415 | 19.7% |
| Transfer | 778 | 6.1% | 1,057 | 7.4% | 1,410 | 8.2% |
| First Time in College (FTIC) | 1,791 | 14.2% | 2,527 | 17.7% | 3,312 | 19.1% |
| **FTIC Registration Method** | **1,791** | **100%** | **2,527** | **100%** | **3,312** | **100%** |
| TX High School | 1,689 | 94.3% | 2,382 | 94.3% | 3,223 | 97.3% |
| Out of State High School | 102 | 5.7% | 144 | 5.7% | 89 | 2.7% |

As the student population grows, the number of degrees and certificates awarded increased; however, the persistence rate of students declined. Table 7.2.3 shows an increase in degrees and certificates over the last three years along with the

increase in financial awards and variations in the persistence rate of first time in college students. (Note: Future tables of degrees awarded will include a Bachelor of Applied Technology in Cybersecurity.)

**Table 7.2.3 Facts of Interest, Fall 2022-2024**

| | Fall 2022 | % | Fall 2023 | % | Fall 2024 | % |
|---|---|---|---|---|---|---|
| **Degree & Certificates** | **2,280** | **100%** | **2,371** | **100%** | **2,530** | **100%** |
| Associate of Arts | 412 | 18.1% | 399 | 16.8% | 284 | 11.2% |
| Associate of Arts - Teaching | 24 | 1.1% | 31 | 1.3% | 13 | 0.5% |
| Associate of Science | 239 | 10.5% | 189 | 8.0% | 192 | 7.6% |
| Associate of Applied Science | 553 | 24.2% | 563 | 23.7% | 658 | 26.0% |
| Certificate | 1,052 | 46.1% | 1,189 | 50.1% | 1,383 | 54.7% |
| **Financial Awards (by students)** | **5,282** | **100%** | **5,839** | **100%** | **6,569** | **100%** |
| Grants/Scholarships | 4,675 | 88.5% | 5,216 | 89.3% | 5,896 | 89.8% |
| Work Study | 115 | 2.2% | 101 | 1.7% | 146 | 2.2% |
| Loans | 492 | 9.3% | 522 | 9.0% | 527 | 8.0% |
| **Financial Awards ($)** | **$19,631,907** | **100%** | **$22,341,187** | **100%** | **$28,495,128** | **100%** |
| Grants/Scholarships | $16,596,131 | 84.5% | $19,031,226 | 85.2% | $24,825,677 | 87.1% |
| Work Study | $384,598 | 2.0% | $376,386 | 1.7% | $539,919 | 1.9% |
| Loans | $2,651,178 | 13.5% | $2,933,575 | 13.1% | $3,129,532 | 11.0% |
| **FTIC Persistence\*** | | | | | | |
| Fall to Spring | - | 56.8% | - | 57.8% | - | 55.7% |
| Fall to Fall | - | 45.1% | - | 41.9% | - | 36.8% |
| | | | | | | |

\*Excludes students concurrently enrolled in high school

**Quality Enhancement Plan (QEP) for St. Philip's College**

The Quality Enhancement Plan (QEP) at St. Philip's College reflects the institution's commitment to continuous improvement, student success, and institutional effectiveness. The selected QEP topic, Culture of Caring and Belonging: Developing FAMILIA was identified through a one-year collaborative process that involved contributions from representatives from the faculty, staff, student body, administration, and community partners. Together we created an ecosystem that provides FAMILIA as a plan for all students attending St. Philip's College. FAMILIA is not simply a programmatic framework—it is a reflection of the cultural identity and lived ethos of St. Philip's College. As both a Historically Black College and Hispanic-Serving Institution, the values of Family, Acceptance, Mentoring, Inspiration, Learning, Interconnection, and Advancement are not aspirational—they are foundational. FAMILIA names what has always been true about our campus culture and makes it visible and actionable across every student touchpoint.

FAMILIA represents St. Philip's College model for a culture of caring and belonging. The acronym highlights specific areas where the college strives to improve student success:

- Family
- Acceptance
- Mentoring
- Inspiration
- Learning
- Interconnection
- Advancement

The FAMILIA QEP objective is to foster a culture of caring and a sense of belonging on the St. Philip's College campus by:

a. enhancing our current systems of student support and increasing awareness for all students.
b. building connections and communication through student programming and activities.
c. improving professional development opportunities to provide faculty and staff training to better support student success.

The target audience for the FAMILIA QEP is all students who are new to St. Philip's College each year. FAMILIA is the expansion of the current First Year Experience (FYE) program. Based on the college's two-year process of generating FAMILIA, the goal is for new students to report an increased sense of belonging along with students wanting to continue their academic journeys. The results are to be measured through multiple surveys outlined in the assessment plan as measured through persistence data.

**7.2.a Topic Identification Through Ongoing Planning and Evaluation**

Section 7.2.a explains how St. Philip's College fulfills the criteria for Principle 7.2.a, with a QEP topic identified through an ongoing, comprehensive planning and evaluation process. The topic adoption process began in February 2024 and

continued through April 2024 with strategic planning sessions. The topic plans then went to the entire campus in a Town Hall meeting in May 2024 to receive input on finalizing the QEP topic (Appendix A_G2GFeb2024, Appendix B_G2GApril2024, Appendix C_QEPTownhall). Table 7.2.a.1 provides the number of representatives in these meetings.

**Table 7.2.a.1 2024 Meeting Participants**

| Meeting | Student Representatives | Community Representatives | College Employee Representatives |
|---|---|---|---|
| **Good to Great** | 12 | 11 | 62 |
| **Town Hall** | NA | NA | 304 |

During the topic selection process, broad-based institutional input confirmed that fostering a culture of caring and belonging was the highest-impact and most urgent priority, above other competitive topics such as Wellness and Resilience. The selection of the Culture of Caring and Belonging: Developing FAMILIA topic is the result of comprehensive research-based institutional planning and evaluation processes. The college's decision to select FAMILIA as a QEP topic is grounded in multiple data sources, including trend analyses of persistence and graduation rates, CCSSE engagement indicators, results from the RNL student satisfaction survey, and FYE surveys.

**Institutional Planning**

The development of the QEP is embedded into St. Philip's College institutional planning process. The QEP development began with the Spring 2024 Good to Great meeting sessions. Good to Great is an annual strategic planning event with morning and afternoon sessions that engages college staff, faculty, students, and external community stakeholders to examine the college's internal goals, processes, and outcomes. These planning sessions always include representation from the college's student government along with the community members, faculty senate, and staff senate. Community partners are often from advisory groups to ensure strategic planning is in alignment with local workforce demands.

At the February 2024 Good to Great morning planning session participants reviewed the updated mission statement and strategic plan. Attendees were asked to rank the new strategic plan goals and focus area for each of the three strategic objectives: (1) student success, (2) leadership, and (3) performance excellence. In the afternoon of the February planning session, the results of the priority ranking were shared with participants to finalize the top strategic priorities for the institution. Figure 7.2.a.1 (Strategic Objectives and Associated Action Plans) outlines the three strategic objectives and the multiple action plans associated with those objectives. Participants in the planning sessions voted for the action plan in each objective as top priority for planning.

**Figure 7.2.a.1 Strategic Objectives and Associated Action Plans**

| STRATEGIC OBJECTIVES | | |
|---|---|---|
| | **OBJECTIVE** | **ACTION PLAN FY22-FY25** |
| 1 | **STUDENT SUCCESS** Provide academic and student support and align labor market-based pathways to achieve student completion. | a. Identify, assess and improve academic and workforce programs to promote student completion.<br>b. Identify, assess and improve student support services to promote student completion.<br>c. Increase performance (retention, engagement, graduation, transfer and job placement) of all students through development and improvement of our student resources and advocacy supports.<br>d. Strengthen outreach, onboarding, and support services to eliminate barriers and accelerate students' progress toward their academic and career goals.<br>e. Maximize program offerings, course availability and requirements while balancing the needs of students, faculty, and market demands. |
| 2 | **LEADERSHIP** Provide opportunities for St. Philip's College students and employees to develop as leaders. | a. Enhance two-way communication with students, employees, and community to build trust and enhance collaboration, teamwork, and partnership.<br>b. Develop an agile system to facilitate data-informed and intelligent risks.<br>c. Incorporate personal and social responsibility, global citizenship, critical thinking, and lifelong learning as the framework of principle-centered leadership into the culture of St. Philip's College. |
| 3 | **PERFORMANCE EXCELLENCE** Continuously improve our employee, financial, technological, physical and other capacities to enhance efficiency and effectiveness. | a. Deploy quality management approaches to include the Baldrige Framework and accreditation standards, building operational research capacity and a culture of assessment to ensure organizational sustainability and alignment with the SPC Mission, Vision and Values.<br>b. Ensure sound financial management with emphasis on cost containment to ensure availability of resources.<br>c. Improve operational infrastructure by expanding capacity in employee, financial, technological, physical and other resources. |

Figure 7.2.a.2 Priorities for Planning shows the top ranked goals and focus areas that participants voted to prioritize based on the first day meeting. The college leadership's strategic goal to improve communication, trust, and collaboration among students and employees served as the root in this process to focus on the QEP topic of FAMILIA.

**Figure 7.2.a.2: Priorities for Planning**



Additional discussion and feedback were requested in the afternoon portion of this session to determine focus areas for each of the objectives. The full presentation of the February 2024 planning session is available in **Appendix A G2GFeb2024**. The discussion results for student success were slated as the main topic of the second planning session in April 2024, which was to further refine the ideas and language with the idea that the QEP would be linked to one of the priorities from the strategic plan.

**April 2024 Good to Great Follow Up**

The April 2024 session of the Good to Great strategic planning served as a follow up to the day-long February 2024 meeting. The April 2024 meeting concentrated on topic development for the Quality Enhancement Plan. The planning session reviewed several aspects affecting student success. Specifically, the April 2024 session focused on topics regarding performance, retention, and persistence. This background information helped ensure the QEP topic

selected would address institutional needs to support student success.   The slide deck from this retreat is available in **Appendix B_G2GApril2024**.

Multiple pieces of information converged to support the QEP topic of Culture of Caring and Belonging: Developing FAMILIA. Retreat participants were provided with a profile of St. Philip's College students and survey results from the 2023 Trellis Financial Wellness survey, the 2022 Noel Levitz survey, and the 2023 CCSSE survey to help frame the discussion around the actual needs of the student population served by the College. Some of the key findings noted in the student profile and survey results shared in the slide deck include

- 87% of St. Philip's College students are enrolled part time
- 84% of students are ethnic minorities
- 55% of students worry about paying for school
- 65% of students would not have enough money to cover an emergency
- Over 50% of students reported housing and food insecurity
- Students reported not using many of the services available such as career counseling, tutoring, childcare, advising, and financial aid advising.

Based on the student data information, participants were asked during the session to submit QEP theme suggestions through Slido to support student success. The submissions fell into the five following categories:

- Culture of Caring and Belonging
- Wellness and Resilience
- Enhance Readiness Skills
- Engagement and Resources
- Miscellaneous Statements

All the electronic submissions and their categorization are in **Appendix C_G2GQEPTopics**. Placing the responses in a real-time word cloud format helped participants visualize the ideas for possible QEP topics. Based on the Slido responses, the word *caring* and topics around a caring campus were the most popular suggestions.

Figure 7.2.a.3 Topic Suggestions Word Cloud provides a visual of the words submitted. The larger the word size, the more times the word or phrase was selected.  The term *caring* was larger in size than the other words submitted to the Slido discussion.

**Figure 7.2.a.3: Topic Suggestions Word Cloud**



The topic Slido submissions align well with other work occurring at the college, to address the needs of students. specifically aligning well with the philosophy regarding the college's first-year experience program.

**Campus Input**

The QEP topic of Culture of Caring and Belonging: Developing FAMILIA selection process came out of institutional planning and received college-wide support through a town hall meeting; however, this need emerged organically from the First Year Experience (FYE) program and student surveys. Moreover, the term FAMILIA may be newly introduced as a guiding acronym, but the values it represents—collectivism, interdependence, resilience, and care—have long

existed at the heart of St. Philip's College. FAMILIA offers us a way to codify and elevate these lived values as a cultural framework for belonging. It affirms that who we are has always been a source of strength, and now we are choosing to center that strength in our student success strategy.

**Student Surveys**

Since 2020, the FYE program at St. Philip's College has surveyed all FTIC students at the beginning and end of the academic year to gather data on this student population. A five point Likert-scale student connectedness surveys are sent out to all FTIC students across the college, not just students enrolled in the FYE program. The survey response uses a scale of strongly connected, somewhat connected, not very connected, or not connected at all. The full results of the 2020-2025 surveys are available in Appendix H_FTICSurveys.

Figure 7.2.a.4 FTIC Survey Results for Connectedness, 2020-2025 highlights the number of students who responded to the survey in the Fall and Spring semesters between 2020-2025. Each survey, except for Spring 2025, asked FTIC students to respond to the question "Are you feeling part of or connected to the campus community?"

**Figure 7.2.a.4: FTIC Survey Results for Connectedness, 2020-2025**

| Academic Year | Number of Fall Respondents | Percentage Reported Not Feeling Connected at the Beginning of the Year | Number of Spring Respondents | Percentage Reported Not Feeling Connected at the End of the Year |
|---|---|---|---|---|
| 2020-2021 | 78 | 20% | 50 | 18% |
| 2021-2022 | 70 | 19% | 68 | 13% |
| 2022-2023 | 76 | 17% | 34 | 12% |
| 2023-2024 | 100 | 12% | 54 | 5% |
| 2024-2025 | 164 | 13% | 135 | NA |

In Spring 2025, the survey question about connection and belonging was broken into four different components of connectedness and belonging: campus, connections to other students, connections to faculty or staff, and feeling valued at St. Philip's College. FTIC students were asked to respond to these survey questions using the scale of strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree. Figure 7.2.a.5 (Spring 2025 FTIC Survey Results for Connectedness) provides the results and demonstrates areas for improvement to support a sense of belonging.

**Figure 7.2.a.5: Spring 2025 FTIC Survey Results for Connectedness**

| Survey Statement | Percentage Reported Neither Agree nor Disagree, Disagree, or Strongly Disagree |
|---|---|
| I feel like I belong at SPC. | 6% |
| I have built meaningful connections with other students. | 28% |
| There is at least one faculty or staff member I feel comfortable going to for support. | 12% |
| I feel seen, heard, and valued on this campus. | 19% |

The results of the FTIC surveys indicate the need to improve opportunities for connection and fostering belongingness for students. While participation in these surveys is low compared to the larger number of FTIC at St. Philip's College, this information is telling especially in conjunction with the data from other institutional surveys. For example, the Fall 2024 Trellis Financial Wellness survey reported that 58% of students at St. Philip's College always or sometimes feel lonely (Appendix G_TrellisSurveys). This data point along with insecurity around finances, food, and shelter validate the need to cultivate FAMILIA to support student success. Figure 7.2.a.6 (2024 Trellis Financial Wellness Results) provides the infographic of the most recent financial wellness survey data.

**Figure 7.2.a.6: 2024 Trellis Financial Wellness Results**
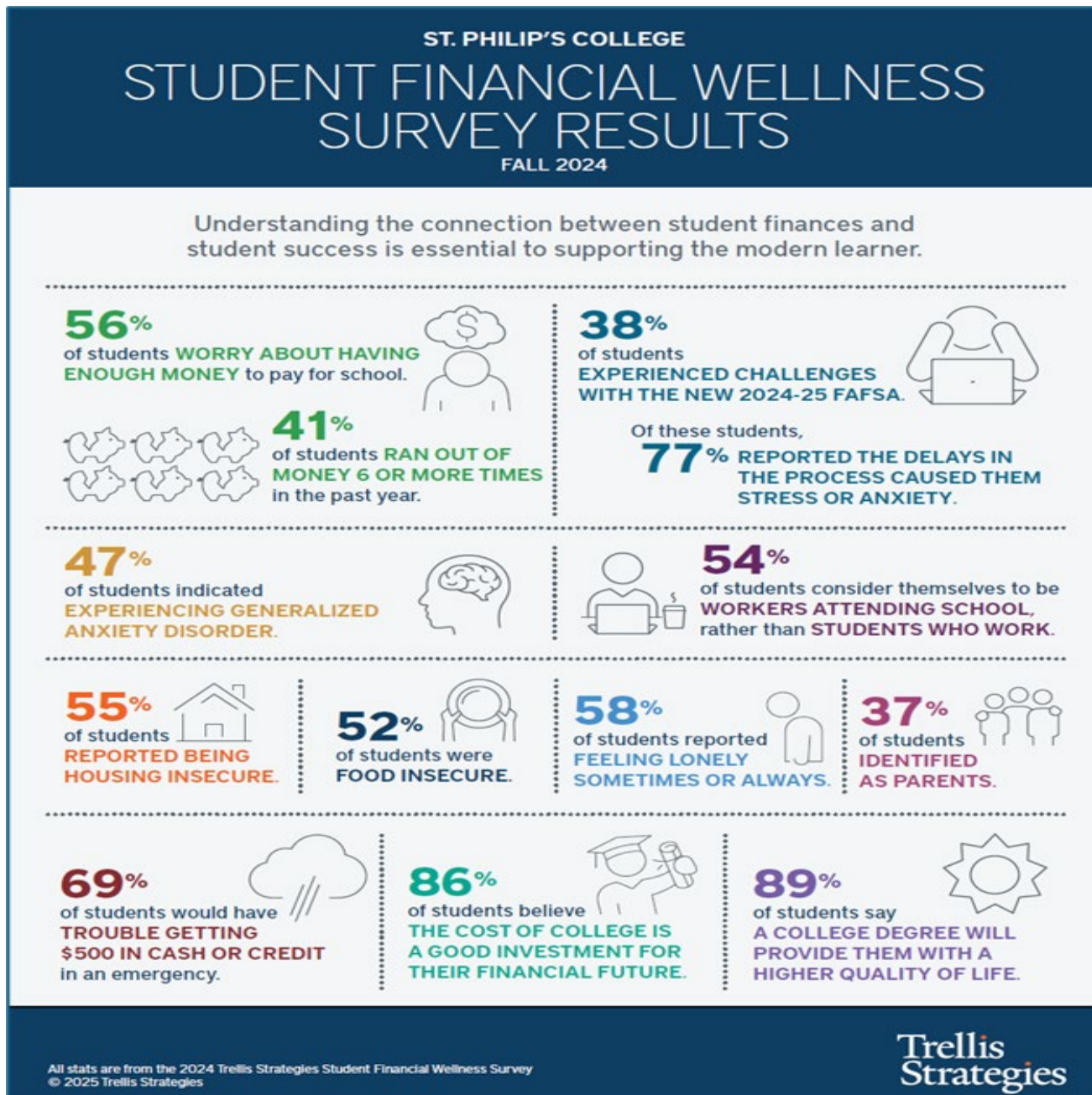
**Town Hall Meeting**

During a May 2024 Town Hall meeting, the new institutional priorities were shared with the campus along with the QEP themes for consideration. The campus attendees were asked to vote for one of the thematic ideas that emerged from the 2024 Good to Great strategic planning sessions to serve as the focus of the QEP.

The four emergent themes from the Good to Great planning sessions were further refined for presenting to the faculty and staff of the entire college in a Town Hall meeting in May 2024 (Appendix D_QEPTownhall, Appendix E_QEPThemes). Three hundred and four members of the faculty and staff attended the May Town Hall meeting. Attendees voted electronically using a Slido quick poll. Twohundred and eight participants voted in the first poll at the town hall meeting and 207 in the second poll during the Town Hall.

The following thematic ideas were presented to the campus for input and voting.

1. **Culture of Caring and Belonging**

Aligns with the strategic priority of Build a Campus Culture of Belonging. A Caring Culture celebrates the collective practice of care in unconventional and revolutionary ways. Care is an essential, practical, and immediate way to influence belonging (Bissell & Fischer, 2022). A Culture of Belonging refers to an environment where individuals (employees and students) feel safe, valued and included. An environment where individual differences are celebrated rather than victimized (Ferrera, 2023).

2. **Wellness and Resilience**

Refers to the interplay of the biological aspects of an individual with their psychological, social and cultural factors. These factors directly influence the complexity and uniqueness of each person. Wellness is a state of being and may refer to physical, emotional, spiritual, intellectual, social and financial wellness. Resilience comprises the behaviors, opinions and activities that endorse wellbeing and mental health. The purpose of the topic could be to provide students with tools and resources that may influence their personal and academic goals.

3. **Enhance Student Transferable Skills**

Transferable skills are those skills used in every job no matter the title or industry. Some transferable skills are hard skills or technical skills while others are soft skills like communication, teamwork or relationship building. Focusing on transferable skills may influence a student's effectiveness in professional settings (Coursera Staff, 2024).
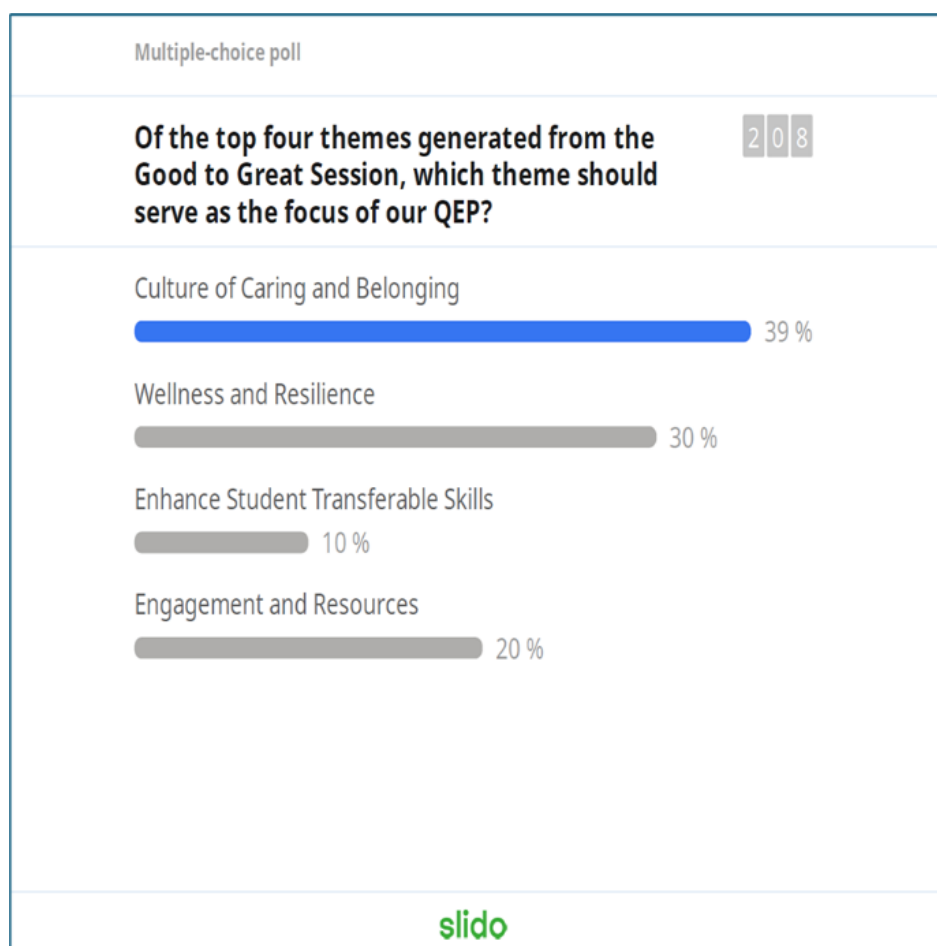
4. **Engagement and Resources**

Student engagement considers the level and quality of encouragement, support, collaborative learning, and interpersonal communication students experience during the student life cycle, from the moment of initial awareness to eventual

degree completion. Investing in proactive resources (academic, mental, social and physical resources) provide the foundation of the student experience and nurture the student.

Figure 7.2.a.7 (QEP Theme Townhall Vote) shows 208 of the 304 attendees cast a vote in the poll. Of the 208, 39% supported the topic Culture of Caring and Belonging over the other options.

**Figure 7.2.a.7: QEP Theme Townhall Vote**



Multiple-choice poll

Of the top four themes generated from the Good to Great Session, which theme should serve as the focus of our QEP?

208

Culture of Caring and Belonging
39 %

Wellness and Resilience
30 %

Enhance Student Transferable Skills
10 %

Engagement and Resources
20 %

slido

To ensure the College community had additional input on the QEP topic, a follow-up poll was conducted after the results of the first poll were shared in the webinar. The attendees of the Town Hall were asked to vote over Slido for which aspect of culture of caring and belonging should be the focus for the QEP. Figure 7.2.a.8 (The QEP Town Hall Follow-up Poll) shows the follow-up question asked of the participants. The results of the poll were 139 out of 207 voters (67%)

supported focusing on communication strategies and building a culture of support, and cultivating a culture of caring and belonging – developing FAMILIA.

**Figure 7.2.a.8: QEP Town Hall Follow-up Poll**

Multiple-choice poll

**For Culture of Caring, which area should the college focus on?**  2 0 7

Focus on caring campus strategies we can use to connect with each other across the campus and focus on positive communication strategies and a culture of support. We could title it Culture of Care.

67 %

Increasing student agency in a caring campus environment

8 %

The strategic implementation of caring campus to facilitate and ensure student success from the first day of class to graduation

26 %

slido

The results from the May 2024 Town Hall meeting solidified the topic selection for the QEP to link to a Culture of Caring and Belonging (Appendix F_QEPTownhallPoll). With the selection of the QEP topic selected, the next step in the process was to form a QEP think tank to take the topic of a culture of caring and belonging and craft clear objectives aligned with the topic.

**QEP Think Tank**

The QEP think tank meetings included representation from different departments across the college. These members of faculty and staff came together to brainstorm how to move the QEP topic of a caring campus forward. The think tank was tasked with

- identifying where there are gaps in St. Philip's College being a culture of caring and belonging,
- determining measures and tools to track growth and continuous improvement plans, and
- finalizing the objectives and strategies of the QEP.

**Figure 7.2.a.9: QEP Think Tank Representation**

| Think Tank Member | Title | Department |
|---|---|---|
| Andres Arrendondo | Dean for Student Success, Enrollment Management | Student Success |
| Anthony Broderick | Assistant Professor | Transportation Manufacturing Technologies |
| Elizabeth Castillo | Director of Student Success | Student Success |
| Mary Gentry | Interim Chair/Associate Professor | Health Sciences |
| Marsha Hall | Dean of Performance Excellence | Institutional Planning, Research, & Effectiveness |
| Diane Hester | Assistant Professor | Communications & Learning |
| George Johnson | Vice President for College Services | College Services |
| Juan Morales | Instructor | Automotive Technology |
| Tommy Morris | Dean for Student Success, Educational Support Services | Student Success |
| Anna Saulsbury-Molina | Coordinator of Measurement & Evaluation | Institutional Planning, Research, & Effectiveness |
| Wesley Wells | Vice President for Student Success | Student Success |
| Carla Zamora | IT Data Analyst | Institutional Planning, Research, & Effectiveness |
| Steven Zuniga | Data Analyst | Student Success |

The meeting minutes and communication between this group are available in Appendix I_QEPThinkTank with the most recent meeting notes from January 2025-May 2025 presented in inverse order, from latest to earliest. Members of the think tank included representation from student success, academics, and college services. The participants are listed in Figure 7.2.a.9 (QEP Think Tank Representation) with their titles and department. Collaboration during these meetings

was through the Whiteboard feature in Zoom. A PDF with all the frames used to guide the conversations is available at Appendix J_QEPTTWhiteBoard.

To complete these tasks, the brainstorming in the think tank sessions began with a review of a historical resiliency study conducted at the College during the Fall 2017, Spring 2018, and Fall 2018 semesters (Appendix K_SPCResiliencyStudy). This study came out of a class project and involved student researchers. The study looked at traumatic experiences, grade point averages, and course completion for first time in college (FTIC) students. The findings indicated a shared characteristics across St. Philip's College with the majority of FTIC students reporting an adverse childhood experience.

The model, shown in Figure 7.2.a.10 (St. Philip's College Resiliency Model), developed based on the study includes belongingness as a vital component of resiliency.

**Figure 7.2.a.10: St. Philip's College Resiliency Model**
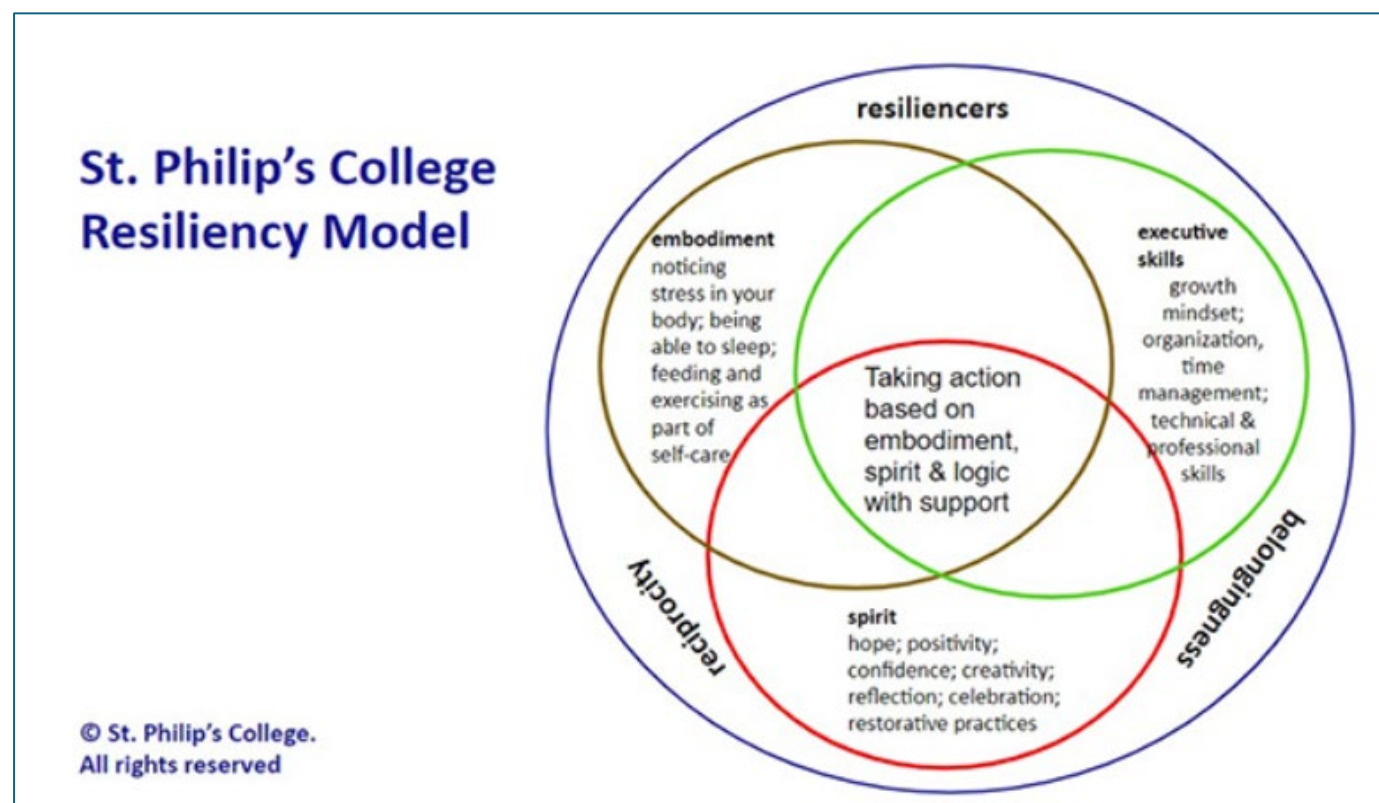


The 2017-2018 Resiliency study served as a catalyst at the College, informing student support services. The findings of this study along with the results of the last five years of Trellis Financial Wellness surveys indicate that students at St.

Philip's College have faced and often continue to encounter hardship (Appendix G_TrellisSurveys). Based on the study data, the think tank members believed that if we targeted improving belongingness on campus, then students may become more resilient and persist in their college career, which would lead to a higher retention and transfer rate.

One area on campus that has worked diligently to create a safe space and community for students to increase persistence is the First Year Experience (FYE) program at St. Philip's College (Appendix L_SPCFYE). Students in the FYE pilot program in 2023-24 had a higher persistence rate than the overall FTIC persistence rate for the college. The think tank members crafted objectives around the campus-endorsed QEP topic to expand the efforts and success of the FYE program.

**Literature Review**

The discussions from the QEP think tank, the Good to Great Planning Session, and the Town Hall were all based on research supporting the importance of belonging on student success outcomes. Belonging is a fundamental need and drives human motivation (Baumeister & Leary, 1995; Strayhorn, 2019; Cohen, 2022). Having a sense of belonging is essential to cognitive health and positive outcomes for individuals (Baumeister & Leary, 1995). And tied to belonging, building campus connection is also critical to student success (Felten & Lambert, 2020; Miranda, Artze-Vega, Lambert, & Felten, 2023).

The concept of belonging is not new despite the recent increasing awareness of the need for belonging across many different aspects of the human experience, particularly at universities and colleges and the focus on relationship-rich education (Felten & Lambert, 2020; Miranda, Artze-Vega, Lambert, & Felten, 2023). Psychologists traced the discussion of the need to belong back to Maslow's motivational theory and his hierarchy of needs (Strayhorn, 2019; Cohen, 2022). Cultivating belonging supports behavioral change and outcomes. Psychological research highlights that belonging is "a perception that's continually being re-created anew in every situation" (Cohen, 2022, p.26). Belonging is not static. An individual's sense of belonging changes across environments, time, and space. Barriers to an individual's or group's sense of belonging affect motivation.

The perception of belonging often changes depending on a person's environment. such as family, school, or other activities. The concept of belonging is not new despite the recent increasing awareness of the need for belonging across many different aspects of the human experience, particularly at universities and colleges and relationship-rich education Felten & Lambert, 2020; Miranda, Artze-Vega, Lambert, & Felten, 2023).The components that contribute to a student's feeling of belonging and the strategies to promote a sense of belonging in higher education are most critical to support student success and student motivation to complete their course of study. Despite the fluidity of belonging, it is an essential element that drives the possibility for students to achieve success (Cohen, 2022).

**Sense of Belonging Defined**

The focus of our QEP  is specifically centered on a basic human desire for belonging in higher education. Therefore, this report relies on the following definition from Strayhorn (2019).

In terms of college, sense of belonging refers to students' perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the campus community or others on campus such as faculty, staff, and peers (p.4).

Strayhorn's 2019 definition hinged on the perception of students' lived experience. Consequently, the importance of generating belonging in a college setting is building connections with students that positively shape their lived experiences. The amount of programming and different supports offered at a college do not necessarily directly increase the sense of belonging at the institution because the students' lived experiences are not necessarily programmatically generated. Rather, based on Strayhorn's 2019 definition, students need to feel like they matter as an integral member of a community.

**Components of Belonging**

Belongingness is a human need that varies from person to person; moreover, belongingness can change or vary over time. Cohen (2022); Strayhorn (2019), and Baumeister and Leary (1995) offered characteristics surrounding a sense of belonging beyond the essential nature of the concept. In the literature, belonging influences behavior (Cohen, 2022; Fogg, 2009; Slaten, Wiedermann, Willams, & Sebastian, 2025; Strayhorn, 2019). The literature further indicated that a sense of belonging is also fragile in nature (Cohen, 2022). The complex nature of belonging allows for the intervention of outside reasons or forces to change the degree to which an individual experiences belonging.

The literature indicated that one's belongingness affects identity, and results in positive outcomes wherever belongingness exists in an institution (Strayhorn, 2019). On a college campus, belongingness can come and go easily depending on a person's environmental and situational factors. Therefore, belongingness, just as with other human needs, is situational and often interpersonal in nature.

A sense of belongingness' effect on student motivation connects to the Fogg Behavior Model used at the Stanford University Behavior Design Lab. The Fogg model posited that elements of motivation, ability, and a prompt will overlap either to produce a behavior or result in a lack of action (Fogg, 2009). The Fogg model forms the basis for the St. Philip's College First Year Experience (FYE) Model for student success. Using Fogg's 2009 model in collaboration with other available tools on our campus, we want to study whether promoting a sense of belonging could result in positive outcomes with regard to student success, defined as retention to graduation or receiving a certificate. Using the FYE Model as a basis for the St. Philip's QEP provides a working platform from which to build across the institution. The FYE Model creates a point of connection, induction, experience and support, and finally celebration to support the converging of motivation and ability to prompt student success.

**Strategies to Promote Belonging**

Efforts to prioritize and encourage a sense of belonging among college students varies across different institutions and student populations. Recently, the literature noted higher education institutions have created positions specifically regarding belonging (Lu, 2023). Other opportunities to support belongingness include utilizing campus organizations,

strategic instructional practices, and fostering interpersonal interactions among individuals on campus or in online spaces (Cohen 2022, Strayhorn 2019).

In 2020, a practice brief sponsored by American Talent Initiative, The Aspen Institute's College Excellence Program, and ITHAKA S+R was published to support higher education teaching and learning during the pandemic. The recommendations presented in the brief are based on decades of research on a sense of belongingness. The ideas for teaching and learning during the pandemic are still relevant in 2025, especially as St. Philip's College offers courses in multiple modalities, offering instruction in person, online, and HyFlex (Beauchamp, Schwartz, & Piscacreta, 2020).

The seven recommended practices outlined in Beauchamp, Schwartz, and Piscareta's 2020 brief align with Maslow's hierarchy of needs and Strayhorn (2019). The seven practices are:

1. Basic needs of students must be met. Students cannot be successful if they are worried about food, shelter, health, or clothing.
2. Students should be informed through various communication systems. Communication needs to go to students through multiple platforms.
3. Utilize peer mentors and student leaders to foster a sense of community. If students are connected to each other, that promotes belongingness.
4. Provide students with opportunities to share experiences and follow up with appropriate support. Listen to students but also respond to them so that they feel heard.
5. Reach out to parents and families to offer resources to support students. Students do not operate in isolation and often have a larger community network.
6. Expand interaction with students to ensure decisions are student-focused. All decisions should be focused on students and students should be part of those decisions.
7. Show care and compassion – interpersonal interactions are critical. People know if you do not care and will respond accordingly.

These practices also support the idea of fostering family culture at higher education institutions. HBCUs often function as a family (Brooks & Allen, 2016; Johnson & Jackson, 2024; Williams et al, 2021). Johnson and Jackson (2024) in their study of HBCU culture even reported findings of mothering, meaning faculty and staff members often played parental roles to individual students during their academic career and beyond. The research supports the idea that HBCUs have an established foundation to cultivate a sense of belonging and family within their institution.

Hispanic-Serving Community Colleges are in a unique position to build on the family and community framework to support the success of Latino/a/x students (Doran, 2023). Expanded notions of family enter into higher education contexts for undergraduate Latino/a/x students through the concept of familismo that supports students' sense of belonging and success (Consoli et al., 2015; Gonzales, 2019; López el al., 2019). Sáenz et al. (2018, p.46) draw on the cultural capital work of Bourdieu (1986) and offer this definition of familismo

the concept of familismo refers to family members' influence and the role of family as social capital; it serves as a source of strength and pride. Social capital represents networks of resources and people that provide physical and emotional support. They are either friends on campus, community members, or mentors.

As a Historically Black College and Hispanic Serving Institution, St. Philip's College is in a unique position to use the scholarship around belonging and family found at both HBCUs and HSI institutions as a guide for developing FAMILIA, the St. Philip's College QEP for fostering a culture of caring and belongingness in support of student success. Moreover, the St. Philip's QEP topic builds upon other successful models of student success that foster mentorship and empower students, such as the Puente Model utilized in California community colleges.

Even though the theme of belonging has become popularized, the literature has demonstrated that belonging is an essential human need. Wanting to belong is not a fad. For students attending an HBCU/HSI, belonging is a topic and aspect of life that is important for the college to invest in to support student success.

## 7.2.b Broad-based Support

The development and implementation of the QEP: Culture of Caring and Belonging: Developing FAMILIA has received extensive support from various constituencies, including faculty, staff, students, and community stakeholders. Eleven community partners were included in the April 2024 Good to Great Planning session that informed the QEP topic, along with 12 current or former students, 35 staff (a cross representation of student success, academic success and college services), 17 faculty, and 10 administrators. The May 2024 Town Hall meeting also gathered input from across the college.

**Leadership Support and Strategic Plan Alignment**

The May 2025 Good to Great session continued to serve as a critical forum for discussing and aligning the College's strategic objectives with the QEP. Participants included 10 student representatives, 2 community members, and 60 college employees. The May 2025 session opened by asking attendees to provide a word they associated with student success.

Figure 7.2.b.1 (Student Success Word Cloud from Good to Great May 2025) provides the word cloud generated with the participants responses. The word cloud result demonstrates the commitment of stakeholders in student success.

**Figure 7.2.b.1: Student Success Word Cloud from Good to Great May 2025**

When asked what word came to mind thinking about student success, the dominant responses were support and completion. After an overview of the current state of the college and a discussion of the strategic plan, the refined QEP topic with the objectives developed by the QEP think tank was shared with attendees for feedback. The QEP topic was presented as part of the strategy to improve persistence rates as shown in Figure 7.2.b.2 Good to Great May 2025 as Strategic Goal #3.

**Figure 7.2.b.2: Good to Great May 2025 Strategic Goal #3**



The slides from this planning session along with feedback from attendees are located in Appendix M_G2GQEPMay2025. Discuss how FAMILIA connects with Strategic Goal 3 in the meeting.

Participants provided possible challenges and opportunities with the topic of FAMILIA. The challenges fell into five categories with most responses focused on the challenge of getting support and buy-in across the college.

1. Support/Buy-in
2. Logistical Barriers
3. Connection Barriers
4. None (no challenges)
5. Time

Attendees also offered opportunities for success with the topic. These responses fit into three categories.

1. Community/Community Building
2. Supporting the Mission/Growth
3. Vague or Miscellaneous responses

Most of the opportunity comments were very positive and saw the benefit that can come from this QEP topic. All of the responses and the categorization of the responses are available for review at the end of Appendix M_G2GQEPMay2025.

**Tiger Nation Family**

With Tiger Nation Family Day as a cornerstone, St. Philip's College is well-positioned to launch and grow the QEP FAMILIA initiative. Previously Tiger Nation Family Day was called new student convocation, but the name was changed about seven years ago. Tiger Nation Family Day is about making new students and their immediate families feel welcome along with providing activities and information about St. Philip's College for the whole family.

Figure 7.2.b.3 (Tiger Nation Family Day) provides information from the website about the event and why students should come. The full website dedicated to this new student event is in Appendix N_SPCTNFD.

**Figure 7.2.b.3: Tiger Nation Family Day**

## Why You Shouldn't Miss Tiger Nation Family Day!

Kick off your college journey with Tiger Nation Family Day, a beloved tradition at our SPC! It's an experience you won't want to miss. Designed to welcome new first-time students, transfer students, and their families, this event is packed with opportunities to connect, learn, and have fun. Join us the Saturday before classes begin to get a head start on your college adventure.

## Why Attend?

**Get Ahead:**      X

- **Meet the President:** Start the day with an inspiring welcome from our college president.
- **Engaging Speakers:** Hear from distinguished faculty and student leaders.
- **Informative Sessions:** Attend information sessions to learn about campus resources, student services, and academic programs.

**Connect and Network:**      X

- **Meet New Friends:** Connect with fellow students who are also starting their journey.
- **Family Fun:** Bring your family along to experience the campus and meet the community.
- **Campus Tours:** Get familiar with your new home through guided tours of our campuses.

**Have Fun:**      X

- **Games and Activities:** Enjoy a variety of games and activities designed for all ages.
- **Exciting Prizes:** Win fantastic prizes, including iPads, laptops, and $500 scholarships
- **Delicious BBQ:** Savor a mouth-watering BBQ lunch with new friends.

Tiger Nation Family Day is separate from new student orientation that is focused on welcoming new students and their families to St. Philip's College. Tiger Nation Family Day activities include a convocation ceremony, information sessions, campus tours, student group expos, campus job fair, and a dinner.

Based on the survey from the Spring 2025 (N=56),Tiger Nation Family Day participants felt well prepared for their first day of class. Students shared the following comments in a survey where participants were asked a question of what made this event so helpful.

- All the right information and the time they made to answer questions.
- My questions/concerns were addressed before I had to ask.
- They answered all the questions I needed so I won't be lost in classes.

The majority of survey respondents noted that the information shared during the event was very helpful. The survey also asked students if they felt like they knew a person that they could contact if they needed help. Fifty of the 52 respondents indicated they knew at least one person they could contact for help as shown in Figure 7.2.b.4 (Tiger Nation Family Day Spring 2025 Survey Question).

**Figure 7.2.b.4: Tiger Nation Family Day Spring 2025 Survey Question**
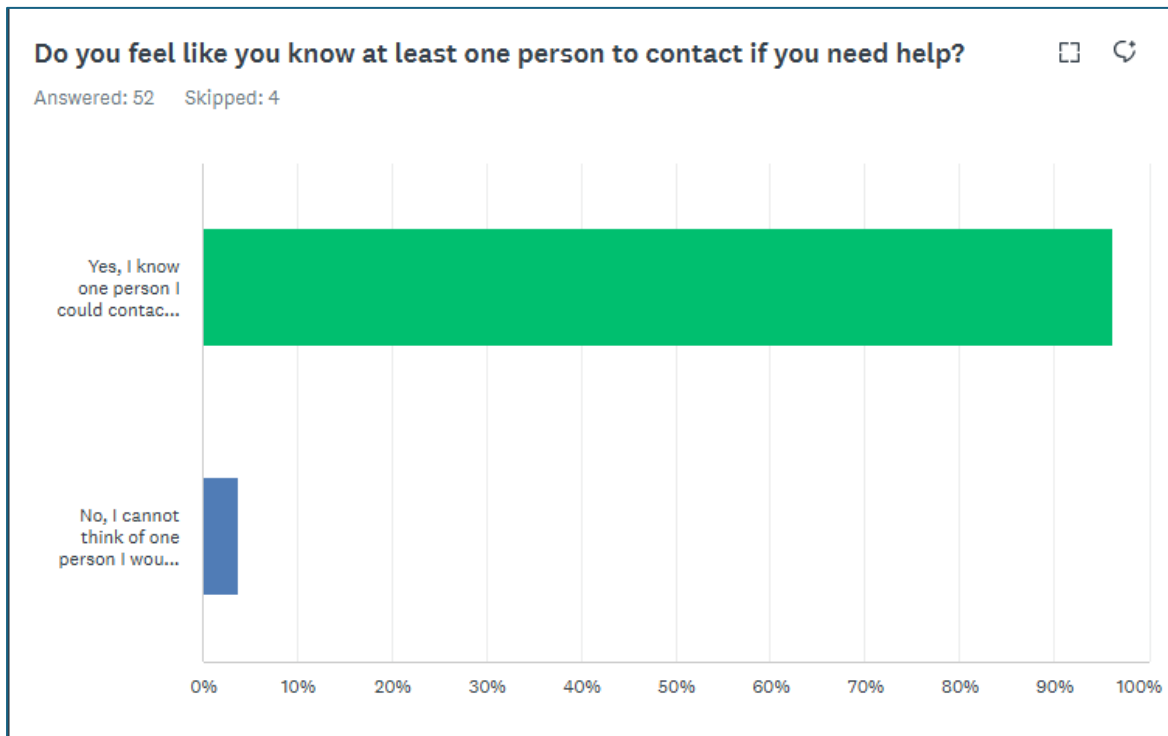
The QEP topic of FAMILIA builds on the foundation of the work around the First Year Experience program and Tiger Nation Family Day, to establish a cross-College family that is not siloed in by a single program or group. This QEP topic helps create a cohesive family atmosphere where all faculty, staff, and students are working together as part of one cohesive FAMILIA. By aligning with and augmenting existing student success structures, the QEP avoids duplication of services and ensures coherence across institutional efforts. The initiatives under the QEP integrate with the College's strategic priorities, ensuring that new programming builds upon and strengthens ongoing student success work rather than operating in isolation.

**Student Support**

Each time Dr. Jen Osborne teaches ENGL 1302 Composition II, she provides undergraduates the opportunity to engage in action-based research by having them conduct their own studies as part of the course. In Spring 2025, Dr. Osborne's Composition II class conducted a study to examine the QEP topic of belongingness at the student level. Students hypothesized different aspects of campus that contributed how individuals felt like they belonged at St. Philip's College.

The culminating study was entitled "Baseline Belongingness & Connectedness of SPC Students." The full report of their research study is available in Appendix O_CompIIMay2025Report. In the students' research report, the students outlined their research process, the model of belongingness they built as a hypothesis, the development of a survey to measure belongingness on campus, the results of the survey, and an updated model of belongingness based on the survey results.

Figure 7.2.b.5 (Student Developed Model of Belongingness) shows the students' original thoughts.

**Figure 7.2.b.5: Student Developed Model of Belongingness**



## Our (starting) Model of Belongingness

*Math World*

*Turbon Center (HS students)*

*Rec Center*

**Having support**
- Academic
- Mentoring (not assigned)
- Available advisors

**Shared personal values**

**Feeling welcomed**

**Student satisfaction:** feeling comfortable enough to ask for change/improvements
- Academic
- Emotional

**Feeling valued**
- Opinions are accepted
- Can be yourself

**Belongingness & connection**

**Acceptance**
- emotional

**Feeling Included**
- Communities
- Cultural groups
- Sports

**Feeling essential**

*Work Study/employed as staff*

In the starting model, students hypothesized the places at the college that contributed to students feeling a sense of belonging. These places included Math World, a tutoring center; the Turbon Center, a student life building; the Rec Center; Work Study locations; or places that employed students. The student model also outlines factors that the student researchers felt contributed to belongingness. After gathering and analyzing data, the model was updated to incorporate the findings from the survey.

The revised model includes three different layers Figure 7.2.b.6 (Student Research Presentation) highlights one of the student researchers sharing out the first piece of the updated model that they developed based on the findings of the study.

**Figure 7.2.b.6: Student Research Presentation**
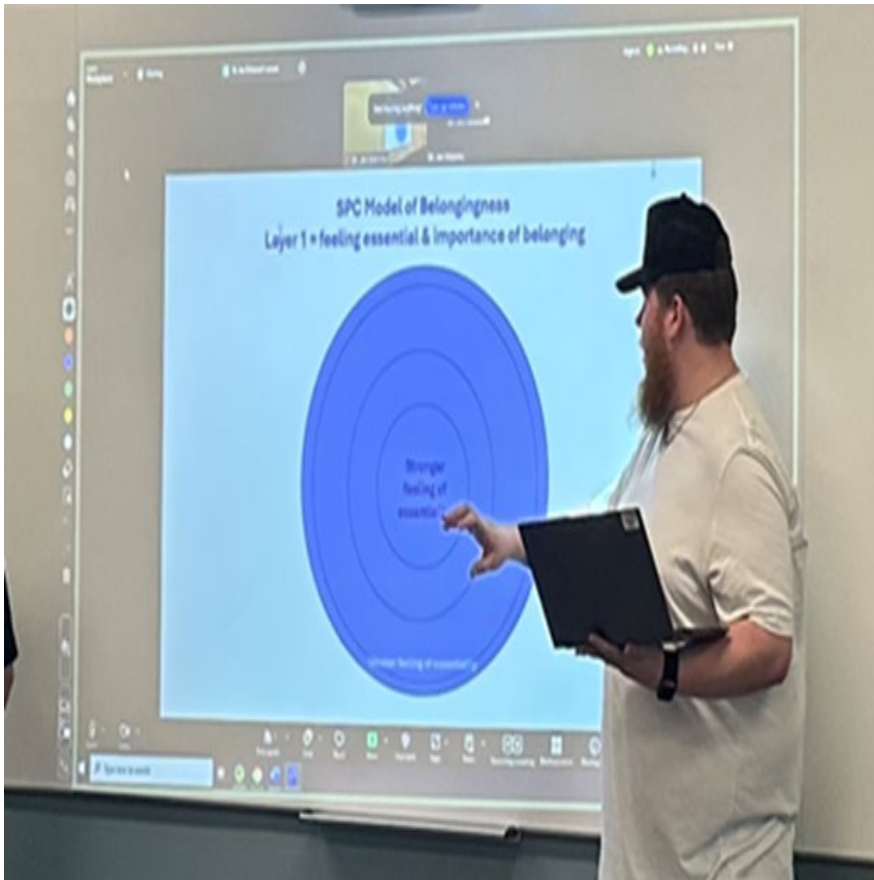


The enhanced model developed by the student researchers after conducting the study consisted of three layers.

1. The first layer is a circular scale that measures how essential an individual feels within the College community. The idea is that the more essential a student feels, the greater the sense of belonging they feel.
2. The second layer shows the different variables that contribute to the feeling of essentiality which include academics, emotions, community, finances, distances traveled to the College, and modality of courses.
3. The final layer of the model calls out the different places at the College where students feel they belong based on the results of the survey.

Figure 7.2.b.7 (St. Philip's College Model of Belongingness) illustrates the enhanced model the student researchers created based on their analysis of the survey results.

**Figure 7.2.b.7: St. Philip's College Model of Belongingness (Spring 2025)**
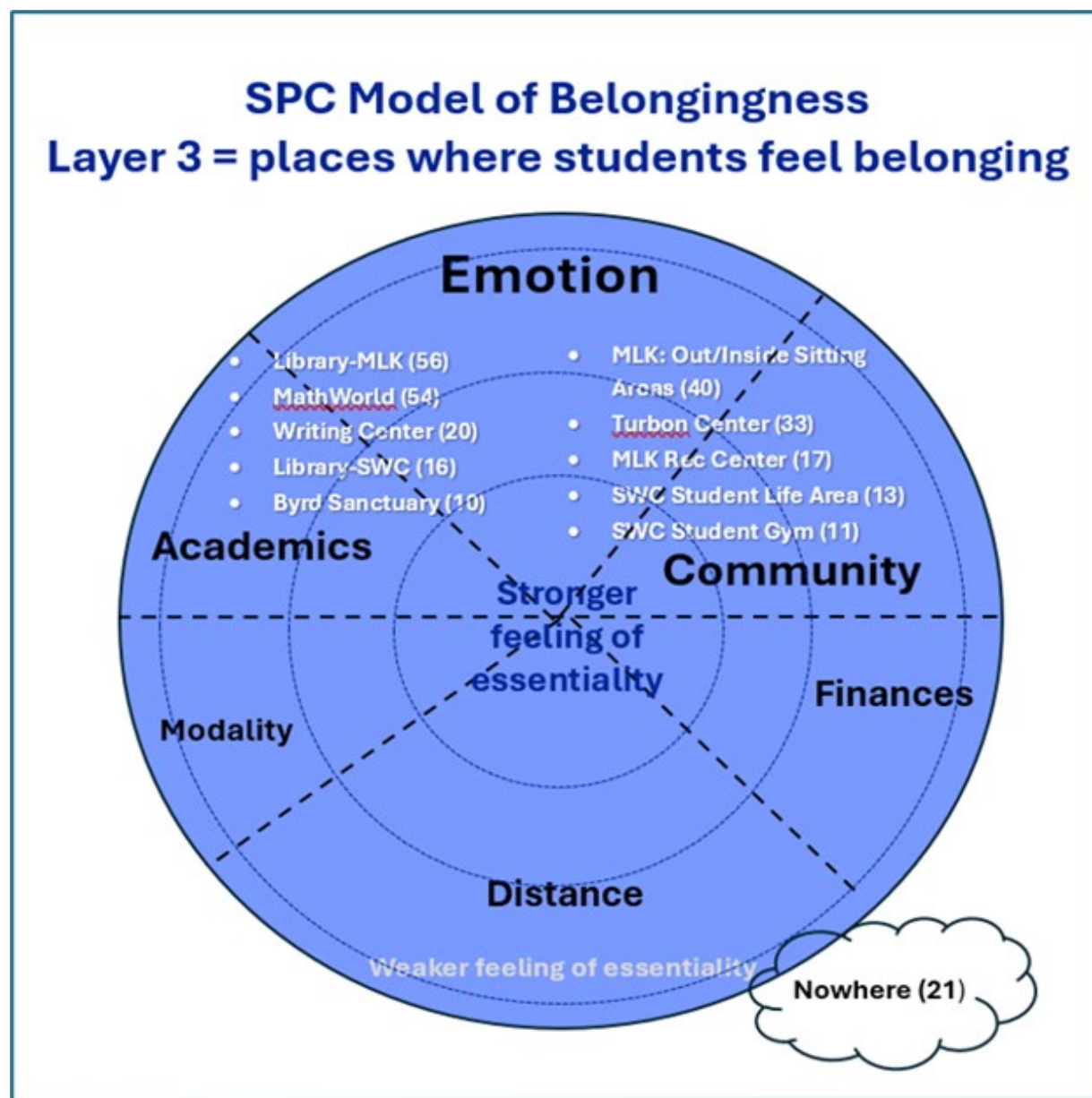


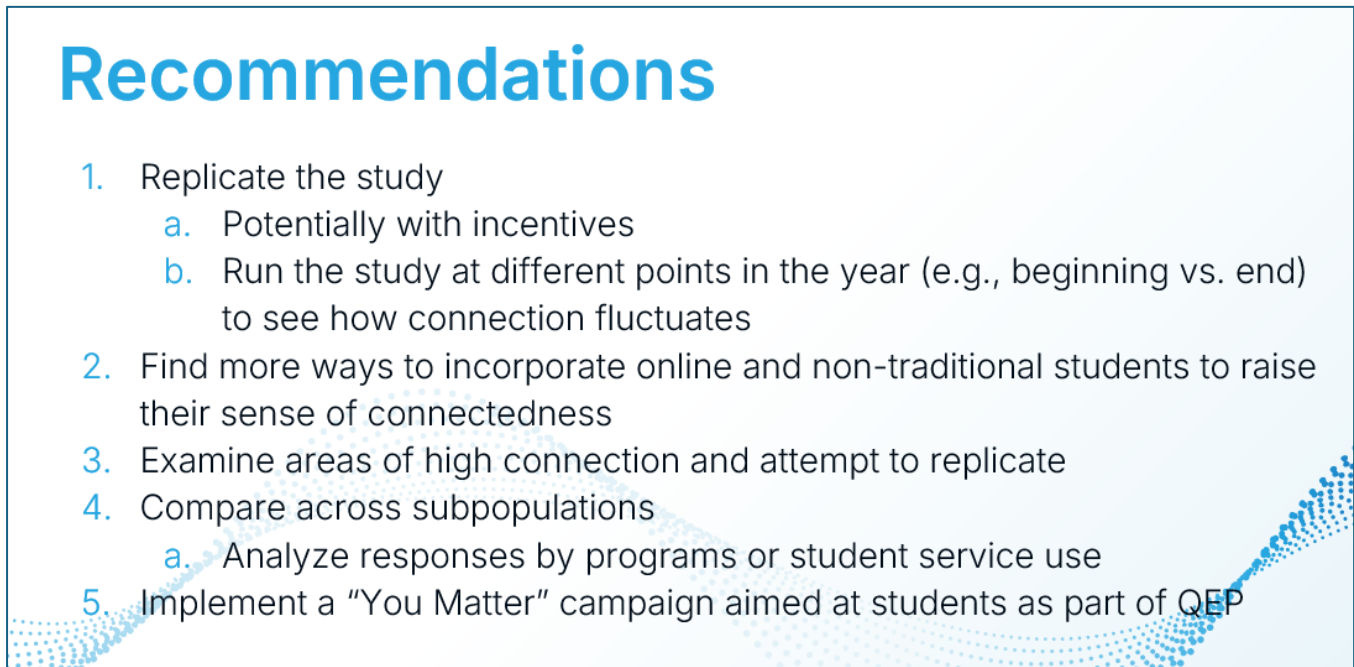The dedication of the student researchers and their excitement in sharing their study with others demonstrates the need for expanding efforts to support students and to create a culture of caring and belonging by developing FAMILIA.

Student interest in the need to generate belonging is also apparent in the recommendations from the study shown in Figure 7.2.b.8 (Student Researcher Recommendations)

**Figure 7.2.b.8: Student Researcher Recommendations**



# Recommendations

1. Replicate the study
   a. Potentially with incentives
   b. Run the study at different points in the year (e.g., beginning vs. end) to see how connection fluctuates
2. Find more ways to incorporate online and non-traditional students to raise their sense of connectedness
3. Examine areas of high connection and attempt to replicate
4. Compare across subpopulations
   a. Analyze responses by programs or student service use
5. Implement a "You Matter" campaign aimed at students as part of QEP

The investment of these students in the topic of belonging demonstrates the support and importance of this topic. The QEP will continue to incorporate students over the next five years as it launches and grows. As the QEP Think Tank continues to meet and expand to include subcommittees in the implementation of the plan, these committees will also include students.

## 7.2.c Focus on Improving Student Success

The selected QEP topic, Culture of Caring and Belonging: Developing FAMILIA (Family, Acceptance, Mentoring, Inspiration, Learning, Interconnection, Advancement) aims to improve student success by enhancing a culture of caring and belonging across the St. Philip's College community. The objective is to foster a sense of belonging through (a) enhancing our current systems of student support and increasing awareness for all students, (b) building connections and communication through student programming and activities, and (c) improving professional development opportunities to provide faculty and staff training specifically in poverty and trauma. With the ultimate aim for students to have a sense of belonging, the goal of the QEP is to create a culture of caring and belonging to support student success at St. Philip's College.

**Baseline Data for Belongingness**

The QEP will expand current strategies aligned with the survey data discussed in 7.2.a and the findings of student researchers' campus-wide study discussed in 7.2.b. The focus areas were informed by data in the St. Philip's Scorecard to address areas of growth (Appendix P_Scorecard). The scorecard is divided into three sections to align with the three strategic objectives in the strategic plan.

1. Student Success: Provide academic and student support and align labor market-based pathways to achieve student completion.
2. Leadership: Provide opportunities for St. Philip's College students and employees to develop as leaders.
3. Performance Excellence: Continuously improve our employee, financial, technological, physical and other capacities to enhance efficiency and effectiveness.

The first two sections of the scorecard are most relevant to the QEP. Figure 7.2.c.1 (Student Success Scorecard) shows the priorities aligned to the first strategic objective. The priority within student success is to streamline enrollment and recruitment processes. There are four Key Performance Indicators (KPIs) as part of this priority in the scorecard: enrollment, graduation rates, degrees and certificates awarded, and persistence rate. Each of these KPIs align with the core competencies as outlined in the College's strategic plan provided in Appendix Q_StrategicPlan.

**Figure 7.2.c.1: Student Success Scorecard**

| Objective #1: Student Success | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | **Results** | | | ***Future Targets*** | | |
| Priority | **#** | **KPI** | | **Benchmark** | **AY23** | **AY24** | **AY25** | **AY26** | **AY27** | **AY28** |
| Stream-line Enroll-ment and Recruit-ment Processes | 1.D | Enrollment | Head-count, Fall | 12,757* State Avg | 12,653 | 14,281 | 17,299 | 20,000 | 22,500 | 25,000 |
| | | | FTIC | | 1,791 | 2,527 | 3,312 | 3,856 | 4,473 | 4,920 |
| | | | Dual Credit/ECHS | | 2,712 | 2,766 | 3,415 | 3,500 | 3,570 | 3,641 |
| | | | | | **AY23** | **AY24** | **AY25** | **AY26** | **AY27** | **AY28** |
| | 1.A | Graduation Rates | 3-Yr FT, FTIC | 48.2% Western TX College | 33.0% | 35.6% | 35.6% | 36.2% | 36.5% | 36.8% |
| | | | 4-Yr FT, FTIC | 48.9% Clarendon College | 35.6% | 36.7% | 40.3% | 37.2% | 37.5% | 37.8% |

| | # | KPI | | Benchmark | AY23 | AY24 | AY25 | AY26 | AY27 | AY28 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 6-Yr FT, FTIC | 46.2 Amarillo College | 38.4% | 37.0% | 40.1% | 37.6% | 37.9% | 38.2% |
| | 1.B | Degrees and Certificates Awarded | | | AY23 | AY24 | AY25 | AY26 | AY27 | AY28 |
| | | | Number awarded | | 2,371 | 2,530 | 2,680 | 2,760 | 2,842 | 2,927 |
| | 1.C | Persistence Rate | Fall-to-Fall | 70.6% Tarrant County | 65.5% | 63.9% | 59.4% | 59.7% | 60.0% | 60.3% |

Specifically, college persistence rates have decreased since 2023 and targeting efforts to foster a culture of caring and belonging through FAMILIA is intended to directly support the institution's mission of improving student success.

Figure 7.2.c.2 (Leadership Scorecard) highlights the priorities associated with the second strategic objective around leadership. The priority within leadership is build a campus culture of belonging. There are three KPIs as part of the scorecard that correspond to institutional surveys for measurement of student engagement, overall student satisfaction, and the employee experience. These KPIs also align with the core competencies in the strategic plan.

**Figure 7.2.c.2: Leadership Scorecard**

| Priority | # | KPI | | Benchmark | Results | | | Future Targets | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | AY23 | AY24 | AY25 | AY26 | AY27 | AY28 |
| Build a Campus Culture of Belonging | 2.A | CCSSE | Student Engagement | 50.0 National Norm | ACL 50.9 SE 55.8 AC 52.3 SFI 48.3 SFL 57.9 | Assessed Bi-annually | TBD | Assessed Bi-annually | ACL 51.3 SE 56.0 AC 52.6 SFI 50.3 SFL 58.0 | Assessed Bi-annually |
| | 2.A | Ruffalo Noel Levitz | Overall Student Satisfaction | 5.55 National Average | Assessed Bi-annually | 6.06 | Assessed Bi-annually | 6.09 | Assessed Bi-annually | 6.12 |

| # | | KPI | | 59 | 62 | TBD | 63 | 64 | 65 |
|---|---|---|---|---|---|---|---|---|---|
| 2.A & 2.B | Great Places to Work | Overall Employee Experience | 89% Top 100 Best | 59 | 62 | TBD | 63 | 64 | 65 |
| | | Innovation | 65-69% GPTW - Good | 54 | 56 | TBD | 57 | 58 | 59 |

The baseline data for the QEP, Culture of Caring and Belonging: Developing FAMILIA, is also shown on this scorecard under objective 2. Future data collected from the Community College Survey of Student Engagement (CCSSE) along with the Ruffalo Noel Levitz (RNL) surveys will be measured against the results from AY23-26 to provide summative assessments of the QEP efforts. The expectation is for the results to increase incrementally with each administration of the CCSSE and RNL, specifically in the survey items associated with sense of belonging. The targets for building a Campus Culture of Belonging are outlined in Figure 7.2.16 (Baseline and Targets).

**Figure 7.2.c.3: Baseline Data and Targets**

| St. Philip's College Strategic Alignment 2024-2027 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Priority #2: Build a Campus Culture of Belonging | | | | | | | | |
| Students | | | | | | | | |
| # | KPI | | Results | | | Future Targets | | |
| | | | 2020 | 2022 | 2024 | 2026 | 2028 | 2030 |
| 2.A | RNL: Sense of Belonging | Mean Score | 6.07 | 5.56 | 6.22 | 6.25 | 6.28 | 6.31 |
| 2.A | RNL: Feel Welcome | Mean Score | 6.34 | 5.76 | 6.46 | 6.49 | 6.52 | 6.55 |
| 2.A | RNL: Responsive to Diverse Populations | Mean Score | 6.18 | 5.65 | 6.34 | 6.37 | 6.40 | 6.43 |
| 2.A | RNL: Staff Caring and Helpful | Mean Score | 6.30 | 5.71 | 6.32 | 6.35 | 6.38 | 6.41 |
| 2.A | RNL: would Enroll Again | Percentage | 81.0% | 71.0% | 82.0% | 82.3% | 82.6% | 82.9% |
| | | | Fall 2021 | Fall 2022 | Fall 2023 | Fall 2024 | Fall 2025 | Fall 2026 |
| 1.C | Persistence (Full-time, FTIC) | Total | 63.5% | 65.6% | 63.9% | 59.4% | 59.9% | 60.2% |
| | | Male | 59.6% | 62.4% | 63.6% | 59.0% | 59.6% | 59.9% |
| | | Female | 67.8% | 68.8% | 64.3% | 59.3% | 59.8% | 60.1% |
| 1.C | Persistence (Part-time, FTIC) | Total | 30.9% | 37.1% | 33.5% | 30.9% | 31.4% | 31.7% |

| | | | Male | 26.7% | 38.2% | 33.8% | 31.1% | 31.6% | 31.9% |
|---|---|---|---|---|---|---|---|---|---|
| | | | Female | 34.3% | 36.1% | 33.2% | 30.6% | 31.2% | 31.5% |

Employees

| # | KPI | | Results | | | Future Targets | | |
|---|---|---|---|---|---|---|---|---|
| | | | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 |
| 2.A | GPTW: Caring | Percentage | 66% | 61% | 64% | 65% | 67% | 68% |
| 2.A | GPTW: Camaraderie | Percentage | 70% | 65% | 66% | 67% | 68% | 69% |
| 2.A | GPTW: Support | Percentage | 61% | 61% | 60% | 61% | 62% | 63% |
| 2.A | GPTW: Respect | Percentage | 61% | 59% | 60% | 61% | 63% | 64% |

The data points associated with the QEP will be tracked as part of the College's Scorecard associated with strategic planning. The FAMILIA QEP directly targets outcomes that have been identified through the Office of Institutional Research and planning as the key drivers of student persistence, engagement, and academic achievement.

Grounded in the First Year Experience (FYE) Framework—Family, Acceptance, Mentoring, Inspiration, Learning, Interconnection, and Advancement (FAMILIA)—the plan provides students with a cohesive, structured experience during their first year of college, supported by intentional strategies that are both measurable and scalable. Faculty and staff at the College will focus on different ways to support these student outcomes that align with developing a family culture, mentoring, interconnection, learning, inspiring, and supporting advancement.

The QEP sets out to improve the following specific student success outcomes:

- Increased fall-to-spring and fall-to-fall retention of new students.
- Increased student participation in key success activities (onboarding, mentoring, workshops).
- Enhanced self-reported sense of belonging and connection to the college community.
- Improved student awareness and the use of academic and support resources.

The expected QEP outcomes are based on baseline data collected from previous FYE pilot cohorts and institutional retention dashboards. The FYE program was piloted in 2023-24 based on the responses to the FYE surveys first given in Fall 2020 (Appendix L_SPCFYE) and discussed in section 7.2.a. Students expressed the need for greater support. While all FTIC students received services, 57 of the 2,527 FTIC students opted into the pilot program to receive extensive support.

The pilot started small for several reasons. One staff member conducted the FYE pilot, giving additional mentorship, attention, and communication to the 57 students who committed to the program. Additionally, the staff member wanted a small scale to test out the Fogg (2009) motivation framework on retention rates of students in the pilot. The FYE Pilot

showed an increase in persistence rates for participants as highlighted in Figure 7.2.c.4 (2023-24 Pilot FYE Persistence Rates).

**Figure 7.2.c.4: 2023-24 Pilot FYE Persistence Rates**

| 2023-24 Status of FYE Students | Number of Students | Persistence Rate of FYE Students |
|---|---|---|
| Full-time students | 37 | 70% |
| Part-time students | 20 | 75% |
| **Total** | **57** | **72%** |

In the most recent academic year, 74% of students who participated in FYE programming re-enrolled for the following fall semester, compared to lower rates among students without intervention. These early results demonstrate the program's promise and form the basis for targeted improvement goals over the next five years.

The QEP's focus on belonging addresses reasons that influence student success. The initiative enhances student learning environments through programming that builds student identity, encourages student reflection, strengthens academic community, promotes help-seeking behavior, and connects students with peers, faculty, and staff. Through coordinated coaching and mentoring, students will be introduced to study strategies, time management techniques, and learning resources that are reinforced in both co-curricular and classroom environments.

The QEP is further strengthened by alignment with the college's strategic plan and institutional goals. By focusing on new students' belonging, the college is intentionally addressing disparities in retention and engagement among part-time and underrepresented students. Success will be measured through a combination of direct and indirect indicators, including institutional data, engagement tracking, surveys, and student feedback. By focusing the QEP on belonging as a gateway to success, St. Philip's College is centering student voices, recognizing the lived experience of its diverse population, and committing to a framework that promotes both access and achievement from day one.

While FAMILIA itself is not a single measurable item, each component maps to concrete student behaviors, campus practices, and measurable outcomes. For example:

- Mentoring → Number of 1:1 student mentoring sessions
- Interconnection → Peer group partnerships, event participation
- Inspiration & Learning → Student engagement in enrichment activities
- Advancement → Persistence, retention, and graduation metrics

By embedding FAMILIA across strategic objectives, we ensure its values are reflected in both our actions and our outcomes.

**Objective and Outcomes**

This section will describe the three different components designed to support the QEP objective and targeted outcomes of fostering a sense of belonging.

**(a) Enhance Current Systems of Support and Increase Awareness**

Knowing the existing systems of support for student success is integral in this component of the objectives. This competent supports all the aspects of FAMILIA (Family, Acceptance, Mentoring, Inspiration, Learning, Interconnection, Advancement) with ensuring students have their basic, social-emotional, and academic needs met. St. Philip's College has robust programing around student success; however, students are not always aware of the options that are available to them (Appendix S_ServicesList). The array of programs, services, and activities available to all students falls under the following headings:

- Enrollment Management (i.e. Enrollment, Onboarding, Financial Aid, Advising.)
- Instructional Innovation Center/Center for Distance Learning
- Tutoring
- Student Services (i.e. Counseling, Career Services, Financial Literacy, Disability Services)
- Advocacy Services (Student Emergency Aid, Food Pantry, Phil's Den.)

By enhancing current systems of support to increase awareness of the robust programming available, the QEP focuses on ensuring every student knows about the current opportunities and how to access assistance. Moreover, the College will continue to enhance current systems in response to changing needs and feedback from students.

St. Philip's College's mission is to empower our diverse student population through educational achievement and career readiness. The College creates an equitable and inclusive environment, fostering excellence in academic and technical achievement, while expanding its commitment to diversity, opportunity, and access. Students have access to support services while they are on campus and through the St. Philip's College website. All students who attend St. Philip's College, regardless of location, learning modality, or level are provided with appropriate academic and student support programs, services, and activities to empower students to reach their goals.

**Enhancing and Awareness Strategies**

St. Philip's College has a robust set of supports for student success, but as the research indicates, to cultivate a sense of a belonging there needs to be interpersonal connections (Cohen, 2022). Students need to get plugged into these supports either through peers or faculty. Part of the awareness strategies will involve streamlining the information so that students are able to know what is available for them through multiple modes such as a QR code for ease of access to information, informational mailings to students, establishing a student resource center, and creating an online course in Canvas for all new students with quick videos.

In addition, more mentors will be needed to expand the FYE program to all FTIC students. Faculty and staff will be needed to help mentor students. All FTIC students will meet with a mentor to discuss academic and career goals. The faculty mentorship program will be expanded to help address the need for more mentors.

The desired outcome for this first part of the objective is to

- increase student participation in key success activities,
- create a help-finding culture among students,
- build connections among students and college staff, and
- improve awareness and use of academic and support resources.

## (b) Build Connections and Communication

The second element of the QEP focuses on building connections and communication through student programming and activities. This competent focuses on the following aspects of FAMILIA (Family, Acceptance, Interconnection, Advancement) through better interpersonal and intercollege communication and networks. The College is working on developing a comprehensive communication plan to inform students about upcoming events. A formal communication plan is being developed with the marketing and strategic communications department to share with the College.

This section also targets designing activities that will build connections with students. The expectation is for St. Philip's College to ensure events are student-focused and are addressing an actual need for current students, not the unreasonable expectation that students conform to existing institutional practices. These events will be crafted based on student input gathered throughout the year with continuous improvement mindset.

The desired outcome for this second part of the objective is to

- improve fall-to-spring and fall-to-fall retention of new students,
- increase student participation in campus activities,
- enhance self-reported sense of belonging and connection to the college community, and
- expand student awareness of academic and support resources.

## (c) Improve Professional Development

The final component of the QEP objective involves improving professional development opportunities to provide faculty and staff training. This improvement supports the fostering of belonging that the literature discusses. Belongingness can be cultivated (Cohen, 2022). St. Philip's College would leverage existing materials along with providing new opportunities for faculty and staff. A toolbox would be created of existing materials to support faculty and staff in fostering a sense of belonging, along with supporting students from backgrounds of poverty and trauma. The college would also host targeted workshop and development experiences such as inviting speakers to address specific issues effecting St. Philip's College students.

As part of fostering a culture of caring and belonging developing FAMILIA (Family, Acceptance, Mentoring, Inspiration, Learning, Interconnection, Advancement) faculty and staff will collaborate to align their strengths with at least one of the words in the acronym. Professional development tools will be crafted to indicate which piece of FAMILIA the session targets so that all members of the college can find ways to support the QEP. Just as in families, each member has a different role and responsibility. Here are possible alignments and professional development activities:

- Family – Relationship building professional development
- Acceptance – Trauma informed training
- Mentoring – Training more faculty and staff to mentor FTIC students
- Inspiration – Working with student focus groups
- Learning – Training more faculty and staff to tutor or partner with students to create learning events
- Interconnection – Training on different communication styles
- Advancement – Crafting opportunities to support student research

The desired outcome for this third section of the objective is to empower faculty and staff with the tools to connect with students and increase belongingness to

- improve fall-to-spring and fall-to-fall retention of new students,
- enhance self-reported sense of belonging and connection to the college community, and
- expand student awareness of academic and support resources.

The objectives and outcomes of the QEP focus on enhancing student success through measurable improvements in persistence, sense of belonging, engagement, and participation. Building upon existing initiatives such as the First Year Experience (FYE), the QEP complements and extends these efforts by intentionally centering the Culture of Caring and Belonging through the FAMILIA framework.

In addition to these success indicators, the QEP incorporates direct student outcomes designed to strengthen academic and personal development. These outcomes include improvements in help-seeking behaviors, development of effective study strategies, and increased self-efficacy in navigating college systems and resources. The plan includes formative assessments such as FYE exit surveys, self-efficacy scales, and focus groups to monitor these learning outcomes and adjust interventions as needed.

By aligning with and augmenting existing student success structures, the QEP avoids duplication and ensures coherence across institutional efforts. The initiatives under the QEP will integrate with the College's strategic priorities, ensuring that new programming builds upon and strengthens ongoing student success work rather than operating in isolation.

**7.2.d Commitment of Resources to QEP**

St. Philp's College is committed to allocating the necessary resources for the QEP's successful initiation, implementation, and completion. The QEP is fully integrated into the institution's Planning, Budgeting, and Assessment (PBA) Cycle, which guarantees that adequate financial and personnel resources support its goals.

A new position, the QEP Assessment Coordinator, was created to oversee the integrity and effectiveness of the QEP. This coordinator is responsible for collaborating with others at the College to develop assessment tools, analyze data, and report findings to stakeholders, ensuring that the QEP not only meets its objectives but also adapts to the evolving needs of the College community. The reporting structure of this position is outlined in Figure 7.2.18 (QEP Coordinator Reporting Structure). In addition, the job description from the posting is available at Appendix R_ QEPAssessmentCoordinator.

**Figure 7.2.18 QEP Coordinator Reporting Structure**
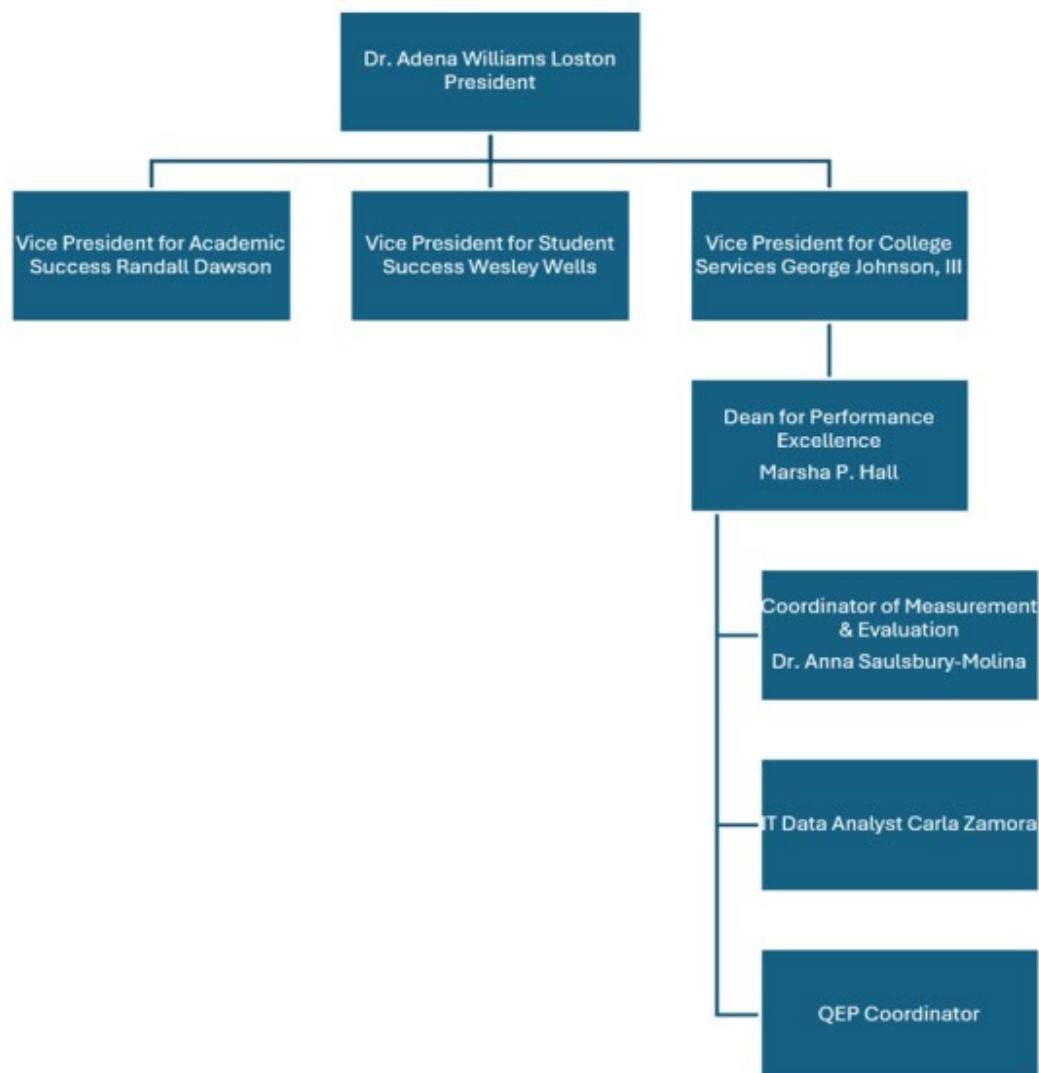


**Institutional Capability: Resources and Implementation**

As part of St. Philip's College's longstanding commitment to student success, we are proud to adopt the First Year Experience (FYE) Framework as the foundation for the QEP. This initiative represents a strategic scale-up designed to

reach all new, first-time-in-college students—including part-time and non-traditional learners—through a holistic, evidence-based support model.

The FYE Framework is rooted in the values of FAMILIA: Family, Acceptance, Mentoring, Inspiration, Learning, Interconnection, and Advancement, and offers a sequenced student experience that begins prior to the first day of class and continues throughout the student's first year. The QEP ensures the college meets institutional needs by closing achivement gaps in first-year retention, academic engagement, and progression toward degree completion.

**Implementation Structure and Institutional Readiness**

St. Philip's College has committed to a campus-wide implementation of the First Year Experience (FYE) Framework as its QEP. The QEP represents a strategic expansion of our current efforts to support student success, targeting all first-time-in-college students, including those who are part-time and non-traditional. The FYE Framework is rooted in the values of Family, Acceptance, Mentoring, Inspiration, Learning, Interconnection, and Advancement (FAMILIA) and is designed to be holistic, responsive, and scalable.

The overarching objective of the QEP is to foster a stronger sense of belonging among first-year students. This will be accomplished through a comprehensive approach that addresses three specific goals:

    a.   enhancing our current systems of student support and increasing awareness for all students,
    b.   building connections and communication through student programming and activities, and
    c.   improving professional development opportunities to provide faculty and staff training.

The implementation plan draws from our existing foundation of success and scales it with intentional coordination, resource investment, and cross-campus collaboration.

To meet objectives (a) and (b), the FYE Framework will be expanded and institutionalized across all student pathways. Key strategies include:

- Onboarding events such as Summer Bridge and Tiger Nation Family Day that orient students to campus life, services, and success strategies
- One-on-one support through professional staff and peer mentors, offering personalized success coaching and campus navigation
- A centralized engagement tracking system through CANVAS, the FYE Compass Card, which allows students to monitor their participation in key activities and allows staff to proactively identify students who may need additional support
- Thematic workshops and sessions addressing academic skills, financial wellness, technology tools, and life balance
- Regular student-led programming that promotes relationship-building, celebrates cultural identity, and increases visibility of campus resources

- These strategies are designed to create multiple meaningful touchpoints, helping students feel seen, connected, and supported from the start.
- To meet objective (c), the QEP includes a professional development track for faculty and staff that equips the college community to serve students more intentionally and equitably. The Instructional Innovation Center will lead this portion of the QEP and these efforts will include:
- Professional development series focused on inclusive teaching practices, student-centered advising, and communication
- A feedback loop between QEP implementation and the Professional Development Committee to identify emerging training needs
- Community-building opportunities for faculty and staff to model the same connection and belonging we aim to cultivate in students

The QEP Committee, composed of academic leaders, staff, faculty, and Institutional Research representatives, will be expanded to include students and representatives from the Instructional Innovation Center. This committee will oversee all phases of implementation and is responsible for ensuring that strategies are fully resourced, that milestones are achieved according to the implementation timeline, and that assessment data are used to guide continuous improvement.

The institution has committed both new and ongoing financial and human resources to support all elements of the plan. This includes expanded staffing, increased programming budgets, investment in technology systems, and designated funding for faculty/staff development and training. The QEP is integrated into the college's Planning, Budget, and Assessment Cycle, ensuring long-term sustainability.

By addressing student support systems, student connection through programming, and faculty/staff preparedness, St. Philip's College is taking a unified approach to fostering belonging. This implementation plan ensures that every first-year student benefits from coordinated, intentional support while every member of the campus community is empowered to contribute to student success.

**Budget and Resource Allocation**

The College has committed dedicated financial and human resources to support the QEP throughout its five-year cycle and beyond. These resources include:

- An increased annual operating budget for FYE programming, staff development, supplies, and assessment tools
- Funding for additional staff including a full-time QEP Assessment Coordinator
- Resources to expand the technology infrastructure supporting the Compass Card and student outreach
- Flexibility in resource reallocation based on formative assessment data and emerging student needs

All funding allocations are approved and embedded in the college's institutional budget—not contingent on grants or future appropriations—ensuring the plan is sustainable and institutionally owned.

**Sustainability and Long-Term Capacity**

The QEP has been designed not as a temporary initiative but as a structural enhancement to the student experience at St. Philip's College. The framework is embedded into strategic priorities and student success metrics and will continue to be supported beyond the five-year QEP period. Lessons learned from the implementation phase will inform institutional practices, policies, and budgeting processes college wide.

Through this scale-up, St. Philip's College is positioned to not only meet the SACSCOC QEP expectations but to transform the first-year student experience—ensuring every student feels seen, supported, and academically capable from day one. The QEP will first focus on students new to St. Philip's College through a combination of peer-led academic and social support systems through the expansion of the First Year Experience (FYE) program. Figure 7.2.d.a1 (Implementation Milestones) provides high-level milestones for the implementation of the QEP. And Figures 7.2.d.2 and 7.2.d.3 (Implementation Schedule by Objective) show the targeted implementation for each of the three components of the objective to ensure the College is focused on all pieces of the QEP to support student success.

**Figure 7.2.d.1: Implementation Milestones**

| Year | Implementation Milestones |
|---|---|
| 2025-26 | Pilot year-soft roll out of tools that will be launched in 2026-27; Expand QEP committee to include students and Instructional Innovation Center representation |
| 2026-27 | Launch FYE QEP; Hire FYE Coordinator; Roll out Compass Card to all new FTIC students; Summer Bridge and Tiger Nation Family Day become mandatory. |
| 2027-28 | Refine coaching model; Expand peer mentoring program; Begin mid-cycle assessment of student outcomes and retention rates. |
| 2028-29 | Institutionalize best practices across divisions; Implement technology enhancements for tracking; Analyze program efficacy by demographic subgroup. |
| 2029-30 | Develop sustainability strategy; Reallocate institutional resources based on evaluation findings; Begin drafting continuation plan. |
| 2030-31 | Submit five year QEP impact report; Disseminate results; Launch long-term retention and success model based on QEP findings. |

**Figure 7.2.d.2: Implementation Schedule by Objective, Years 0-2**

| Objective | Year 0 (2025-2026) | Year 1 (2026-2027) | Year 2 (2027-2028) |
|---|---|---|---|
| **Enhance our current systems of student support and increase awareness for all students** | Build and pilot Awareness framework/communication protocol to identify points of connection throughout the academic calendar | Implement communication protocol | 65% retention (STAYED at SPC) of FY students from semester to semester<br><br>Compare retention and course completion of these FY students with the rest of the campus<br><br>Identify subpopulations that are below the college average of retention |
| | Build and pilot an Enhancement protocol to build off FYE program and students from the program | Implement a peer group partnership between FY26 and FY25 cohorts | Peer group partnership between new FY27, FY26, and FY25 |
| **Build connections and communication through student programming and activities** | Build off FYE Framework - use with all first years at SPC not just students enrolled into the FYE program (Years 0-3 focus on expanding the program) | new FYE center opened and implementation of FAMILIA rites of passage and traditions<br><br>Based off the Fogg Behavior Model: Connection/Induction/Experiences and Support/ Celebration | Identify subpopulations that are not as engaged in FAMILIA events and target connecting with those students<br><br>10% increase in participation over year 1<br><br>Track how many students were retained |
| **Improve professional development opportunities to provide faculty and staff training** | Build and pilot the recommended professional development sessions - a training toolbox<br><br>start 1st cohort of faculty in caring campus methodology | 50% of faculty and staff complete sessions from FAMILIA PD toolbox<br><br>Look at persistence rate for faculty cohort for caring campus | 60% of faculty and staff complete sessions from FAMILIA PD toolbox<br><br>Add caring campus into Master Teacher |

**Figure 7.2.d.3: Implementation Schedule by Objective, Years 3-5**

| Objective | Year 3 (2028-2029) | Year 4 (2029-20230) | Year 5 (2030-2031) |
|---|---|---|---|
| **Enhance our current systems of student support and increase awareness for all students** | 68% retention of FY students from semester to semester<br><br>40% graduation rate of FY students<br><br>20% of FY students<br><br>Compare Retention, Graduation, and Transfer rates for cohort for FY students with the rest of the campus | 71% retention of FY students from semester to semester<br><br>45% graduation rate of FY students<br><br>23% of FY students<br><br>Compare Retention, Graduation, and Transfer rates for cohort for FY students with the rest of the campus | 74% retention of FY students from semester to semester<br><br>50% graduation rate of FY students<br><br>26% of FY students<br><br>Compare Retention, Graduation, and Transfer rates for cohort for FY students with the rest of the campus |
|  | Peer group partnership between new FY28, FY27, and FY26 | Peer group partnership between new FY29, FY28, and FY27 | Peer group partnership between new FY30, FY29, and FY28 |
| **Build connections and communication through student programming and activities** | 10% increase in participation over year 2 | 10% increase in participation over year 3 | 10% increase in participation over year 4 |
| **Improve professional development opportunities to provide faculty and staff training** | 70% of faculty and staff complete sessions from FAMILIA PD toolbox<br><br>Track retention of cohort of Master Teacher | 80% of faculty and staff complete sessions from FAMILIA PD toolbox | 90% of faculty and staff complete sessions from FAMILIA PD toolbox |

**Budget**

The institution has committed dedicated funding across the five-year QEP cycle, with budget allocations supporting personnel including a QEP Coordinator, professional development, technology tools, and assessment activities. The proposed budget reflects an investment of approximately two million dollars with annual reviews to ensure adequate resourcing. Beyond the five-year period, the QEP initiatives will be sustained through incorporation into the institution's

permanent student success structures, with resources transitioned into baseline operational budgets. Figure 7.2.d.4 (QEP Personnel Budget) covers the labor costs associated with the QEP.

**Figure 7.2.d.4: QEP Personnel Budget**

| | FY25-26 (Pilot Year 0) | FY26-27 (IMP YR 1) | FY27-28 (IMP YR 2) | FY28-29 (IMP YR 3) | FY29-30 (IMP YR 4) | FY30-31 (IMP YR 5) | Total |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| Personnel | | | | | | | |
| QEP Assessment Coordinator (100%) | 66,227 | 68,214 | 70,260 | 72,368 | 74,539 | 76,775 | 428,383 |
| Dir Stu Success (50%) | 52,297 | 53,866 | 55,482 | 57,146 | 58,860 | 60,626 | 338,277 |
| Coord Measurement & Eval (20%) | 18,928 | 19,496 | 20,081 | 20,683 | 21,303 | 21,942 | 122,433 |
| Assoc Dir - Stu Success (25%) | 20,750 | 21,373 | 22,014 | 22,674 | 23,354 | 24,055 | 134,220 |
| Admin Svcs Spec (10%) | 4,721 | 4,863 | 5,009 | 5,159 | 5,314 | 5,473 | 30,539 |
| Coord - Stu Success (100%) | 63,911 | 65,828 | 67,803 | 69,837 | 71,932 | 74,090 | 413,401 |
| Dean of Performance Excellence (10%) | 12,960 | 13,349 | 13,749 | 14,161 | 14,586 | 15,024 | 83,829 |
| **Total** | **239,794** | **246,989** | **254,398** | **262,028** | **269,888** | **277,985** | **1,551,082** |
| Fringe (32%) | 76,734 | 79,036 | 81,407 | 83,849 | 86,364 | 88,955 | 496,345 |
| | | | | | | | |
| **Total Payroll Costs** | **316,528** | **326,025** | **335,805** | **345,877** | **356,252** | **366,940** | **2,047,427** |

Figure 7.2.d.5 (QEP Non-Labor Budget) provides an example of non-labor costs for one academic year to support the expansion of the FYE program as the foundation of the QEP.

**Figure 7.2.d.5: QEP Non-Labor Budget**

| Descriptions | EST units | Total Cost |
|---|---|---|
| Backpacks | 2500 | $26,737.50 |
| FYE Tees | 2500 | $20,215.00 |
| Spirals | 417 | $6,250.83 |
| Pens | 42 | $293.59 |
| Pencils | 27 | $339.93 |
| Highlighters | 70 | $1,399.30 |
| Stickynotes | 105 | $1,048.95 |
| Flash Drives | 2500 | $9,875.00 |
| Beanies | 2500 | $9,400.00 |
| **Total** | 10661 | $75,560.10 |

St. Philip's College is fiscally dedicated to supporting the FAMILIA QEP. The College will also continue to evaluate the needs and adjust the budget as necessary.

## 7.2.e Assessment Plan

St. Philip's College has established a thorough assessment plan designed to evaluate the QEP's effectiveness in enhancing overall success. The iterative assessment process will incorporate both formative and summative methods, ensuring continuous feedback and adaptation throughout implementation. Formative assessments provide actionable insights that inform ongoing improvements while summative evaluations offer a full understanding of the QEP's impact at the cycle's end. Figure 7.2.e.1 outlines the different assessment tools used to measure a sense of belonging and connection to the College.

- Formative assessment instruments
  - Student pulse surveys (Tiger Pulse)
  - Trellis Financial Wellness
- Summative assessment instruments
  - Ruffalo Noel Levitz Survey
  - Community College Survey of Student Engagement
  - FYE Satisfaction Surveys
  - Persistence rate

**Figure 7.2.e.1: Assessment Plan**

| Instrument | Instrument Description | Dates for Assessment | Population Assessed |
|---|---|---|---|
| Ruffalo Noel Levitz (RNL) | Survey measuring student success with specific questions about sense of belonging | Spring 2026<br>Spring 2028<br>Spring 2030<br>Baseline 2024 | Sampling of students taking courses at St. Philip's College |
| Community College Survey of Student Engagement (CCSSE) | Survey measuring student engagement | Spring 2027<br>Spring 2029<br>Spring 2031<br>Baseline 2025 | Sampling of students taking courses at St. Philip's College |
| FYE Satisfaction Survey | Internally created survey to collect student feedback regarding their first year experience at the College | May 2026<br>May 2027<br>May 2028<br>May 2029<br>May 2030<br>May 2031<br>Baseline 2025 | Home college students to St. Philip's College who are also new to the college |
| Tiger Pulse | Formative check-ins with students after events and throughout the year | Throughout the academic year following an event | Students participating in college events |
| Trellis Financial Wellness | Student financial wellness survey | Fall 2026<br>Fall 2027<br>Fall 2028<br>Fall 2029<br>Fall 2030<br>Fall 2031<br>Baseline 2025 | Home college students to St. Philip's College |

While Figure 7.2.e.1 provides the tools to measure the effectiveness of the FAMILIA QEP, the acronym represents the institutional values that cultivate the conditions for a sense of belongingness and FAMILIA to thrive. These values are not measured directly but are essential to supporting our cultural identity. Figure 7.2.e.2 highlights how these values are measured indirectly.

**Figure 7.2.e.2: FAMILIA Indirect Measures**

| FAMILIA Element | Definition / Cultural Value | Example Behavior / Practice | Assessment / Metric |
|---|---|---|---|
| Family | Creating a supportive, inclusive campus where students feel they belong | Welcoming events like Tiger Nation Family Day; check-ins with staff | Belonging survey responses (RNL and FYE); orientation attendance; event participation |
| Acceptance | Honoring each student's identity, background, and lived experience | Safe spaces, inclusive language, trauma-informed pedagogy | Climate survey items; Professional Development participation; use of counseling services |
| Mentoring | Building intentional relationships with students to foster trust and growth | 1:1 mentoring with staff/faculty/peer mentors | Mentor meeting logs; qualitative feedback; mentor training participation |
| Inspiration | Encouraging student hope, motivation, and vision for their future | Student-led events; positive affirmation | Student self-efficacy scales; FYE reflections |
| Learning | Providing academic tools, habits, and supports for success | FYE workshops on study skills, tutoring, Canvas navigation | Attendance at academic support workshops; tutoring usage |
| Interconnection | Connecting students with peers, faculty, staff, and resources | Campus tours, student orgs, peer support groups | Engagement tracking |
| Advancement | Helping students persist, graduate, and pursue academic/career goals | Use of planning tools, scholarships, transfer advising | Persistence rates; graduation/transfer rates; FAFSA and scholarship completion |

The assessment plan includes direct alignment of outcomes, measures, instruments, and timelines to ensure clarity and accountability. Data will be reviewed systematically by the QEP Committee, informing both formative adjustments and summative evaluations. Disaggregated analyses will ensure attention to all subpopulations, including part-time and underrepresented students. Data insights will be reviewed annually and integrated into the college's planning, budgeting, and program improvement processes to drive measurable and lasting improvements in student success.

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**Evidentiary Documents**

Appendix A_G2GFeb2024.pdf
Appendix B_G2GApril2024.pdf
Appendix C_G2GQEPTopics.pdf
Appendix H_FTICSurveys.pdf
Appendix G_TrellisSurveys.pdf
Appendix D_QEPTownhall.pdf
Appendix E_QEPThemes.pdf
Appendix F_QEPTownhallPoll.pdf
Appendix I_QEPThinkTank_updated.pdf
Appendix J_QEPTTWhiteBoard.pdf
Appendix K_SPCResiliencyStudy.pdf
Appendix L_SPCFYE.pdf
Appendix M_G2GQEPMay2025.pdf
Appendix N_SPCTNFD.pdf
Appendix O_CompIIMay2025Report.pdf
Appendix P_Scorecard.pdf
Appendix Q_StrategicPlan.pdf
Appendix R_QEPAssessmentCoordinator.pdf