

St. Petersburg College

**SPC**

**St. Petersburg College  
African American Male Student Success  
Task Force**

**Final Report and Recommendations**



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## **Background and Overview**

The mission of St. Petersburg College is to empower our students and community to achieve success and economic mobility through academic excellence and engagement. The college will provide a high-quality education for our students by creating an innovative, engaging environment within a supportive collegial culture.

The college will provide students with clear pathways for personal and professional growth and is committed to ensuring that all stakeholders receive what they need to be successful through experiences, policies and practices that are just, fair, and inclusive for all individuals.

A long term review of course success rates has revealed that African American male students' course success rates have been consistently below all other racial and ethnic groups at the college. This disparity is inconsistent with the values and mission of St. Petersburg College and cannot be allowed to continue.

In the fall of 2019, St. Petersburg College (SPC) reported to the Board of Trustees that African American success rates were 10% lower than their counterparts. In response to this, President Tonjua Williams established the African American Male Student Success task force, comprised of faculty, students, staff, and administrators to develop a comprehensive plan to improve the success and retention of African American males at SPC. Led by Dean Joseph Smiley and Provost Mark Strickland, a task force of 28 was formed and tasked with presenting data-driven strategies to improve the declining success rates of African American males.

The African American Male Task Force (AAMTF) is geared towards improving the African American male experience at St. Petersburg College. The AAMTF's goal is to remove barriers impacting the success of African American males. The initiative seeks to enhance academic performance, increase persistence and retention, and improve the completion rates of African American male students.

The AAMTF will be charged with creating an inclusive campus culture that is supportive and engaging for African American male students. This will be facilitated by normalizing the college experience for underrepresented males at St. Petersburg College through mentorship, academic support, professional development, tutoring, campus engagement, civic learning, and by providing space for peer-to-peer interactions. The AAMTF will foster a learning environment that promotes student success.

The African American Male Student Success Task Force was formed to enable African American Male students to overcome barriers to academic success and achieve parity in course success, retention and graduation rates.

The charge of the task force was threefold:

1. Review and assess the climate of the past and current initiatives for African American males.
2. Identify and review opportunities and challenges at SPC for African American males.
3. Develop and implement recommendations, principles, strategies and programs, both short term and long term, for improving the success and retention of African-American males and identify those who will be responsible and accountable for the same.

Data assessment is a critical part of understanding how and what to do about the problems but, without the proper context, it is easy for college components to see what they have always seen; the students as the problem instead of focusing on what the data might suggest about problems with college policies or practices.

Therefore, over the course of five months, the Task Force has conducted a careful review of existing programs, needs and facilities, researched best practices, and thoroughly reviewed relevant data. In this final report to the President and Board of Trustees are included recommendations to meet needs currently not being met that will facilitate the improvement of success and retention for African American males that would provide parity with all other racial and ethnic groups at the college.

## Task Force Members

Member's expectations were:

- Commit to consistent and regular attendance and complete needed pre-work
- Remain engaged during all work sessions
- Be an analytical member but do remain committed to the idea that the task force will accomplish its vitally important charge

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Dr. Keron Jean Baptiste	Associate Provost
Reggie Reed	Director, Recruitment Services
Dr. Randy Lightfoot	Faculty, Social Sciences & Human Services
Dr. Mark Billiris	Faculty, Mathematics
Dr. Misty Kemp	Executive Director, Retention Services
Djuan Fox	Director, Academic Services
Matthew Bodie	Executive Director, Learning Resources
Dr. Kellie Ziemak	Director, Career & Academic Advising Services
Dr. Sabrina Crawford	AVP, Institutional Effectiveness
Dr. Joy Moore	Academic Chair, Mathematics
Joven Jocelyn	Student
Chris Moore	Student
Dr. Bledar Prifti	Faculty, Social Sciences & Human Services
Todd Smith	Executive Director, Financial Aid
Garveate Ray	Coordinator, Student Life & Leadership
Ernest Gant	Pitch Program Coordinator
Dr. William Fleming	Faculty, Social Sciences & Human Services
Patrick Booth	Associate Provost
Davie Gill	Athletic Director
Richard Smith	Career Services
Dr. Douglas Rivero	Academic Chair, Social Sciences & Human Services
Carmen Simpson	Faculty, Communication
Dr. Jennifer Dale	Associate Provost
Ian Wilson	Faculty Communication
Dr. James Stewart	Dean, College of Computer & Information Technology
Dr. Susan Demers	Dean, Public Policy and Legal Studies
Dr. Mark Strickland	Provost (Task Force Co-Chair)
Dr. Joseph Smiley	Dean, Social Sciences & Human Services (Task Force Co-Chair)

The Task Force met six times throughout Summer and Fall semesters 2019. The first two sessions of the Task Force consisted of a thorough review and discussion of institutional data on success rates, retention, and enrollment. Subsequent sessions discussed any new research, updates by working groups, and discussions on recommendations.

We have established seven (7) recommendations that the Task Force believes will close the success rate achievement gaps and accelerate the overall academic achievement for African American male students. These recommendations are research based and are meant to be sustainable, systematic solutions for improving success, retention and completion for African American males.

## Recommendations

### ***Recommendation 1:***

*Resurrect and implement a Brother-to-Brother type program.*

#### **DESCRIPTION**

##### *Brother to Brother Overview*

From 2000-2007 St. Petersburg College (SPC) implemented a Brother to Brother (B2B) program designed to recruit, retain, and graduate African American males. The B2B program was hugely successful, and within the first four years, student persistence rates were no lower than 84%. However, after eight successful years, B2B was dissolved in favor of a more inclusive program Male Outreach Initiative (MOI). MOI was not as successful as B2B and eventually was phased out and replaced with the Men Achieving Excellence club.

Research suggests that male initiatives like the B2B program at St. Petersburg College was helpful to African American male students in their overall academic achievement, and can still play an essential role for current and future students. The B2B was a student-driven organization that allowed its student members to assist with special program development and implementation to enhance the academic experiences of African American males enrolled at SPC. This organization was charged with providing students mentoring, academic support (including tutoring), a sense of belonging, personal development, and community awareness for African American men enrolled at SPC. These efforts help SPC in the **retention** of African American students. Brother to Brother also existed as an organization that took part in **recruiting** African American male students to attend SPC, thereby increasing the diversity of the student body.

We strongly recommend a comprehensive and fully supported re-implementation of the Brother-to-Brother program.

#### **EVIDENCED-BASED RESEARCH**

To address the problem of low academic achievement by African American males, Harper and Kuykendall (2012) described typical approaches that include matching black undergraduate men with faculty and staff mentors, starting an organization specifically for them, and offering them a variety of social activities. Astonishingly popular are one-time, day-long black male summits that bring high-profile keynote speakers to campus." The article suggests that such approaches are insufficient at best and can sustain inequity at worst. "This is partially attributable to the absence of standards to guide institutional activities, measure institutional commitment, and

systematically assess institutional effectiveness." Here are the following eight standards from the article:

1. Inequities are transparent, and data are used to guide institutional activities.
2. Black undergraduate men are meaningfully engaged as collaborators and viewed as experts in designing, implementing, and assessing campus initiatives.
3. Actions are guided by a written strategy document that is collaboratively developed by various institutional stakeholders, ranging from undergraduate students to the college president.
4. Learning, academic achievement, student development, and improved degree attainment rates are prioritized over social programming.
5. Initiatives are grounded in published research on college men and masculinities in general and on black male undergraduates in particular.
6. Efforts are enhanced by insights from black male student achievers.
7. Institutional agents engage in honest conversations about racism and its harmful effects on black male student outcomes.
8. At every level, institutional agents are held accountable for improving black male student retention, academic success, engagement, and graduation rates.

A B2B type program can help by providing collaborators, student achievers, and hosting honest conversations.

**Source:**

Harper, S.R. & Kuykendall, J.A., *Institutional efforts to improve Black male student achievement: A standards-based approach*. Change: The Magazine of Higher Learning 44 (2), 23-29

**IMPLEMENTATION PLANS**

<b>Action Plan</b>	<b>Stakeholder(s) Responsible</b>	<b>Timeline</b>
<b>1.</b> Identify and implement campus based activities to support African American males.	Provosts, Associate Provosts, Student Life and Leaders, faculty, and staff	1.1 Mentor assignments (Summer 2019) 1.2 African American Mixer/networking events (ongoing) 1.3 Taskforce Meeting (Fall 2019)
<b>2.</b> Share B2B plan with the Board of Trustees	Dr. Smiley and Dr. Strickland	November 2019

3. Develop a communication plan	African American Taskforce meeting with FGO, Deans, Faculty Provost, Associate Provost, Manager,	March 2020
4. Create and post the job descriptions for B2B Coordinator	African American Male Taskforce	March/April 2020
5. Review applicants, interview, and move the final selection to HR	African American Male Taskforce/Interview Committee	May/June 2020
6. Work with B2B Coordinator to develop a roll-out plan for the African American Male initiative	African American Taskforce	July 1 2020

#### **BUDGET IMPLICATION**

- \$547,915.61 Annually
-



**Recommendation 2:**

*The Task Force unanimously and unequivocally recommends the hiring of an Executive Director of Equity, Diversity, and Inclusion. This position will ensure the institutional change necessary to reinforce the culture of academic success and retention for all students, and for African American male students in particular. Programs and initiatives in this office must be grounded in a culture of care, sensitivity, and competence. Moreover, it must promote, encourage, train, and distill these values amongst our faculty, staff, administration, and students.*

**EVIDENCE-BASED RESEARCH**

Throughout the state, universities customarily have a dedicated diversity director. A number of state colleges have employees who carry the title but they generally have a number of other college wide duties assigned to them including but not limited to Title III administrator, Title IX administrator, ethics officer, etc.

Here in Pinellas, every business of similar size has a dedicated diversity officer and this is what the Taskforce is proposing be implemented at St. Petersburg College. It is in these businesses that our students will find the jobs for which we are preparing them.

This position would be charged with not only implementing all parts of this plan but would also have the opportunity to apply for and administer grants tied to these objectives. Experience shows that unless there is a designated person in charge of these initiatives, it is completely dependent on another champion. When that champion moves on, the program dies.

**IMPLEMENTATION PLANS**

Action Plan	Stakeholder(s) Responsible	Timeline
1. Draft job description	Task Force Committee	Spring 2020
2. Post position	Human Resources	Spring 2020

**IMPLEMENTATION YEAR**

Begin implementing in spring 2020

**BUDGET IMPLICATION**

\$117,308.97

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**Recommendation 3:**

*Provide mandated professional development that leads to the creation of an inclusive and equitable campus climate inside and out of the classroom environment, with a special focus on working with African American males.*

**DESCRIPTION**

Addressing issues of diversity, equity, and inclusion is the work of us all and are essential values to support SPC's core Mission, Vision, and Values. This work is necessary to improve outcomes for employees, communities, stakeholders, and students by addressing inequities at a systemic level.

The African American Taskforce recommends a cross-functional team is formed to develop multi-level professional development opportunities related to diversity and inclusion for all SPC employees and students. These opportunities could be designed to fit a particular audience based on their role at the college.

- **All Employees**

These professional development opportunities will provide a basic overview of the college's initiatives centered on building an inclusive and equitable campus climate and the vital role all employees play.

- **Frontline Staff working with Students**

These professional development opportunities will be designed to improve campus climate by promoting the skills and resources to better support SPC students.

- **Faculty**

These professional development opportunities are aimed to build faculty skills in and commitment to cultivating learning environments where students of all backgrounds and identities are welcomed, feel valued, and are equitably supported in their academic success.

- **Student Leaders**

These professional development opportunities are designed to equip students with the necessary skills and information to thrive in and sustain an inclusive culture.

**Professional Development Training Outcomes**

- SPC employees are engaged in equitable work practices, such as designing and delivering programs in a culturally and linguistically appropriate manner, and are committed to the College's diversity, equity, and inclusion goals.
- A core group of diversity, equity, and inclusion subject matter experts has been established to support training and professional development implementation throughout the college.

- Employees have received diversity, equity, and inclusion training and are prepared to establish these principles as core priorities for how the college carries out its mission.

## EVIDENCED-BASED RESEARCH

In a report released by U.S. Department of Education in November 2016, titled *Advancing Diversity and Inclusion in Higher Education*, many of the efforts that led to improved student outcomes were related to ensuring safe and inclusive campuses where students and the college community can thrive.

This report suggests, “Coupling diversity training with larger initiatives, such as new student orientation or broader professional development efforts for university/college employees, as opposed to holding standalone trainings, may be more effective.”(1) Many institutions mentioned in the article also considered how best to support student-, staff-, and faculty-led initiatives that incorporate conversations about diversity and inclusion into campus life.

The level of experience and exposure to different races and ethnicities varies for all persons in campus environments. As a result, the article “Reviewing Diversity Training: Where We Have Been and Where We Should Go,” suggests institutions develop and facilitate programming to increase the cultural competency of leadership, faculty, staff, and students by implementing training. “Promising evidence suggests that diversity training and workshops can influence the behavior and attitudes of academic leaders and faculty, including acting inclusively and engaging in fair hiring practices.” (2)

The research also indicates that trainings for both leaders and students can be more effective when they involve active learning techniques, not just lectures, so participants engage with the course content, and when the trainings avoid assigning blame or responsibility to participants for current diversity issues.

### Source:

- 1) U.S. Department of Education, Office of Planning, Evaluation and Policy Development and Office of the Under Secretary, *Advancing Diversity and Inclusion in Higher Education*, Washington, D.C., 2016. This report is available at:  
<http://www2.ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf>  
Page 41-42
- 2) Bezrukova, Katerina, Karen A. Jehn, and Chester S. Spell. “Reviewing Diversity Training: Where We Have Been and Where We Should Go,” *Academy of Management Learning and Education* 11(2) (2012): 207-227.

**IMPLEMENTATION PLANS**

<b>Action Plan</b>	<b>Stakeholder(s) Responsible</b>	<b>Timeline</b>
<b>1.</b> Identify Cross-Functional Diversity and Inclusion Team	Cross-Functional Team with members from HR, CETL, FGO, Academic Affairs Leader, Student Affairs Leader, Career Service Council Leader	December 2019
<b>2.</b> Identify Professional Development Training Needs	Cross-Functional Team	February 2020
<b>3.</b> Submit Strategic Budget Request for Professional Development Training	Cross-Functional Team	March 2020
<b>4.</b> Implement Professional Development Modules	HR, Student Affairs, and CETL	Fall 2020
<b>5.</b> Provide status update to BOT	Members of Cross Functional Team	November 2020

**IMPLEMENTATION YEAR**

Begin implementing in Fall 2020

**BUDGET IMPLICATION**

\$5,000

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**Recommendation 4:**

*Develop a comprehensive Learning Resources Outreach Initiative.*

**DESCRIPTION**

The task force recommends the development of a comprehensive Learning Resources outreach initiative for African-American males.

Performing vital academic services for all students, Learning Resources (LR), comprised of both library and tutoring services, undertook a new initiative in 2019 to help close the gap for African-American males at St. Petersburg College (SPC). In January 2019, LR identified 229 African-American males with a cumulative GPA at or below 2.0, and following an email message from our academic deans setting a background for these students' challenges, the LR department's leadership team reached out to over 300 faculty in whose courses these students were enrolled, making them aware of learning services available to this cohort.

In summer 2019, LR repeated the process of reaching out to faculty concerning these "at-promise" students; however, the cohort was expanded to include African-American males with a cumulative GPA at or below 2.49. Additionally, a male faculty or staff mentor was assigned to the 301 students identified during summer with outreach made directly to these students.

In fall 2019, more than 600 students were identified in the cohort with a cumulative GPA at or below 2.49. Learning Resources collaborated with Online Learning & Services and Student Affairs staff about a more unified messaging and identification system. As a result, faculty are able to identify students in this cohort through the MyCourses Faculty Tools widget. Cohort members have an Outreach Initiatives Student icon next to their name on the course Persona page. In addition, Student Affairs and Learning Resources crafted a faculty help guide, linked to the icon, which aims to align the many available services with the multitude of needs this cohort may experience.



*New icon for Outreach Initiatives Students  
now found in the Student Persona tab in Faculty Tools*

Overall, the development of this outreach initiative represents a strong correlation with 58% of African-American males receiving services from Learning Resources, in Academic Year 2018-19, including more than 14,000 visits to libraries and learning centers.

**EVIDENCED-BASED RESEARCH**

In their book *Teaching Men of Color in The Community College*, Wood, Harris, and White (2015) state that community colleges need to challenge, support, believe in, and care about students of color in order for them to be successful. Particularly, with regard to the aspect of strengthening support, community colleges have supplemented the classroom experience by providing tutoring and mentoring for African-American males to help them achieve success (Wright and Ingram,

2018; Villarreal and Garcia, 2016). As a specific example, Indian River State College in Florida piloted the Math at the Root of Success Program, geared toward underserved African-American students, and required initial and weekly meetings with tutors for Intermediate Algebra. As a result, 89% passed the course with a B or higher (Achieving the Dream, 2018). Clearly, regular and integrated tutoring is a promising practice for the academic success of African-American males (Harris, et al.), and that is why we have put into motion the Learning Resources outreach initiative.

### Sources:

Achieving the Dream. (2018). Environmental scan Florida student success center [PDF file].

Retrieved from

<https://www.floridacollegesystem.com/sites/www/Uploads/SSC/Florida%20Environmental%20Scan%202018.pdf>

Harris, F., Felix, E. R., Bensimon, E. M., Wood, J. L., Mercado, A., Monge, O. & Falcon, V. (2017). *Supporting men of color in community colleges: An examination of promising practices and California student equity plans*. San Francisco, CA: College Futures Foundation.

Wood, J. L., Harris, F., & White, K. (2015). *Teaching men of color in the community college: A guidebook*. San Diego, CA: Montezuma Publishing.

Wright, J., & Ingram, T. (2018). CUNY BMI: A system-wide approach to engaging men of color at community colleges. In T. Ingram & J. Coaxum (eds.) *Engaging African American males in community college* (pp. 217-224). Charlotte, NC: Information Age.

Villarreal, M. L., & Garcia, H. A. (2016). Self-Determination and goal aspirations: African American and Latino males' perceptions of their persistence in community college basic and transfer-level writing courses. *Community College Journal of Research and Practice*, 40, 10, 838-853.

## IMPLEMENTATION PLANS

Action Plan	Stakeholder(s) Responsible	Timeline
1. Identify African-American Male students with GPA below 2.0, reach out to faculty teaching their courses, and provide tutoring.	Learning Resources, Deans, Faculty, Advisors	January 2019

<p><b>2.</b> Identify African-American Male students with GPA below 2.49, reach out to their faculty, add mentors, and provide tutoring.</p>	<p>Learning Resources, Deans, Faculty, Advisors, Mentors</p>	<p>June 2019</p>
<p><b>3.</b> Identify African-American Male students with GPA below 2.49, create Faculty Tools identification system in MyCourses, provide mentoring and tutoring</p>	<p>Learning Resources, Deans, Faculty, Advisors, Mentors, Online Learning &amp; Services</p>	<p>September 2019</p>
<p><b>4.</b> Identify African-American Male students with GPA below 2.49, reach out to faculty about identification system in MyCourses as reminder, and provide mentoring and tutoring.</p>	<p>Learning Resources, Deans, Faculty, Advisors, Mentors, Online Learning &amp; Services</p>	<p>January 2020-going forward</p>

#### **IMPLEMENTATION YEAR**

Began in January 2019

#### **BUDGET IMPLICATION**

\$62,097.12 (tutoring to support the Brother-to-Brother type program)

**Recommendation 5:**

*Form a working group to develop and implement strategies for improving success rates in Gateway courses\**

**DESCRIPTION**

The purpose of this recommendation is to assure that African American Male (AAM) students receive a student-ready academic experience at SPC. A working group (comprised of faculty, deans, learning resource staff, advisors, and students) will be charged to develop, design, implement and assess curriculum, pedagogical practices, modality, scheduling, and lesson planning that will improve the success rate of AAM students in Gateway courses. Learning styles, cultural competencies, and life commitments (work, family) are exemplary factors that must be considered.

**EVIDENCED-BASED RESEARCH**

According to a recent study, lower division undergraduates across the spectrum of ethnicities continue to struggle with gateway courses required for both their Associate and Bachelor's degrees. The continued poor performance of large numbers of state college students especially those from underrepresented groups can be related to issues documented across national and international assessments of educational progress, namely National Assessment of Educational Progress [NAEP], (National Center for Educational Statistics [NCES], 2016) and TIMSS (Martin, et al., 2016) studies which reported that students in K-12 schools continue to perform below the proficient level in both mathematics and reading. Many African-American males fall behind early in their schooling and face an uphill battle to catch up. St. Petersburg College faces many similar concerns. During the 2018 – 19 school year, African-American males at St. Petersburg College had a success rate of 53.3% in Gateway Courses. In an effort to improve the success rate of African-American Males in Gateway courses, Community Colleges and Universities nationwide are developing programs, initiatives and strategies that maximize the potential of success for their students.

BI data analysis indicates that AAM students experience low success rates in ENC 1101 and MAC 1105, in particular.

Our data shows that AAM students experience better success rates in 8 week courses.

BI data analysis indicates that AAM students persist in enrollment in the subsequent term in courses that they did not pass.

**IMPLEMENTATION PLANS**

<b>Action Plan</b>	<b>Stakeholder(s) Responsible</b>	<b>Timeline</b>
<b>1.</b> Offer ENC 1101 and MAC 1105 in the Winter Term, specifically for AAM students who fail the course this Fall 2019 Term	Dean Leopold Dean Chang	Winter Term 2019



2. Identify members of the working group	Deans, Matt Bodie, Advising Supervisors	Spring 2020 Term
3. Working group will review gateway courses success rates by modality and session type to determine if there is a specific modality or session type that yields higher success rates.	Working group	Spring 2020 Term
4. Action Step: Working group will investigate the possibility of using the existing 4-week Winter Session and a “new” 4-week post summer pre-fall session that allow students who did not withdraw from ENC 1101 and/or MAC 1105 but still failed to complete their course to complete the course using a competency-based approach with a faculty success coach/instructor.	Working group	Spring 2020 Term

**IMPLEMENTATION YEAR**

Begin implementing in spring 2020.

**BUDGET IMPLICATION**

No cost.

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**Recommendation 6:*****Expand Targeted Recruitment of Minority Faculty and Staff at St. Petersburg College*****DESCRIPTION**

To increase minority hiring at SPC, the college will expand the pool of faculty and staff applicants through other means not previously utilized. SPC's minority student population exceeds Pinellas county demographics. However, the same cannot be said for full-time faculty and staff at SPC.

Thus, SPC has outlined a plan in which minority hiring will be at the forefront of discussions and decisions in every posted position going forward. Each hiring manager should know and understand their percentage of employees in relations to ethnicity and gender and utilize resources to maximize its outreach to increase the diversity of its faculty and staff.

There are several resources (many of which are free) where SPC could seek diverse faculty and staff members. Below is not a comprehensive list, but a list none the less of organizations that aim to promote minority hiring in academia. In addition to the sites noted below, there are also academic discipline-based organizations that aim to promote opportunities not only to minorities but also women.

Lastly, recruitment of minority candidates must be intentional. SPC must be committed to re-writing the narrative pertaining to low number of minority applicants and even lower number of hires. SPC has made a commitment to student minority outreach and recruitment through the community of care approach; in turn, the college will also see to it that a similar approach is taken to land top notch minority applicants through organizations that are already catering to this market.

*Ford Foundation Fellowship Programs:* There's a directory of recipients awarded since the mid-1980's. SPC can recruit directly from this site.

*IMDiversity:* This site provides information regarding job openings in the US (where SPC could post and recruit), news articles related to diversity, mentoring opportunities, and tips for job seekers.

*Nemnet:* This site/firm specializes in the identification of minority candidates and in turn shares such information with colleges and universities.

*National Council on Black American Affairs:* This site/organization provides educational and professional development opportunities for African-American students, faculty, and staff.

*Latinos in Higher Education:* This site/organization promotes jobs and career opportunities at colleges and universities specifically for Latino professionals.

**IMPLEMENTATION PLANS**

<b>Action Plan</b>	<b>Stakeholder(s) Responsible</b>	<b>Timeline</b>
<p><b>1.</b> Assign “Targeted Recruitment of Minority Faculty and Staff” as a quarterly agenda item for Provosts-Deans meetings</p>	<p>Provosts and Deans</p>	<p>Ongoing</p>

**IMPLEMENTATION YEAR**

Begin implementing in Spring 2020.

**BUDGET IMPLICATION**

No cost.

**Recommendation 7:**

*Develop a Summer Bridge and First Time In College Program to assist with the recruitment and onboarding of African American Males through intentional interactions, all African American males at St. Petersburg College, will be invited to academic workshops, and social mixers with faculty, staff, and their peers to promote campus inclusiveness and create a sense of belonging.*

**DESCRIPTION:**

The purpose of this recommendation is to design the framework for a series of networking events to onboard AA Male students.

**Recommendation 7.1***Summer Bridge Program:*

The goal of the Summer Bridge Program is to address the gap in academic readiness and social integration for underrepresented males. By design, the Bridge Program addresses the inhibiting factors that underrepresented males encounter academically and socially during their first semester in college. Through mentorship, participants will receive support in acclimating and transitioning into SPC. The Bridge Program seeks to promote self-efficacy, foster a sense of belonging, enhance academic performance, increase persistence, retention, and improve graduation and transfer rates amongst underrepresented males at SPC.

The Program provides students with the opportunity to earn college-level courses before their freshman year. During the summer, students enroll in foundational classes that will assist them in writing, reading, and developing strong college success strategies. Socially students are immersed in the college experience. Over the summer, students are introduced to the academic resources offered at SPC, explore in-demand careers and learn about student life and leadership opportunities on campus.

The inaugural Summer Bridge Program started on the St. Petersburg College Gibbs campus during the summer of 2019. Ten African American males participated in the program. During the summer, the participants enrolled in Basic Writing and a College Experience course. The curriculum focused on improving writing skills, grammar, spelling, punctuation, and sentence structure, as well as time management, study skills, and critical thinking.

Over the summer, participants also toured the Carruth Health Center and Allstate Center and explored in-demand careers in health and public safety.

## Summer Bridge Pilot Success Rates:

Enrollment	Success Rate	Withdrawal Rate	WF Rate	F Rate
10	73.7%	0%	0%	26.3%

During the fall 2019 term, seven of the ten males enrolled at St. Petersburg College.

**Recommendation 7.2**

*The mixer fosters an informal environment where First Time In College African American males can receive academic help and engage in dialogue with SPC staff, faculty, and peers while developing a network of support.*

Events will be scheduled during the Fall, Spring, and Summer terms. Fall and Spring once each 8-weeks and at the beginning of the summer term. To accommodate the scope of the mixer, one event will be held in North and South County.

The “Mixer Orientation” event will be designed to create a welcoming and relaxing atmosphere to encourage students to interact and connect with peers and mentors.

A pilot “Mixer” was held October 19<sup>th</sup> at the Gibbs Campus from 11:00-12:30 pm. The 90-minute event provided enough time to set expectations, give introductions, and allow group discussions. The event was a success, with 20 students in attendance from various campuses. All students participated in discussions and expressed gratitude for the efforts being made to support their success.

The “Mixer” will complement efforts made by the newly launched Brother 2 Brother program.

**IMPLEMENTATION PLANS**

<b>Action Plan</b>	<b>Stakeholder(s) Responsible</b>	<b>Timeline</b>
1. Summer Bridge planning	Associate Provost, Deans, B2B Advisors, Foundation Office	January
2. Summer Bridge Recruitment	Recruiter and Career and Academic Advisors	January through April
3. Summer Bridge Orientation	Associate Provost, Manager, B2B Advisor, Task Force Members	June
4. Summer Bridge Career Activities	Career Services, B2B Advisor, Associate Provost	June and July

<b>Action Plan</b>	<b>Stakeholder(s) Responsible</b>	<b>Timeline</b>
1. Planning session for event/mixer	B2B Advisor, Associate Provost, Task Force Members	January 2020
2. Send event/mixer invitation	B2B Advisor, Associate Provost, Taskforce Member	February 2020
3. Mixer event	B2B Advisor, Associate Provost, Taskforce Member	February 2020
4. Follow-up survey	B2B Advisor, Associate Provost, Taskforce Member	February 2020

**IMPLEMENTATION YEAR/S:**

Pilot implemented October 19, 2019. Full implementation to take place Spring 2020.

**BUDGET IMPLICATION**

\$6,000.00

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## APPENDIX A



**St. Petersburg College**

**African American Male Student Success Task Force**

July 9, 2019

### CHARGE:

- (1) Review and assess the climate of past and current initiatives for African-American males.
- (2) Identify and review opportunities and challenges at SPC for African-American males.
- (3) Develop and implement recommendations, principles, strategies, and programs, both short-term and long-term, for improving the success and retention of African-American males and identify those who will be responsible and accountable for the same.

## AGENDA

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I. Welcome and Introductions

**FIVE CORE THINGS TO KNOW AS WE START OUR WORK**

II. Charge to the Task Force

- A. What is it that the task force has been asked to accomplish?
- B. What is the timeline and milestones?

III. Operating Logistics

- A. How often should we meet? When? Where?
  1. July 30, August 27, September 24, October 15

IV. Communications Plan

- A. What is our communications plan for updates and inquiries?

V. Key Deliverables

- A. What are the critical documents or outputs that the Task Force must create to meet its charge?
- B. What is a working table of contents for the documents?

## **Task Force Agenda Page 2**

### VI. Work Process

- A. What are the key undertakings that must be done to produce the deliverables and meet the charge?
  - 1. Review key student data
  - 2. Create and review an Inventory of current programs
  - 3. Review of current literature.

## **OUR WORK BEGINS**

### VII. Current Efforts

- A. What current programs should be considered, maintained, improved?
- B. What new steps should be taken?

### VIII. Next Steps

- A. What are the things that need to happen between now and when we meet next?

### IX. Adjournment

## **THANK YOU FOR HELP AND SUPPORT**



**APPENDIX B**

Recommendations	Budget
#1 Resurrect and implement a Brother-to-Brother type program.	\$547,915
#2 The Task Force unanimously and unequivocally recommends the hiring of an Executive Director of Equity, Diversity, and Inclusion. This position will ensure the institutional change necessary to reinforce the culture of academic success and retention for all students, and for African American male students in particular. Programs and initiatives in this office must be grounded in a culture of care, sensitivity, and competence. Moreover, it must promote, encourage, train, and distill these values amongst our faculty, staff, administration, and students.	\$117,308
#3 Develop a Summer Bridge and First Time In College Program to assist with the recruitment and onboarding of African American Males through intentional interactions, all African American males at St. Petersburg College, will be invited to academic workshops, and social mixers with faculty, staff, and their peers to promote campus inclusiveness and create a sense of belonging.	\$6,000
#4 Provide mandated professional development that leads to the creation of an inclusive and equitable campus climate inside and out of the classroom environment, with a special focus on working with African American males.	\$5,000
#5 Develop a comprehensive Learning Resources Outreach Initiative.	\$62,097
#6 Form a working group to develop and implement strategies for improving success rates in Gateway courses.	\$0
#7 Expand Targeted Recruitment of Minority Faculty and Staff at St. Petersburg College.	\$0
<b>Total</b>	<b>\$738,321</b>

## APPENDIX C

### A Two-Year Comparison of African American Student Body

**Enrollment** - the percentage of enrollment has increased, while the part-time numbers are decreasing

	Unduplicated Student Count		Courses Taken		Percent of Overall Enrollment		Success Rate		Percentage Part-time		Percentage Age Over 26	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
All Black	5356	5401	25009	24937	13.6%	13.9%	68.2%	67.2%	84.8%	82.7%	55.1%	56.0%
FTIC Black	710	784	1998	2249	14.7%	15.9%	55.0%	55.6%	79.9%	77.4%	24.5%	26.4%
Black Male	1751	1701	8078	7589	11.6%	11.7%	65.0%	63.8%	83.7%	80.9%	49.5%	48.2%
Black Female	3483	3559	16337	16671	14.8%	15.3%	69.9%	68.8%	85.5%	83.7%	57.5%	59.6%

#### Success Rates By Age

- Older students and those 18 and under are more successful
- Students aged 19-21 struggle the most

2017-18	18 and Under	Success Rate	19 -21	Success Rate	22 – 25	Success Rate	26 – 35	Success Rate	36+	Success Rate
All Black	2491	73.7%	4492	62.7%	4274	64.8%	7122	68.5%	6630	71.6%
FTIC Black	788	64.2%	517	48.7%	255	45.1%	308	48.1%	130	59.2%
Black Male	825	68.2%	1816	62.5%	1337	62.2%	2019	65.5%	1991	67.1%
Black Female	1615	77.0%	2582	62.7%	2881	66.0%	4776	70.0%	4483	73.9%

2018-19	18 and Under	Success Rate	19 -21	Success Rate	22 – 25	Success Rate	26 – 35	Success Rate	36+	Success Rate
All Black	2568	72.4%	4249	61.3%	4127	62.8%	7640	68.0%	6353	70.9%
FTIC Black	846	63.4%	522	46.0%	323	47.4%	373	59.5%	185	54.1%
Black Male	874	69.2%	1585	56.8%	1347	60.7%	2062	66.1%	1721	67.1%
Black Female	1636	75.0%	2519	64.3%	2715	63.9%	5371	68.8%	4430	72.2%

#### Success Rates By Income & GED

- Large percentages of this student body are considered low income
- Those earning a GED are not as successful

2017-18	Low Income (Pell Eligible)		Not Low Income (Non-Pell Eligible)		GED		Non-GED	
	Percent of Population	Success Rate	Percent of Population	Success Rate	Percent of Population	Success Rate	Percent of Population	Success Rate
All Black	62.5%	64.5%	37.5%	77.1%	13.5%	62.3%	86.5%	69.1%
FTIC Black	84.2%	52.3%	15.8%	68.7%	15.8%	52.0%	84.2%	55.3%
Black Male	56.3%	59.2%	43.7%	75.5%	14.7%	58.9%	85.3%	66.0%
Black Female	65.4%	66.9%	34.6%	78.2%	12.7%	64.4%	87.3%	70.7%

2018-19	Low Income (Pell Eligible)		Not Low Income (Non-Pell Eligible)		GED		Non-GED	
	Percent of Population	Success Rate	Percent of Population	Success Rate	Percent of Population	Success Rate	Percent of Population	Success Rate
All Black	62.1%	64.1%	37.9%	74.6%	13.0%	61.1%	87.0%	68.2%
FTIC Black	82.1%	53.0%	17.9%	71.6%	14.2%	53.6%	85.8%	56.1%
Black Male	56.6%	60.2%	43.4%	70.2%	14.2%	57.2%	85.8%	64.9%
Black Female	64.7%	65.8%	35.3%	77.3%	12.2%	62.5%	87.8%	69.8%

**Degree Program – African Americans are least successful in AA degree programs**

2017-18				2018-19			
All	Unduplicated Student Count	Courses Taken	Success Rate	All	Unduplicated Student Count	Courses Taken	Success Rate
AA	2160	10533	63.5%		2038	9639	62.3%
AS	2063	9084	67.7%		2202	9727	66.1%
BS/BAS	769	3960	77.5%		818	4182	76.7%

2017-18				2018-19			
FTIC	Unduplicated Student Count	Courses Taken	Success Rate	FTIC	Unduplicated Student Count	Courses Taken	Success Rate
AA	421	1237	56.5%		410	1221	56.3%
AS	280	744	52.2%		362	1003	55.0%
BS/BAS	N/A	N/A	N/A		N/A	N/A	N/A

2017-18				2018-19			
Males	Unduplicated Student Count	Courses Taken	Success Rate	Males	Unduplicated Student Count	Courses Taken	Success Rate
AA	741	3607	59.9%		681	3198	59.3%
AS	634	2711	64.7%		656	2773	62.7%
BS/BAS	225	1266	74.4%		230	1157	74.6%

2017-18				2018-19			
Females	Unduplicated Student Count	Courses Taken	Success Rate	Females	Unduplicated Student Count	Courses Taken	Success Rate
AA	1371	6653	65.3%		1306	6162	63.9%
AS	1384	6191	69.3%		1490	6703	67.6%
BS/BAS	524	2584	79.5%		567	2917	77.6%

**Community Success Rates – Females are more successful with FTIC the least**

2017-18	All Black	FTIC Black	Male	Female
All	68.2%	54.8%	65.0%	69.9%
Arts, Humanities and Design	63.9%	51.0%	60.2%	69.7%
Business	64.7%	57.6%	61.4%	67.2%
Communication	66.3%	50.0%	66.3%	68.5%
Education	68.8%	48.1%	67.4%	69.8%
Engineering, Manufacturing, and Building Arts	71.1%	69.2%	70.6%	75.0%
Health Sciences and Veterinary Technology	70.3%	56.1%	68.4%	70.8%
Non-Degree Seeking or No Community	68.5%	57.0%	65.0%	70.4%
Public Safety, Policy and Legal Studies	71.2%	41.5%	68.1%	74.2%
Science and Mathematics	67.6%	65.7%	74.0%	63.9%
Social/Behavioral Sciences and Human Services	66.2%	57.2%	53.7%	69.2%
Technology	69.4%	40.7%	67.8%	73.3%

2018-19	All Black	FTIC Black	Male	Female
All	67.1%	55.4%	63.7%	68.7%
Arts, Humanities and Design	59.2%	49.7%	54.1%	69.4%
Business	60.7%	50.9%	57.4%	62.5%
Communication	67.0%	45.3%	67.2%	69.4%
Education	69.7%	51.6%	75.1%	68.8%
Engineering, Manufacturing, and Building Arts	68.2%	53.8%	68.3%	67.4%
Health Sciences and Veterinary Technology	69.1%	56.7%	66.9%	69.9%
Non-Degree Seeking or No Community	73.0%	54.4%	66.9%	74.9%
Public Safety, Policy and Legal Studies	70.2%	52.6%	67.1%	70.6%
Science and Mathematics	69.9%	74.8%	71.3%	69.1%
Social/Behavioral Sciences and Human Services	62.4%	56.1%	51.5%	65.9%
Technology	67.8%	59.7%	68.2%	67.4%

### Session Type – African Americans are More Successful in 8 Week and 10 Week sessions

- Summer Express shows promise, but not Winter Express

2017-18	Overall		10 Week		Eight Week – 1st		Eight Week - Second		Regular Academic	
	N	Success Rate	N	Success Rate	N	Success Rate	N	Success Rate	N	Success Rate
All Black	25017	68.2%	2081	71.6%	3763	75.6%	2743	69.9%	13153	65.0%
FTIC	2002	54.8%	54	50.0%	89	67.4%	75	32.0%	1325	55.7%
Black Males	8078	65.0%	530	65.7%	1340	73.0%	1000	65.1%	4244	62.4%
Black Male FTIC	817	49.0%	27	55.6%	46	65.2%	39	17.9%	526	49.8%
Black Female	16341	69.9%	1500	74.2%	2340	77.4%	1672	72.7%	8594	66.3%

2018-19	Overall		10 Week		Eight Week – 1st		Eight Week - Second		Regular Academic	
	N	Success Rate	N	Success Rate	N	Success Rate	N	Success Rate	N	Success Rate
All Black	24956	67.1%	2073	71.4%	3973	73.5%	3081	66.6%	12629	64.4%
FTIC	2259	55.4%	86	62.8%	100	61.0%	199	51.3%	1373	56.4%
Black Males	7593	63.7%	527	68.5%	1267	71.9%	1021	62.0%	3785	61.5%
Black Male FTIC	871	49.6%	26	50.0%	49	49.0%	66	40.9%	517	52.2%
Black Female	16684	68.7%	1487	72.4%	2592	73.8%	1970	68.9%	84	63.1%

2017-18	Winter Express		Summer Express		Dynamic Date		Weekend College	
	N	Success Rate	N	Success Rate	N	Success Rate	N	Success Rate
All Black	1773	59.2%	39	92.3%	1308	81.7%	157	63.1%
FTIC	364	50.3%	30	93.3%	53	58.5%	12	58.3%
Black Males	543	54.0%	17	88.2%	361	79.4%	43	69.8%
Black Male FTIC	141	41.8%	12	91.7%	23	60.9%	3	66.7%
Black Female	1179	61.3%	20	95.0%	924	83.2%	112	59.8%

2018-19	Winter Express		Summer Express		Dynamic Date		Weekend College	
	N	Success Rate	N	Success Rate	N	Success Rate	N	Success Rate
All Black	1796	57.4%	65	81.5%	1197	82.1%	142	64.8%
FTIC	381	46.5%	47	78.7%	63	58.7%	10	80.0%
Black Males	585	51.8%	34	70.6%	322	74.5%	52	71.2%
Black Male FTIC	152	42.1%	29	69.0%	27	33.3%	5	100.0%
Black Female	1162	60.7%	31	93.5%	862	85.3%	84	63.1%

**Credits Attempted –**

- the more credits African American students attempt in a year – the more successful they are
- most stay under FT status

2017-18 All Credits Attempted	Unduplicated Headcount	Success Rate	2018-19 All Credits Attempted	Unduplicated Headcount	Success Rate
1 to 12	2856	58.2%	1 to 12	2949	59.5%
13 to 24	1825	68.3%	13 to 24	1798	67.6%
25+	666	78.0%	25+	648	75.0%

2017-18 FTIC Credits Attempted	Unduplicated Headcount	Success Rate	2018-19 FTIC Credits Attempted	Unduplicated Headcount	Success Rate
1 to 12	287	39.5%	1 to 12	332	43.7%
13 to 24	299	49.1%	13 to 24	331	52.3%
25+	125	72.5%	25+	123	70.3%

2017-18 Male Credits Attempted	Unduplicated Headcount	Success Rate	2018-19 Male Credits Attempted	Unduplicated Headcount	Success Rate
1 to 12	947	54.2%	1 to 12	973	54.4%
13 to 24	576	64.9%	13 to 24	532	63.8%
25+	224	75.3%	25+	195	75.2%

2017-18 Female Credits Attempted	Unduplicated Headcount	Success Rate	2018-19 Female Credits Attempted	Unduplicated Headcount	Success Rate
1 to 12	1846	60.2%	1 to 12	1901	62.1%
13 to 24	1208	70.3%	13 to 24	1226	69.4%
25+	424	79.1%	25+	428	75.0%

**Course Modality – African Americans fare better in Face-to-Face courses**

- 65% of courses that African American Males take are either Face-to-Face or Blended and they are slightly more successful
- FTIC students are least successful in online classes

2017-18 ALL	Courses Taken	Success Rate	2018-19 ALL	Courses Taken	Success Rate
FTF	10908	69.6%		9864	70.0%
Blended	1606	72.2%		1439	71.9%
Online	12370	66.1%		13494	64.2%

2017-18 FTIC	Courses Taken	Success Rate	2018-19 FTIC	Courses Taken	Success Rate
FTF	1366	60.2%		1350	59.3%
Blended	194	57.2%		197	61.9%
Online	442	37.3%		711	46.0%

2017-18 Male	Courses Taken	Success Rate	2018-19 Male	Courses Taken	Success Rate
FTF	3865	65.0%		3375	65.7%
Blended	601	65.2%		540	65.6%
Online	3578	64.6%		3618	61.1%

2017-18 Female	Courses Taken	Success Rate	2018-19 Female	Courses Taken	Success Rate
FTF	6786	72.3%		6225	72.6%
Blended	966	76.1%		847	76.2%
Online	8491	67.0%		9519	65.3%

#### Where do Students Take Face-to-Face and Blended Courses?

2017-18 ALL	Courses Taken	Success Rate	2018-19 ALL	Courses Taken	Success Rate
All	12510	70.0%		11289	70.4%
Allstate Center	60	86.7%		79	82.3%
Clearwater Campus	2647	70.4%		2380	68.4%
Downtown/Midtown	2437	64.8%		2106	67.2%
EpiCenter	202	79.2%		179	77.1%
Health Education Center	717	88.4%		754	87.3%
Seminole Campus	811	69.2%		700	72.0%
St Petersburg/Gibbs Campus	4309	67.8%		3907	67.1%
Tarpon Springs Campus	860	67.3%		737	70.3%

2017-18 FTIC	Courses Taken	Success Rate	2018-19 FTIC	Courses Taken	Success Rate
All	1556	60.0%		1538	60.0%
Allstate Center	2	50.0%		2	0.0%
Clearwater Campus	312	63.8%		317	56.2%
Downtown/Midtown	405	59.8%		381	64.6%
EpiCenter				1	100.0%
Health Education Center				7	71.4%
Seminole Campus	105	70.5%		99	72.7%
St Petersburg/Gibbs Campus	601	56.7%		611	56.6%
Tarpon Springs Campus	131	58.0%		120	62.5%

2017-18 Male	Courses Taken	Success Rate	2018-19 Male	Courses Taken	Success Rate
All	4466	65.0%		3912	65.8%
Allstate Center	11	72.7%		29	79.3%
Clearwater Campus	968	67.4%		909	65.8%
Downtown/Midtown	767	54.2%		688	62.5%
EpiCenter	139	75.5%		87	71.3%
Health Education Center	168	81.5%		140	87.9%
Seminole Campus	328	70.4%		284	64.4%
St Petersburg/Gibbs Campus	1500	62.0%		1321	63.2%
Tarpon Springs Campus	432	69.0%		325	66.5%

2017-18 Female	Courses Taken	Success Rate	2018-19 Female	Courses Taken	Success Rate
All	7752	72.8%		7061	73.2%
Allstate Center	48	89.6%		45	82.2%
Clearwater Campus	1620	72.4%		1406	70.1%
Downtown/Midtown	1620	69.5%		1352	70.0%
EpiCenter	62	87.1%		85	81.2%
Health Education Center	527	91.5%		606	87.3%
Seminole Campus	474	68.1%		385	79.0%
St Petersburg/Gibbs Campus	2699	71.0%		2482	69.2%
Tarpon Springs Campus	395	64.3%		386	74.1%

**How do African American Withdrawal Rates Compare Year over Year?**

2017-18	Success Rate	Withdrawal Rate	WF Rate	F Rate	2018-19	Success Rate	Withdrawal Rate	WF Rate	F Rate
All Black	68.2%	7.4%	7.6%	12.1%	All Black	67.2%	7.4%	7.5%	12.6%
FTIC Black	55.0%	9.2%	13.3%	18.1%	FTIC Black	55.6%	8.4%	13.1%	17.8%
Black Male	65.0%	8.4%	8.7%	13.6%	Black Male	63.8%	8.0%	8.9%	14.2%
Black Female	69.9%	6.8%	7.1%	11.4%	Black Female	68.8%	7.1%	6.9%	11.8%
Hispanic	77.4%	6.0%	4.5%	8.6%	Hispanic	77.9%	5.7%	4.4%	8.4%
Hispanic Male	75.7%	6.5%	5.4%	9.0%	Hispanic Male	76.7%	5.5%	5.0%	9.0%
White	81.6%	5.4%	3.6%	6.6%	White	81.8%	5.1%	3.4%	6.6%

**Key Findings about our African American Student Population**

- Least successful in AA programs
- More successful in 8 week and 10 week session courses
- The more courses attempted – the better they fare
- 65% of the male population take F2F or Blended courses and are slightly more successful in this modality
- FTIC are less successful in online classes