# Collaborative Labs
## at St. Petersburg College
### Accelerate business results

presents

# *SPC Board of Trustees*
# *Strategic Planning Workshop*
## *Collaborative Engagement*

December 13, 2011

**Real-Time Record**

**Click here to view a Word document of this Real-Time Record**

# SPC Board of Trustees
Strategic Planning Workshop

St. Petersburg College, Epi Center, 13805 58th Street N Largo, FL 33760
Collaborative Labs (Tropics Lab)
Tuesday, December 13, 2011, 8:30am – 11:30am

***Executing SPC's current Mission & Goals over the next 18-Months***

| Time | Agenda Items | Collaborative Design |
|---|---|---|
| 8:15am – 8:35am | **Warm-Up Activity: SPC's Greatest Achievements in the last 18-Months** | • Board of Trustee Members, as well as Faculty, Staff and Students will be asked to contribute to SPC's "Greatest Achievement" Walls |
| 8:35am – 8:50am | **Welcome & Overview of Objectives for Strategic Planning Workshop**<br>• Welcome: Chairman Brett and Dr. Bill Law<br>• Workshop Objectives & SPC's Greatest Achievements: Andrea Henning | • We will ask volunteers to share highlights from SPC's "***Greatest Achievement" Walls*** over the past 18-Months |
| 8:50am – 9:50am | **Looking Forward**:<br>• ***Life Plan***<br>• ***College Experience*** | • **Presentation of Information** (15-minutes)<br>• **Collaborative Discussion** (45-minutes):<br>   • The BOT will brainstorm and identify the **Top 3 Strategic Focus Areas/Metrics** |
| 9:50am – 10:20am | **Understanding Important New Information in Financial Areas:**<br>• ***Financial Aid*** | • **Presentation of Information** (10-minutes)<br>• **Collaborative Discussion** (20-minutes):<br>• The BOT will brainstorm and identify the **Top 3 Strategic Focus Areas/Metrics** |
| 10:20am – 11:15am | **Refocusing on Existing Strategic Priorities**:<br>• ***Workforce***<br>• ***Distance Learning***<br>• ***Global/International*** | • **Presentation of Information** (15-minutes)<br>• **Collaborative Discussion** (40-minutes):<br>   • The BOT will brainstorm and identify the **Top 3 Strategic Focus Areas/Metrics** |
| 11:15am – 11:30am | **Understanding Important New Information in Financial Areas:**<br>• ***Budget/Cost*** | • **Presentation of Information** (5-minutes)<br>• **Collaborative Discussion** (10-minutes):<br>   • The BOT will brainstorm and identify the **Top 3 Strategic Focus Areas/Metrics** |
| | ***Wrap-Up & Highlights*** | • Dr. Law and the BOT will wrap-up a very productive workshop by sharing highlights and next steps. |

## Welcome & Workshop Objectives:

**Board Members:**
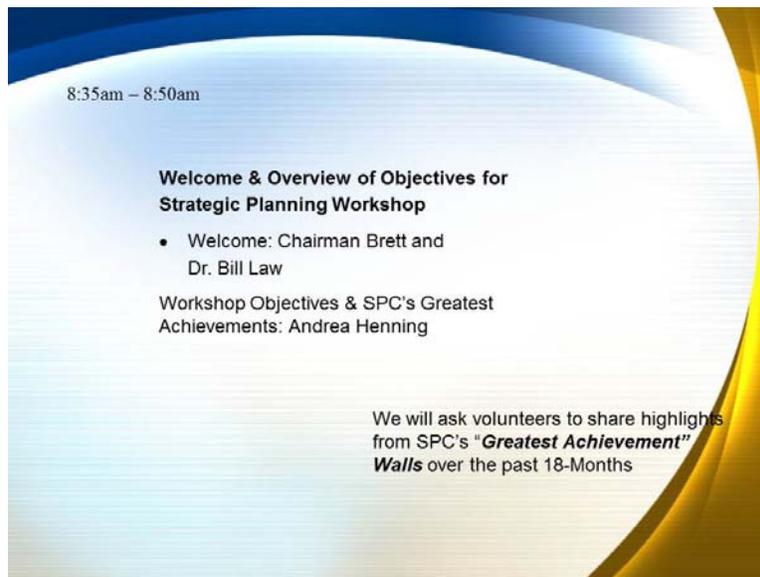


| **Chairman Terrence Brett** | **Ken Burke** | **Bob Fine** | **Tim North** | **Deveron Gibbons (absent)** |



8:35am – 8:50am

**Welcome & Overview of Objectives for Strategic Planning Workshop**

- Welcome: Chairman Brett and Dr. Bill Law

Workshop Objectives & SPC's Greatest Achievements: Andrea Henning

We will ask volunteers to share highlights from SPC's "*Greatest Achievement*" *Walls* over the past 18-Months

*Chairman Brett opened the session with the Pledge of Allegiance and asked Mr. Burke to say the Invocation.*

**Dr. Law. President of St. Petersburg College:** Thank you for arranging your time and focus. Eisenhower said that plans are nothing, planning is everything. We've added new members to our Board and I'm delighted to get you in a room where we aren't rushing decisions by you. Let's key up issues that have impact to the public. We want to finish up with some budget items. We'll start with some of the student-related items at the beginning of the session. We really want you to own the session. Because we have new members, we'll have a little more presentation material than normal. We'll focus on metrics and the outcomes we expect. Board, give us guidance and demonstrate leadership to us. We're ready for that.

**Andrea Henning, Executive Director, Collaborative Labs**: Welcome, Board of Trustees. Thank you for this opportunity. The Collaborative Labs has been in existence for seven years and we've served 700 organizations. Today's session rates as one of our top 10. We're delighted to support our own first, then the State and the nation. Let me go over the agenda.
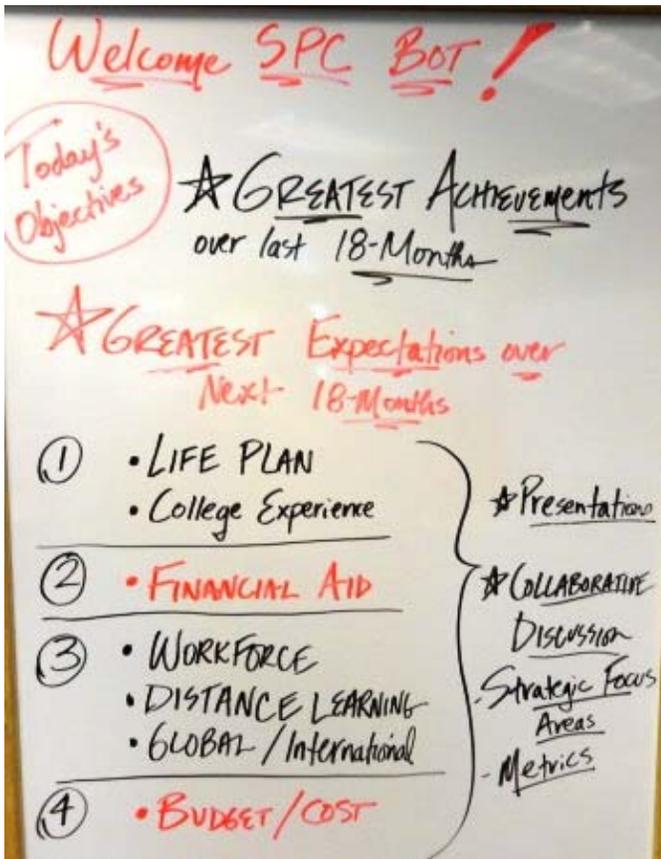
First, we build on strengths. We like to get a snapshot of our achievements so we can leverage those strengths. The next part is to look at great expectations for the next 18 months with a focus on Strategic Priorities and metrics. We'll divide into 4 segments:

1. **Life Plan and College Experience**
2. **Financial Aid**
3. **Workforce, Distance Learning, Global/international**
4. **Budget/Cost**

In each segment, we'll hear Presentations and we will have an opportunity for collaborative discussion.

I'd like to introduce you to the blue team: Joyce is on keyboard. She'll create a Real-Time Record for you of today's activities. Jonathan is our Business Illustrator. He'll create a vision mural containing all of your work today. Alan is our Business Development officer, he'll be driving our collaborative software and PJ is our technologist.



8:35am – 8:50am

**Welcome & Overview of Objectives for Strategic Planning Workshop**

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Workshop Objectives & SPC's Greatest Achievements: Andrea Henning

We will ask volunteers to share highlights from SPC's "*Greatest Achievement*" *Walls* over the past 18-Months

**Warm-Up Activity: SPC's Greatest Achievements in the Last 18 Months**



8:15am – 8:35am

**Warm-Up Activity: SPC's Greatest Achievements in the last 18-Months**

Board of Trustee Members, as well as Faculty, Staff and Students will be asked to contribute to SPC's "Greatest Achievement" Walls

| Budget/Cost |
|---|
| Delegated authority for hiring, purchasing, & contract administration |
| Created internal controls management function |
| Employee health insurance plan redesign |
| Student Government Association (SGA) now develops 25% of the Student Activities Budget |
| Provosts now have discretionary Public Education Capital Outlay (PECO) budgets |
| Guaranteed schedule developed & incorporated into operating budget |
| Adjunct hiring & financial planning |
| Faculty hiring plan |
| One college recruitment/marketing plan |
| Bandwidth/clearwire lease |
| Joint advertising with PHCC and HCC |
| Developed 3 yr financial plan and fully integrated "One College" budget |
| Faculty Compensation Plan (year 1) |
| Monthly BOT Analytical financial reports |
| Budget transparency |
| Tied $ to specific initiatives |
| Technology Refresh Funding Streams (95%) |
| Business Intelligence (BI) – student, financial |
| BOT Website |
| Overhaul of college website design and content |
| SharePoint document sharing and communication system |
| Single wire emergency notification system |
| Web time and leave entry system |
| Fax server |
| Lync-unified communications |
| Student textbook credit |
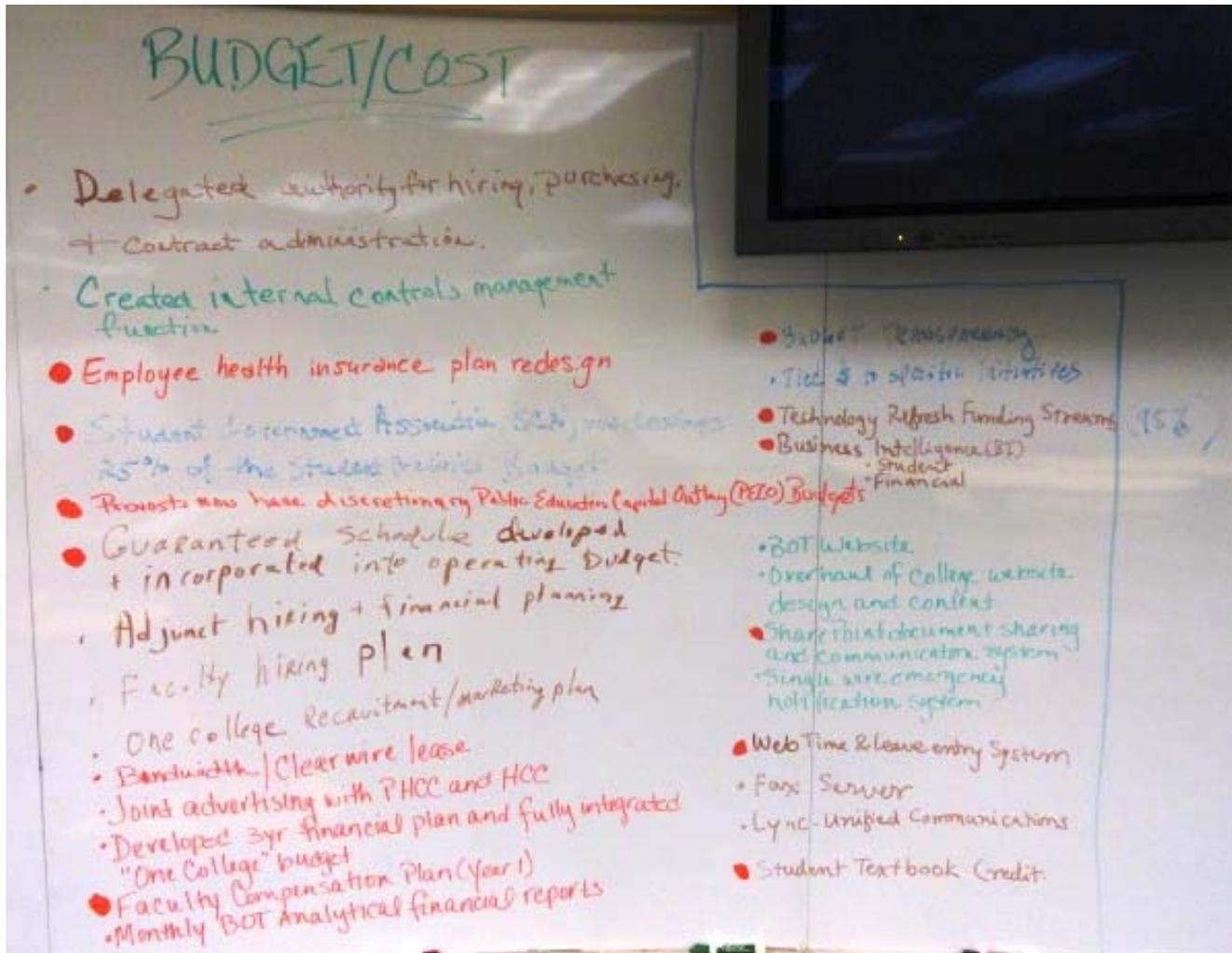
**Dr. Doug Duncan, Senior VP Administrative/Business Services and Information Technology**: Our division supports the academic and student services. We had a major redesign of our health plan. We moved 25% of the budgeting out into the hands of the Student Governance Association. The Provosts have their own PECO funds that they manage. Developed guaranteed schedule integrated into our operating budget. In HR, we have a much more proactive faculty hiring plan. A faculty compensation plan was developed and implemented. The budgeting process was transparent, with budget presentations. We have about 95% of our technology now funded with recurring streams of revenue. In January, our BIS went into production. Jesse and his folks have worked hard on this.   The SharePoint system was one of the first things we did when Dr. Law arrived. It's widely used now. The Student Textbook Credit. We were over $900,000 last year, we've recouped almost $400,000 of that.  Our payroll is now automated.

| Financial Aid |
|---|
| Tuition/fees go to fin.aid grants |
| Doubled summer aid processing in a fraction of the time in 2010-2011 |
| Surpassed total dollars awarded fall 2011-12 than all of last year |
| New student resources through website including FATv and resources for debt management |
| More user friendly & robust financial aid website |
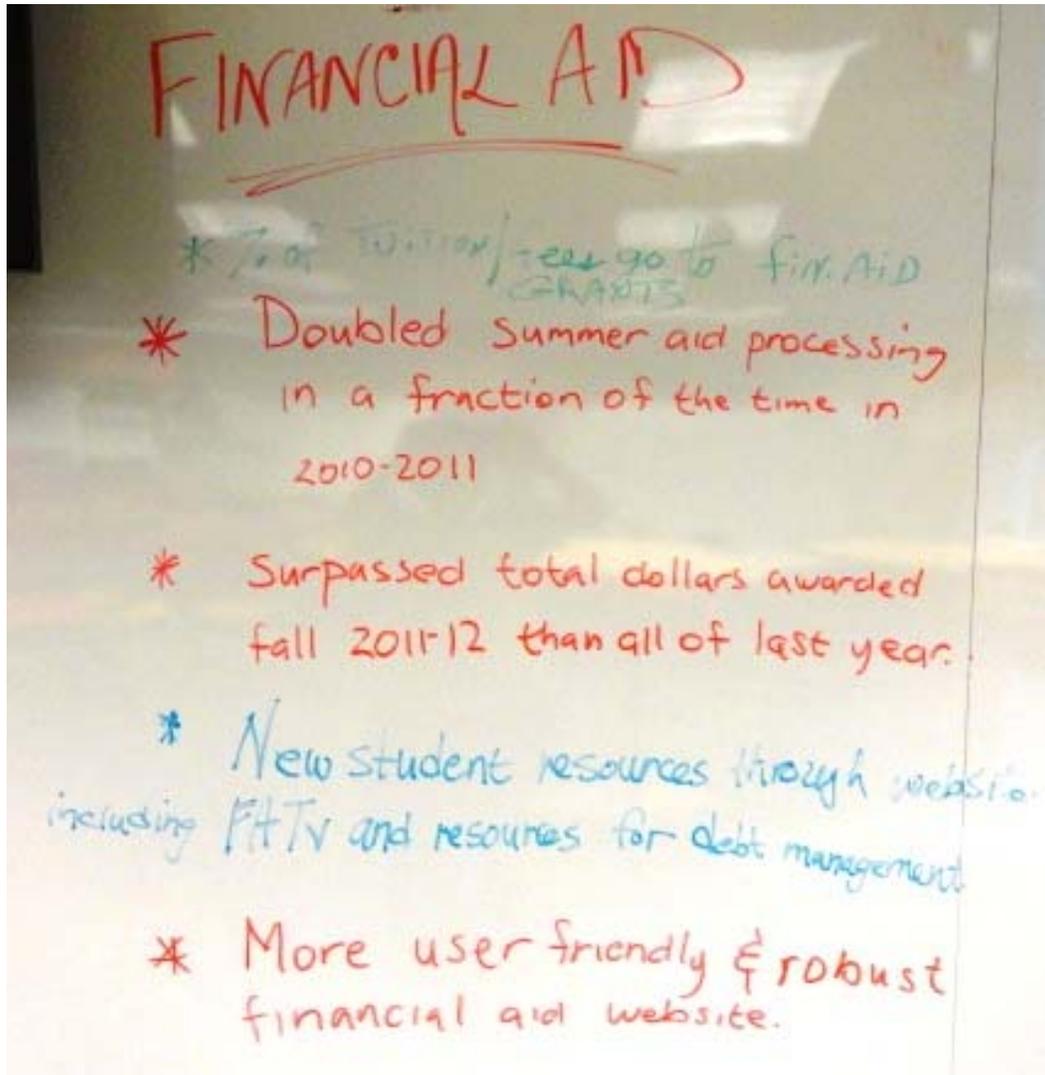


**Mr. Todd Smith, Director, Scholarships & Student Financial Assistance:** We've made it easier for our students, consumers and clients to do business with us. It's more user-friendly and robust. More resources with 24/7 access on the web. Increased productivity. We've already surpassed all of what we did last year. Summer has traditionally been a nightmare, but we've doubled our processing in a fraction of the time. A huge number of our students depend on financial aid and we've stepped up.

| **Workforce** |
|---|
| Bachelor majors limited to workforce & STEM |
| Baccalaureate programs has over 6,000 students, over 4,400 graduates to date |
| Creation of career & entrepreneur center and awarding $10K at first "Business Plan & Elevator Pitch" completion |
| 105 Students placed in Public Safety positions |
| Learn to Earn |
| Innovative Music Industry Recording Arts (MIRA) Program |
| 400+ workforce scholarships |
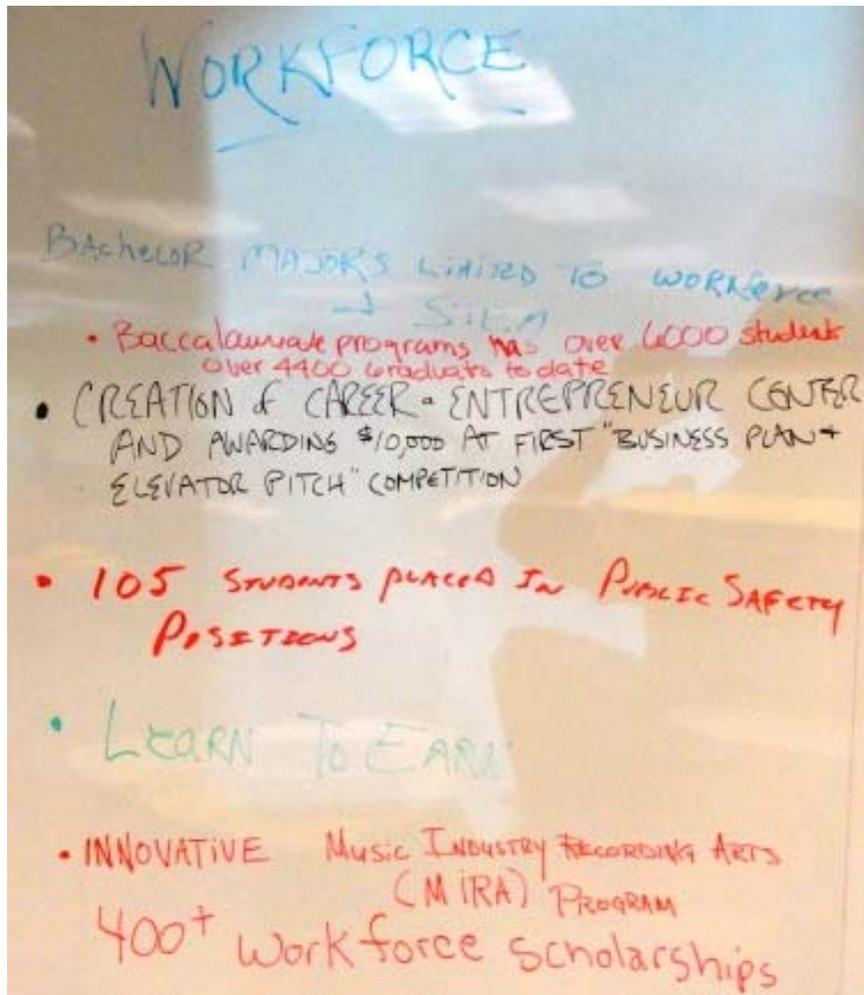




**Dr. Stan Vittetoe, Sr. VP Workforce and Provost, Clearwater**: We had 105 students placed in our Public Safety program. Bachelor's degree programs – we have 6,000 students and over 4,400 graduates and they are focused on workforce – specific occupations. A new program – Learn to Earn – the brainchild of Dr. Law. It is focused on the unemployed – short-term training programs to get them back into the workforce. We have a new, innovative program, the Music Recording Arts Program which helps to place students in the entertainment industry.

| Other |
|---|
| Center of Excellence for Teaching & Learning |
| Career Services Employee Council |
| Enhanced community outreach & partnerships |
| College wide SACS working group |
| Faculty co-chair |
| Student Achievement Model – Strategic Leadership Plan |
| Campus MAPS center renovations |
| $40,000 in innovation grants |
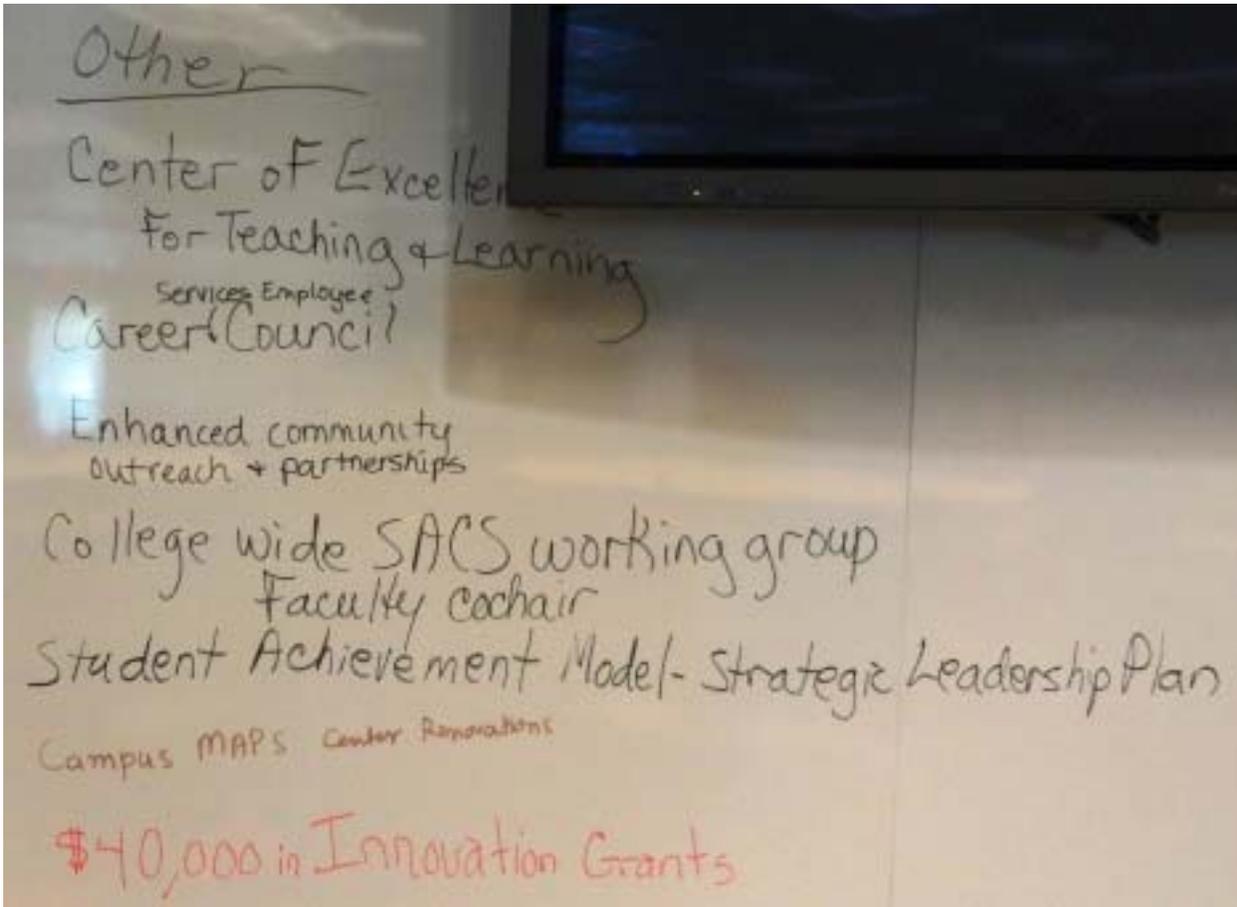


**Mr. Ken Burke:** The hiring of Dr. Law. Also the formation of the Career Council.

*Dr. Law distributed the Learn-to-Earn brochure.*

**Dr. Stan Vittetoe:** We're approaching 1,000 enrollments.

**Dr. Law:** We've put acronyms in the front of your books.

| Distance Learning |
|---|
| Public safety |
| In service online – 12 courses |
| Largest Fire Science program in the nation |
| Winner of multiple national awards for students & faculty |
| Expansion of online reusable learning objects |
| Increase in # of e-text, i.e., college success skills |
| Focus on success more than growth |
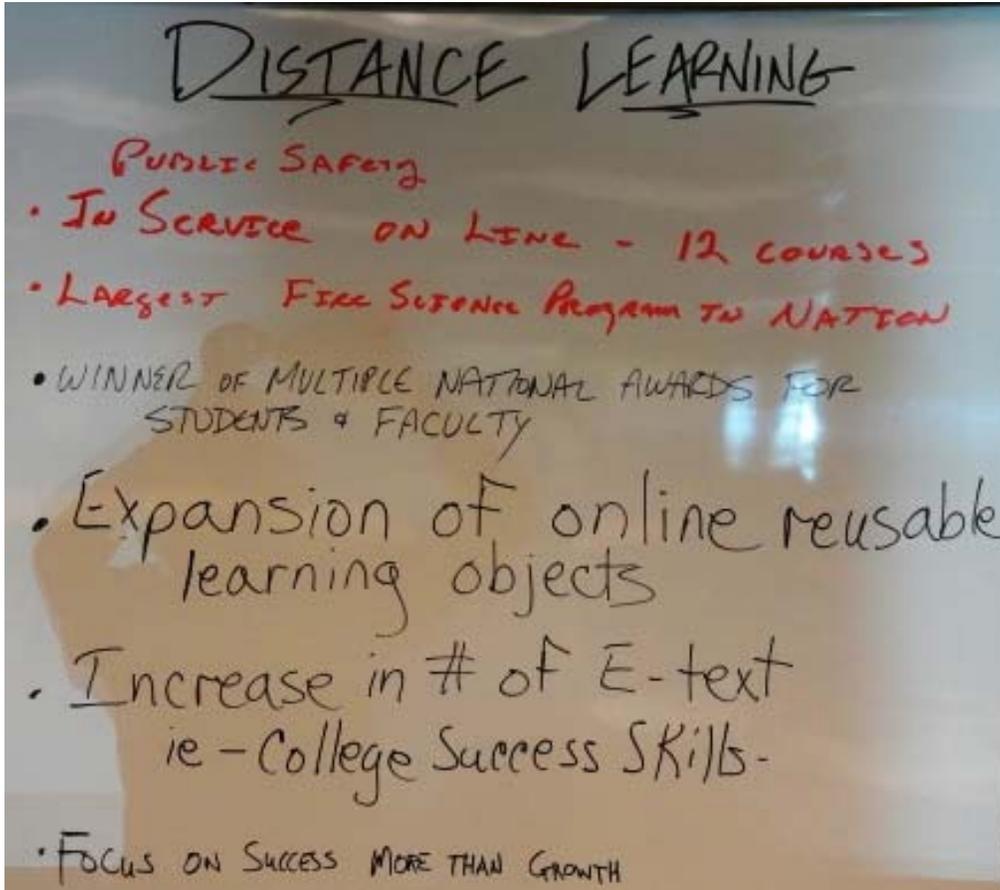


**Dr. Anne Cooper, Sr. VP Academic & Student Affairs**: Increased online courses. Largest Fire Science Program in the nation. Winner of many awards. Expansion of learning support tools for faculty. Using e-text – online version of the textbook which is less expensive for the student. We are focusing more on success than just on growth and expansion.

**Dr. Jim Olliver, Provost Seminole and ECampus:** We had the first online course in the state. We are the first or second largest provider of distance learning in the state today.

| Global International |
|---|
| Student/faculty visit from North Ireland |
| Two new Hellenic studies courses: Greek philosophy, Greek culture |
| Purposeful preparation of students for the global economy |
| Recent Canada agreement for faculty & student business exchanges in Toronto |
| International internships, Corporate sponsors |
| Expansion of Gen.Ed. global course options |
| Study abroad in Spain (Summer 2010) |
| Development of model un cohort – Trips to national conventions (NY + DC) |
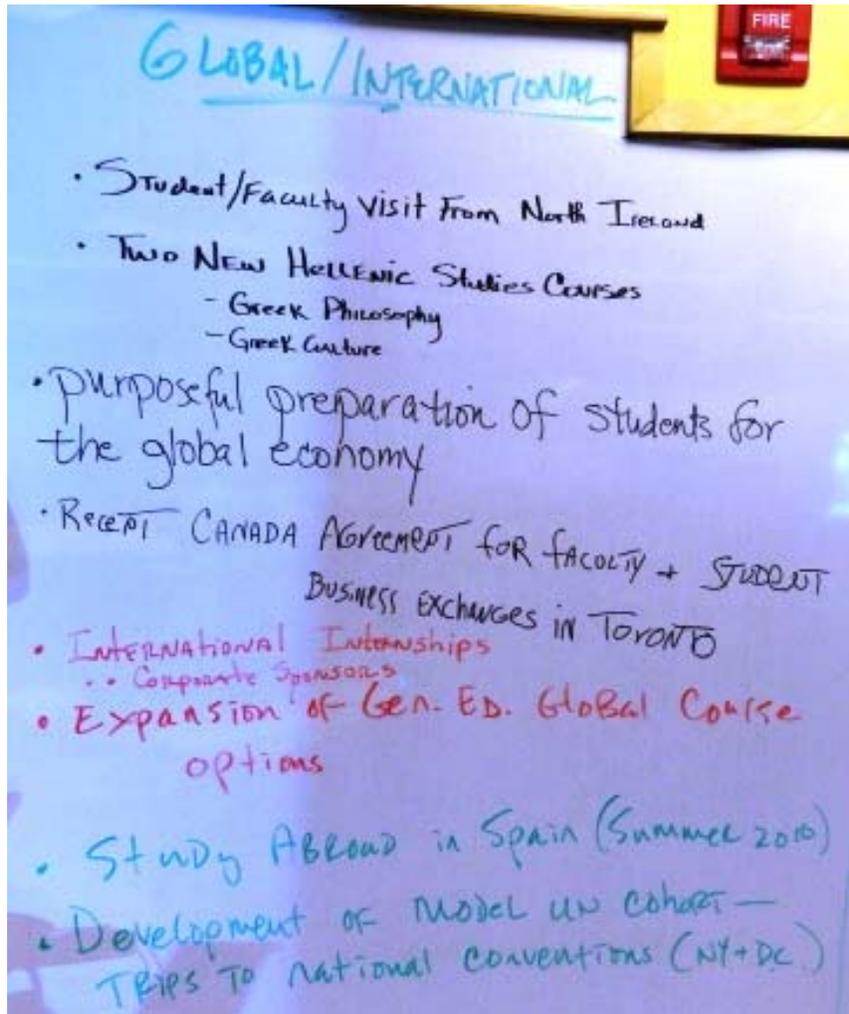


**Mr. Rod Davis, Director, International Programs & Interim Director for Global Studies**: Student/faculty visit from North Ireland. We have two new Hellenic studies courses.  Canada agreements and business exchanges in Toronto. Global course options. Study abroad in Spain – we have six trips set up. Cohort in New York and D.C. We are looking forward to expanding in this area.
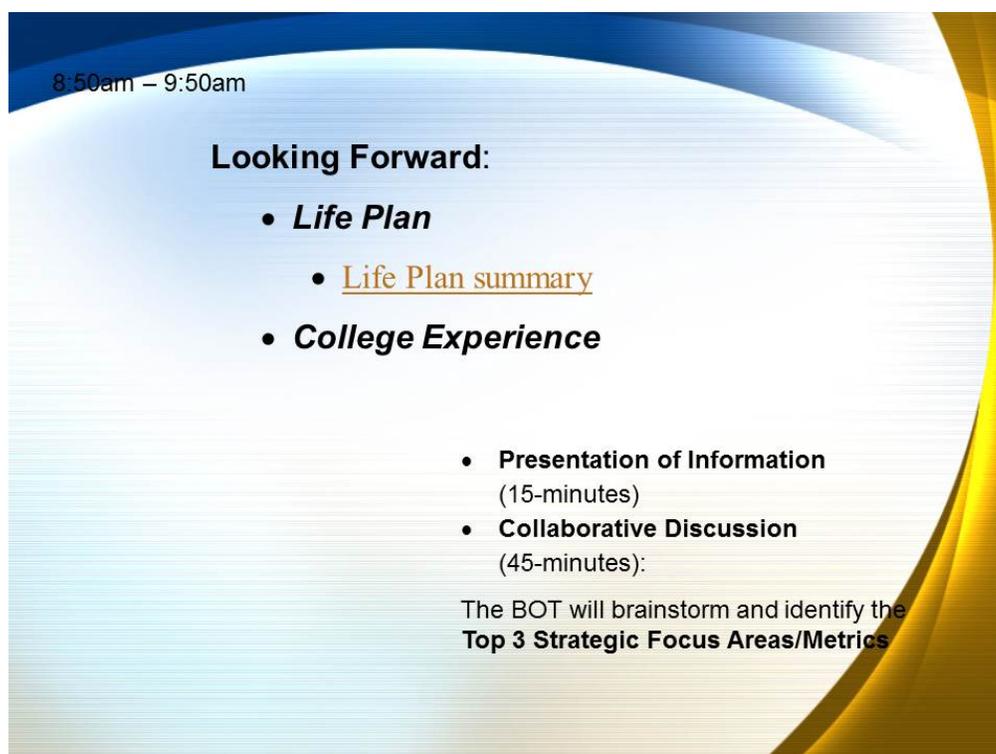
| College Experience |
|---|
| Foster children "timing out" -> SPC |
| Madrigalians – going to Carnegie Hall |
| Admin of ESSE for newly enrolled students |
| Student budget decision-making |
| $1Million in student scholarships |
| Reduction in the # of term withdrawals |
| Mandatory face-to-face new student orientation |
| Mandatory SLS for students in 2 dev courses |
| Student "academic plans" in SLS1101-1126 |
| Dev. of training profiles for student service staff |
| MyLearningPlan – Phase 1/Student Portal Phase I & II |
| Collaborative Lab for Black Males |
| Initiative to identify and increase enrollment and retention of black males |
| Business Intelligence database used to track students |
| College-wide involvement in college experience projects |
| ¾ of bachelor students complete in 3 years or less |
| Overhaul of college website design & content |
| Nelnet Tuition Payment Plan |
| Student email system |
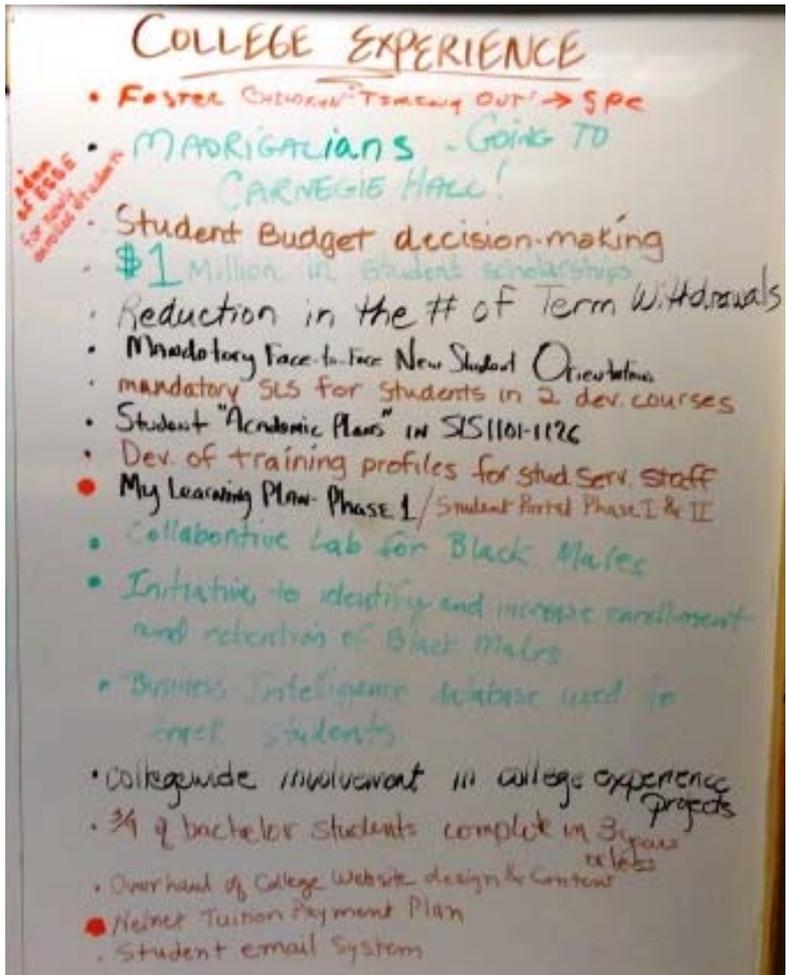


**Dr. Tonjua Williams, VP, Academic & Student Affairs**: We have completed some very good national assessments. Survey for newly enrolled students – we'll be using that data for planning. Mandatory face-to-face counseling for students – especially those that have tested in two or more required developmental courses. Training profiles for student services staff. Our provosts are working with the district team in creating the College Experience. Automated our payment plan. Phase 1 of our Learning plan has been completed so the student can share that with their families. Working with at-risk students, foster children that have aged-out. We are working with them to come to college.

**Dr. Law:** We're very excited about these efforts. We are increasingly focused on student success. We're quite good at getting people in and getting them started. Now the focus is on getting students through and getting them successful. Giving access is what we do for a living, but in the end it has to lead to a successful completion and that's the part we haven't worked on very well.  Too many students walk away from their financial aid commitments, pattern of course taking is troublesome, students who seem to be wandering through our entire college.

I charged the college in August, to analyze how students move through the college and to analyze how we can best use our resources to help them make it through. This is being put under a project called Life Plan. By May, we will bring you a report with recommendations.  It doesn't make sense to limit how many courses that students can take based on their prior success. If you sign up for five courses and walk away from two, maybe all that all you can really succeed in is three. Maybe we shouldn't make two more courses available, especially since there is a sense that is financial aid driven. Students are signing up for extra courses so they can get additional financial aid. They are not in fact capable in many cases, life is to complex, their background is not as strong as it needs to be, so they can't pass. Do an analysis - What would happen if we said below a certain threshold of completed courses, we will limit how many courses a student can take, but as they get steadier they can elevate how many courses they would be able to take.  My theory is that eventually students will stay with us better.  There are thresholds where they go off of financial aid or they drop out. If we can work on that, we can help them become successful.

By this time next year, we will roll out a very individualized student plan. We can monitor that and see how it works.  Many inefficiencies and problems for students would go away.  Out-of-classroom support is not sufficient. If we can change the time variable, we can change the success variable.  If they have help out of class, I think they will do better.  We'll be stronger on the learning plans; we'll have stronger out-of-class support, better faculty engagement.

We would not let people we love have the course patterns we see for many of our students.  I stopped writing checks when my kids stopped attending class. I don't think we can be parental, but I'm hoping we'll find a middle ground.  Despite some hard decisions, I just can't let 30% walk away from their commitment to their courses.



**Mr. Ken Burke:** You see national data that says that the more part-time you are, the less chance you'll succeed. Full-time students have a higher success rate.  I hate to see a system that says, "You have to fail before we'll help you." How well do we explain to the student how demanding a course is before they start?  Prevent the dropping of the class rather than reacting to it.  Really examine their outside demands and explain what the demands of their courses are.

**Dr. Law:** If I knew exactly what to do, I'd do it. Without an engagement at the front to understand the student and a learning plan to track the student's behavior, so that when it differs from what they have told us an alert pops up to double check with them.  We currently have no mechanism to track their pattern.  I think we have to do a better job of letting students understand their own learning plan and be accountable. We have too many students who think they can do too much, too fast.

The Life Plan has key components: more proactive with students. We have a system emerging that will help us do that. We're not waiting until May; we're implementing some of the pieces.  The College Experience – what happens when a student comes to us – not necessarily in the classroom, but the support services and the background support?

**Mr. Tim North:** It's not immediately clear to me that restricting hours in the future will help them succeed today. Is the issue that it's a waste of resources or is there financial impact?

**Dr. Law:** I think there is a waste of resources, but also those people go away. We'll have more students. We've invested a lot into them. We don't even know they are gone. It's pretty inefficient for us in our community for people to walk away from their commitment.

**Mr. Tim North:** Is it a problem on our side?

**Dr. Law:** If they can't pay that Financial Aid loan, it's a societal issue.  We own the responsibility of the management of that loan.

**Mr. Todd Smith, Director, Scholarships & Student Financial Assistance:**  If a certain percentage of our students default, we can lose our ability to grant financial aid.

**Mr. Tim North:** Are we close to that?

**Mr. Todd Smith:** No.

**Mr. Tim North:** How do you proceed to restricting their hours would keep them engaged?

**Dr. Law:** I think students mislead themselves about their schedule capabilities.  Two-thirds of them work, they have families, that whole time-management is not being appropriately addressed.  They want to get through as fast as they can, but they are over-reaching and we're not helping them see what is realistic.  Half the students drop at least one course. That's a harbinger of non-success.  We'll continue to flesh it out. We're analyzing five years of trend analysis.

**Mr. Tim North:** There is no significant economic impact except for a long-term impact?

**Dr. Law:** I think they lose heart and drop out.  We've already spent a great deal of money.



**Mr. Bob Fine:** I am happy to hear that the heart of gold is what's right.



8:50am – 9:50am

**Looking Forward:**

- *Life Plan*
- *College Experience*

  - **Presentation of Information** (15-minutes)
  - **Collaborative Discussion** (45-minutes):

The BOT will brainstorm and identify the **Top 3 Strategic Focus Areas/Metrics**



**Dr. Tonjua Williams, VP, Academic and Student Affairs:**  This is how we hold our end of the deal.  Nationally, colleges are focusing on seeing students through to completion.  We're doing the same thing. This is the pipeline.
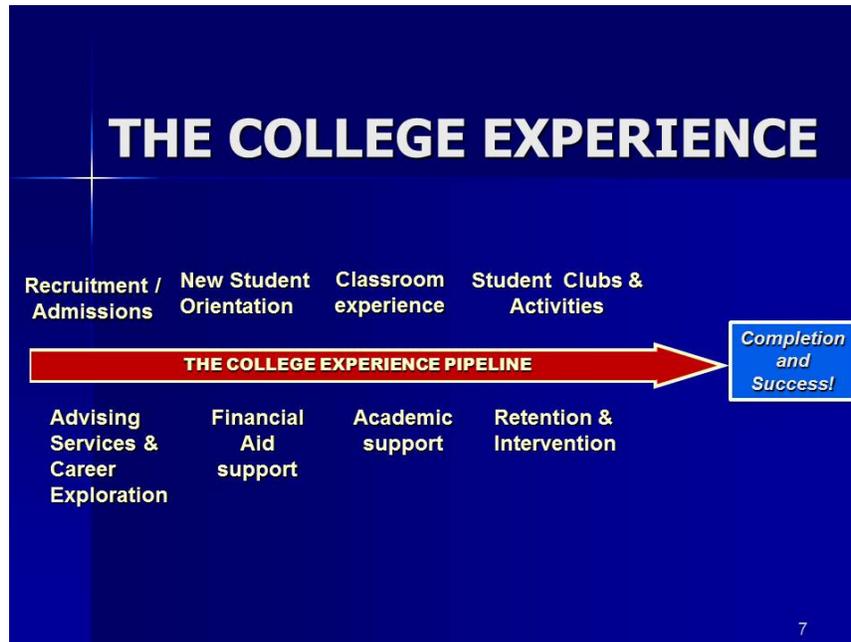
Who are our students? We served 33,680 students on the first day of this fall.  We now have over 34,000 with other types of courses added in.
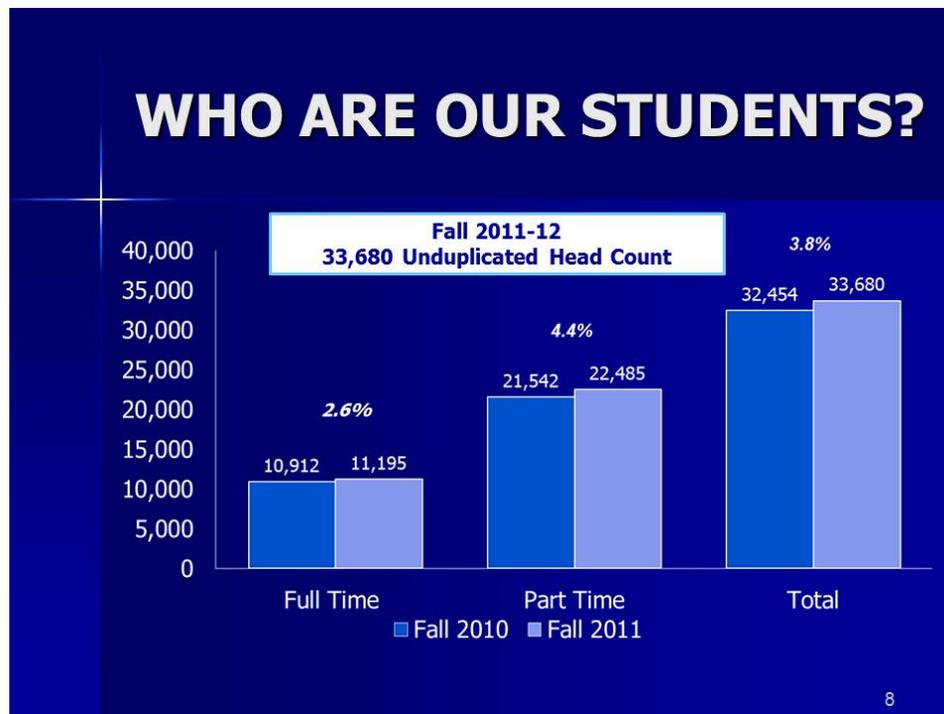


The highest percentage increase has been in male enrollment.
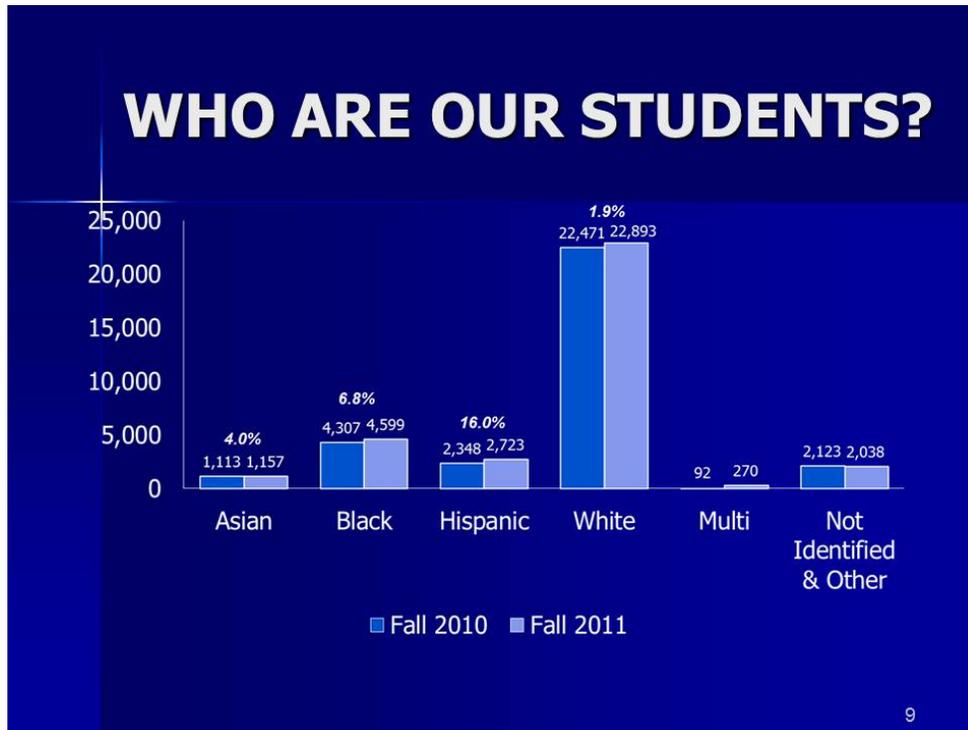
From CCSEE.  We take students to where they want to go.
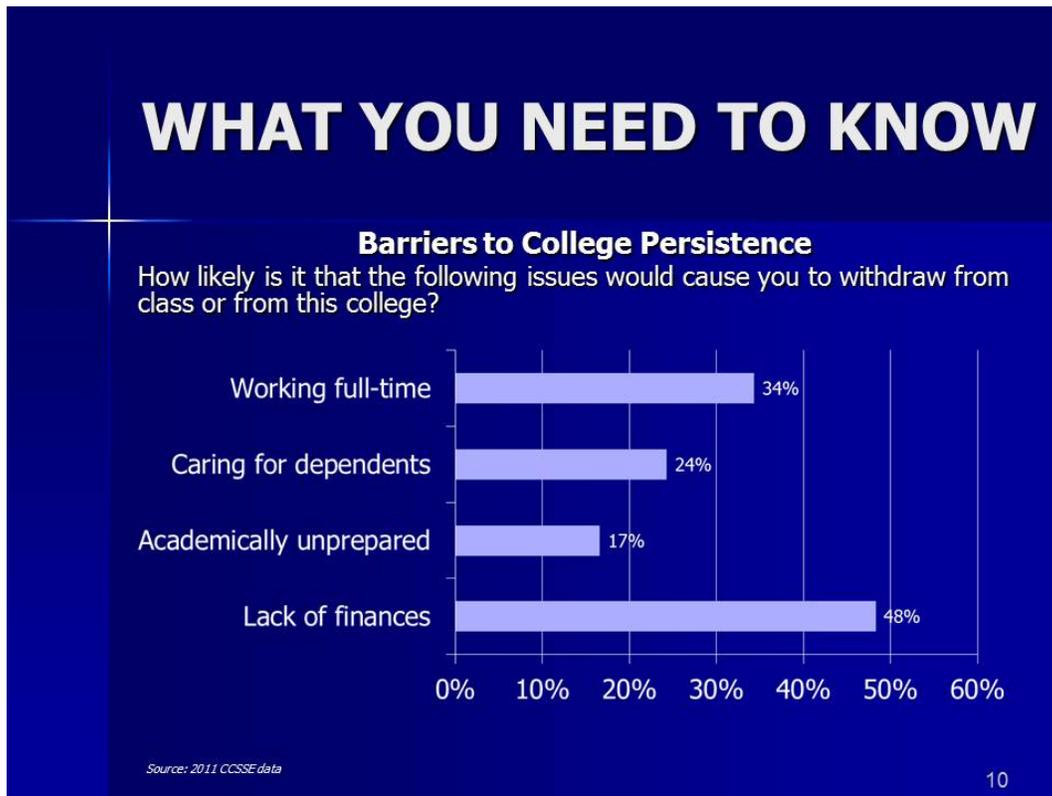


**Dr. Law:** If you look at this profile, this is not the profile of Florida State University. So the notion of who we serve is an important.

**Mr. Tim North:** Lack of finances?

**Dr. Law:** I think our students live very close to the edge.

**Dr. Tonjua Williams:** Academic advising is something that they don't think they need.  Forty-nine percent have withdrawn from a course. Fifty-four percent say they rarely go to student services. There are 6,557 that are in at least one developmental course (high school math and English).



**Dr. Law:** Remedial, college prep, developmental – these are used interchangeably.

**Mr. Tim North:** Do they get an "F" when they drop?

**Dr. Tonjua Williams:** Once they have gone past 60%, they get a W-Fail.

**Dr. Law:** A withdrawal does not affect their grade point average. That doesn't help us understand their patterns. We're trying to look at that.

**Mr. Tim North:** Are we incenting students to drop out before the 60%?

**Mr. Ken Burke:** Patrick?

**Dr. Patrick Rinard, Director, Enrollment:** There are significantly higher W's than W-F's.

**Mr. Bob Fine:** Is that higher than other colleges?

**Dr. Tonjua Williams:**  The federal government looks at the number of courses you complete – less than 67% completed you can lose your financial aid.

**Dr. Law:** I think we're sending a confusing message.

**Dr. Jesse Coraggio, Director, Institutional Research & Effectiveness**: For last fall, twice as many W's as W-F's: There were 8,776 W's, 4179 W-F's.

**Dr. Tonjua Williams:** College experience goals:  Five areas to start to improve the college experience.  Develop a clear process for them. Develop a clear learning plan.  Find out how they are doing and provide an early alert system.



**THE COLLEGE EXPERIENCE GOALS**

To help students cross the finish line, we must improve our "out of the classroom" support services.  Our goals include:

1. Developing a <u>clear process from the student point of view</u> with timely and meaningful communication from application to graduation.

2. Developing an <u>Individualized Student Learning Plan</u> that provides students a more comprehensive, anytime-anywhere blueprint of their academic, career and personal goals.

3. Developing an easy to use <u>"early alert" and referral system</u> to inform students, faculty, and staff of academic and behavioral progress.

4. Increasing the scope, effectiveness and integration of <u>career development services</u> throughout the college experience pipeline.

5. Developing outreach practices and support services to <u>enhance retention and persistence rates of African American males</u>.

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**Mr. Ken Burke:** When are we requiring this plan to be done and how?

**Dr. Tonjua Williams:** We'll start with brand new students. They are coming through orientation. All the information about the student comes to one place. *(Online demonstration of a student's plan)*. We'll also have some career things: portfolio, etc.

**Dr. Doug Duncan:**  My status: where you are, high level.

**Mr. Tim North:** Does it tell me what courses I need to take?

**Mr. Ken Burke:** Where do they decide what they want to do?

**Dr. Law:** With a counselor.

**Mr. Ken Burke:** So they sit with a counselor and get their web site started.

**Dr. Law:** We expect to roll this out in the Spring.  We have to be careful about mandating everyone on board on day one.

**Mr. Ken Burke:** I assume we'll see the wandering students diminish significantly.

**Dr. Law:** We can pull this information out and revisit them when we get alerts.

**Dr. Tonjua Williams:** Our goal for first time in college students is that by the second semester, they have declared a major.  If they don't have a plan, then they don't know where they are going. We're tracking them. About 10% are new students.

**Mr. Tim North:** Do you have the resources to deal with 10% of the students?

**Dr. Law:** Not enough, let me get you good numbers on that.

**Mr. Tim North:** Is half an hour per student enough?

**Dr. Tonjua Williams:** We see them in groups as well. In orientation, they are sitting at a computer. They can get a lot in a group setting.

**Dr. Law:** Some need a lot of help, others don't. We currently do half an hour and we can't get through the line.

**Mr. Tim North:** When I start up, I'll be sitting in a group.

**Dr. Law:** Yes. We'll then populate this with the courses you will need to complete for what you chose.  Notice the efficiency.  If they step outside of the track, that will alert us to talk to them.  It's a better discussion before they do that.  There is a huge payback. We are investing in the programming resources to accelerate this.  We think this will launch in February.  It's a huge benefit for students. Everything is there.

**Mr. Tim North:** When you look at your demographics – is there one group that has a larger group of withdrawals?

**Dr. Jesse Coraggio:** A lot of time it's not the younger students because they don't have a lot of time to accumulate those W's.  It's the 21 to 25 age group. It's the center range.

**Dr. Law:** Baccalaureate students are noticeably lower.

**Mr. Tim North:** You don't have the metrics broken out?

**Dr. Law:** We will. We are working on that. We just don't know yet.

**Dr. Tonjua Williams:**  same slide, back to #4. Career service component piece.

**Mr. Ken Burke:** Tonjua, I appreciate the aggressiveness of implementing the early alert concept. It's an example of a concept turning to action quickly.



**Chairman Brett:** I have four children. One never needed any help, but for the other three, this stuff is golden.  They need to know the track they are on and how they are going to get there. Sometimes they just need to be taken by the hand and taken down the path. This is the most exciting part of the future of

SPC. I've lived these disasters as a parent. I love the idea of restricting the amount of classes.  It's like putting your kids on probation.

**Mr. Tim North:** I would like to know as a parent how my child is doing.

**Dr. Law:** It's a violation of federal law for us to share that information.

**Mr. Tim North:** She can sign a waiver, right?

**Dr. Law:** Yes.

**Andrea Henning:** We have about 12 minutes to identify the strategic priorities for the Life Plan and College Experience segments.

*The Board captured their brainstorming ideas into the brain storming software.*

***Looking Forward***

**Strategic Focus Areas/Metrics: Life Plan; College Experience**
1. Take a look at budget to see we have the resources put into the area of student support - representative with their finger on the pulse if a student signed up for the wrong class
   a. *Personnel and funding*
2. Metrics to support - what does an hour cost for us to provide it - what are the revenue or funding sources - which students on which tracks perform economically the best
   a. *Business intelligence system will allow to look at data*
   b. *Understanding cost differences in providing hours - recruiting costs, etc.*
3. Student success agenda - top priority - budget aligned with the programs to make them happen.
4. Benchmarking - any data from similar colleges with regard to drop rates and withdrawals.
   a. *Target colleges that are like SPC to look at.*
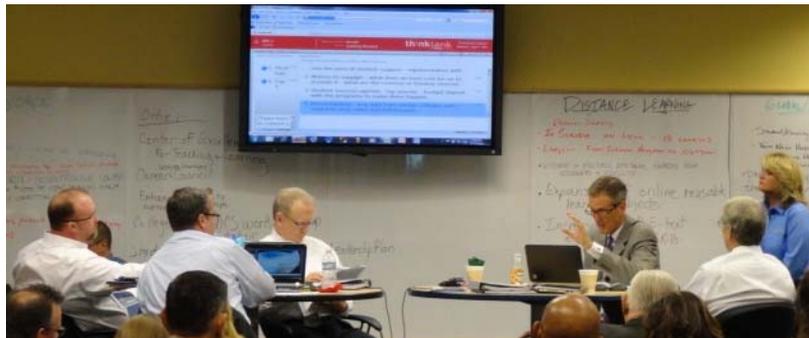
9:50am – 10:20am

**Understanding Important New Information in Financial Areas:**

- *Financial Aid*

- **Presentation of Information** (10-minutes)
- **Collaborative Discussion** (20-minutes):

The BOT will brainstorm and identify the **Top 3 Strategic Focus Areas/Metrics**

**Mr. Todd Smith, Director, Financial Assistance Services:** We have to understand the student we are working with. These are not traditional high school grads. Our average student is 28 years old, working full time, 69% are independent.  About 60-70% receive some form of financial aid.

## Financial Assistance Services What You Need to Know Processing

❑ 59% of SPC students received financial aid this fall.
❑ During the last 3 years, our FA applicants have grown 68%, awarded students has grown 66%, and total dollars have increased 58%.
❑ Our  average age is 28, 69% are Independent.
❑ We are highly automated, paperless and deliver financial aid faster than others.
❑ Staff are highly trained, on-going professional development.

Financial Aid Applicants/Awarded
Historical Perspective – 35,451 Applicants, 23,338 Awarded
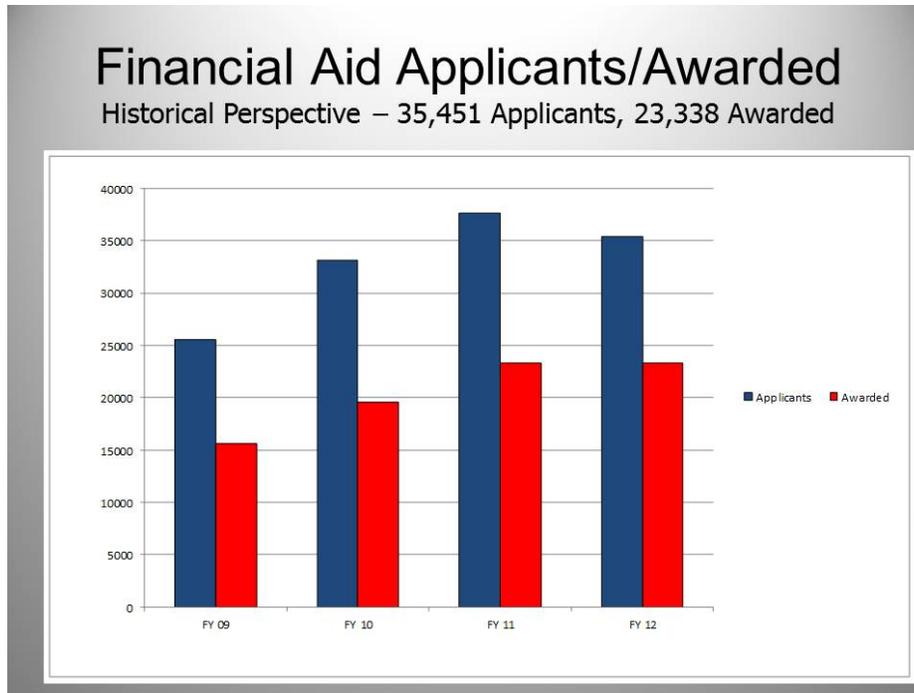
**Mr. Tim North:** What is the difference between *applicants* and *awarded*?

**Mr. Todd Smith:** They may apply, but are not eligible. They may not have enrolled in enough hours. We look at over 35,000 applications.

Already, this fall, we've exceeded what we awarded all of last year.  We award for the year up front. This number will grow as we move through the year. This is awarded, not necessarily what they take.



Financial Aid by Category
177 Million Dollars
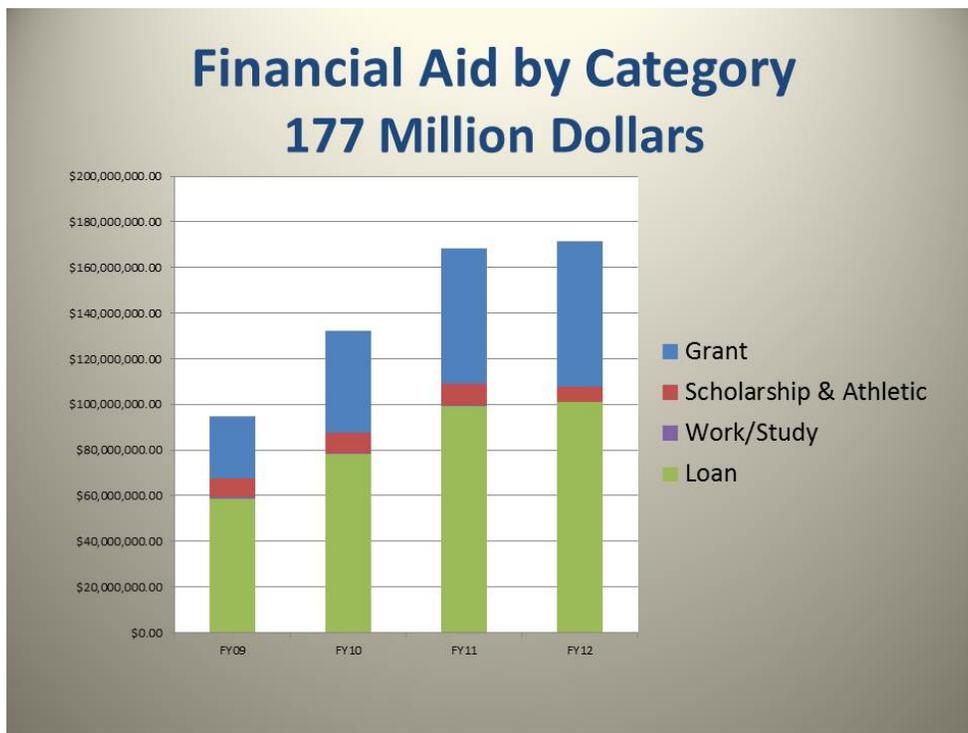
There are federal regulations: minimum GPA, completed requirement of the attempted courses. Maximum time frame – complete before they attempt over 150% attempted credit hours.



**Mr. Tim North:** Financial aid is awarded on intent to attend a class. Do we have people who enroll and then drop out?

**Mr. Todd Smith:** It's a small percentage.

**Dr. Law:** They have to go to class, register. We get our piece before they get theirs.  They get cash in their hand with our release.  We make sure they are in class.

**Speaker:** The student has to begin attendance in the course. If they don't attend in the first two weeks, we cut down their aid. That includes all types of financial aid.

**Mr. Ken Burke:** Is that loan or Pell? There is living expense built into Pell?

**Mr. Tim North:** You do have a number of withdrawals for whom we have not gotten reimbursed?

**Dr. Law:** When they are not up-to-date, we don't enroll them.

**Mr. Ken Burke:** We disburse the funds?

**Mr. Todd Smith:** Yes.  Once their college expenses are paid, we disburse the remainder to them.

**Mr. Ken Burke:** Say their tuition and books comes to $1,000.  So, after four weeks we pay the student $1,700?

**Mr. Todd Smith:** Yes.

**Dr. Law:** We cut the banks out of it three of four years ago.

**Mr. Tim North:** You give them a line of credit?

**Mr. Todd Smith:** Yes, so they can get their books.

## Our Expectation of Students

❑ Our students are expected to know what they want from us (educational pursuit).

❑ Know what is required to accomplish what they want (maintain satisfactory academic progress).

❑ Become gainfully employed, pay back their student loans, and pay taxes so our future students may receive the same educational benefits they received.

There have been some regulatory changes. SAP will now be every semester.  Warnings are for the very first time they are in jeopardy of losing financial aid. If they don't do it, they will be suspended. They go to probation if they have gone two sessions without meeting their requirements.  We put them on an academic plan which is required for them to get further financial aid.  We have 940 students who are currently have the potential of losing their financial aid.

## SAP – Fall 2011

**SAP Evaluations will now be EVERY semester.**

❑ **In Good Standing**            23,118

❑ **Financial Aid Warning**     2,979

❑ **Probation**                          2,709 Academic Plan

❑ **Suspended**                          940

**What You Need to Know Student Loans**

❑ The amount of student loans taken out last year crossed the **$100 billion** mark for the first time.
❑ Total outstanding student loans will exceed **$1 trillion** for the first time this year!
❑ Last year 13,635 SPC students borrowed $98,687,278
❑ Already awarded $99,927,038 for 2011/2012!
❑ Over the last 3 years our student borrowing has increased 53% and total loans have increased 60%.

**Mr. Ken Burke:** Do we have figures compared to other colleges?

**Mr. Todd Smith:** The problem is that every institution doesn't have the same measures for GPA, completion percentage. You have to have something in place, but what they are can be different. The time frame of 150% is the same.

**Mr. Ken Burke:** It's difficult to look at these figures, about a 20% default rate, and not know if it is good or bad.

**Dr. Law:** The new standards are washing over us and we're trying to keep up as to what it means for us. We had no early-warning system. They can change what they agreed to with the counselor up front. It doesn't tell them where they are. We have no warning system for that. That is my concern. I don't know where we are vis-à-vis the other schools.

**Mr. Todd Smith:** We are ahead of the game. We have gotten compliments from the federal government about how well we are doing. We can measure ourselves against ourselves. We are putting metrics in place to monitor improvement. The government doesn't get into the details of how you carry out their regulations.

**Mr. Tim North:** I think you should take a look internally and then go outside and compare.

**Mr. Todd Smith:** I do agree that we need to get a point of comparison. Keep in mind the differences of demographics. We can compare to other schools when we can get it down to some constant variables. This is a national issue.

**Dr. Law:** We need to find four or five institutions that we can compare ourselves to. Even if we are the best, it will still be too high.

**Mr. Todd Smith:** Three percent have lost their financial aid.

**Dr. Law:** It's new, changing, untidy, but it's big.  We're hitting it hard.

**Mr. Todd Smith:** The Cohort Default rate chart.  We're in the middle in the State of Florida.

**Mr. Ken Burke:** Now we are held accountable by the federal government. What does that mean to us?

**Mr. Todd Smith:** If we get to 30%, we lose the ability for the college to provide financial aid.

**Mr. Tim North:** With this trend, we will hit 30.



SPC Cohort Default Rate
FY 2009 – 12.5%
(Community College Rate – 11.9%)
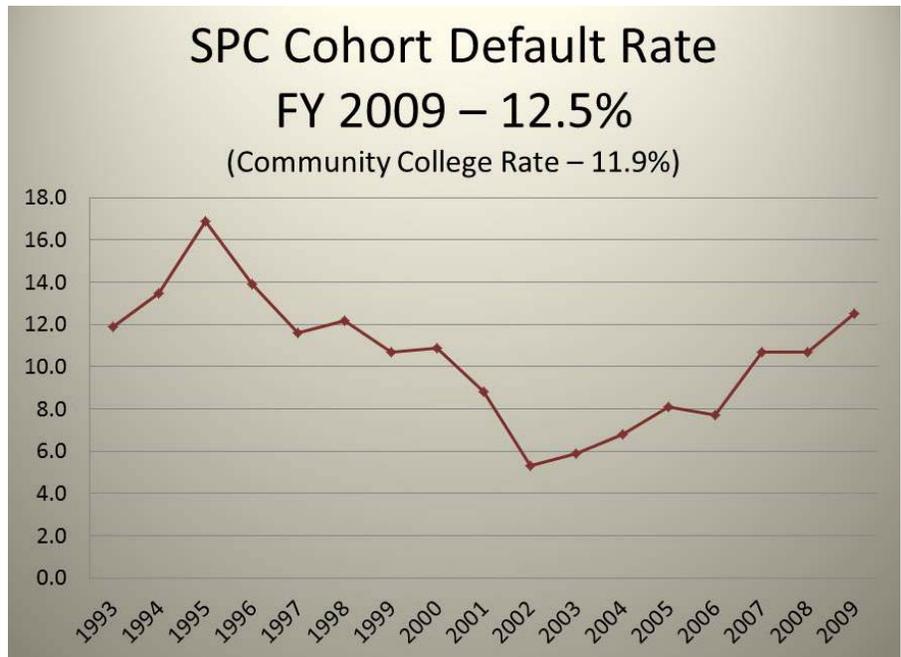
**Dr. Law:** We're short-stopping this. We are on top of this issue.

**Mr. Todd Smith:** Pinellas County is one of the hardest hit areas of the country with 15% unemployment.  If we look at our amounts, our students are not accepting the maximum amount that they can borrow.



| 2011-2012 Accepted Loans/Awards | | | |
|---|---|---|---|
| **Lower Division** | | **Upper Division** | |
| ❑ # of Borrowers | 10,390 | ❑ # of Borrowers | 1,796 |
| ❑ Amount | $81,470,193 | ❑ Amount | $16,957,499 |
| ❑ Year Average | $7,841 | ❑ Year Average | $9,442 |

**Dr. Law:** I'm really nervous about students borrowing $8,000 a year.  Upper Division is baccalaureate. There are students borrowing $30,000 in the private sector.  We will continue to monitor this. Enrollment is soft. We look to be 2% lower than last year.

**Mr. Ken Burke:** A light went off for me around where we get our money from. Student/state ratio is 50/50.  But 60% of the students are getting financial aid from a federal program.  Almost all financial aid is federal programs.

**Dr. Law:** We're flowing more money than our operating budget.

**Dr. Jesse Coraggio:** Age: it's even across.  Full time it is 1%, part-time 13%.  African American is 12.3%, American Indian – 11%, Other – 10%.

**Dr. Law:** We got our input here. Let's move to the next one.



**Dr. Stan Vittetoe, Sr. VP Workforce and Provost, Clearwater:**  SPC Associate of Science Degrees.  There are 46 certificates offered as part of these credit courses.

We have 24 BS or BAS degrees.

SPC Baccalaureate Degrees

24 BS or BAS Degrees including
·Education
·Nursing
·Public Safety
·Business Management

We have advisory committees to keep our curriculum on track. An example is computer languages. We have over 500 people from industries who volunteer their time on these committees.

A.S., B.S and B.A.S. Degree Advisory Committees

- All A.S., B.S. and B.A.S. Degree programs have an Advisory Committee
  – Comprised of business, industry, and civic leaders in the Tampa Bay area
  – Over 500 advisory committee members over the 38 degree programs

- Role of the Advisory Committee
  – Assessing how the program meets the current occupational needs of employers.
  – Reviewing and making recommendations on program curriculum and equipment.
  – Providing input to help prepare students for work in their chosen field.
  – Assisting in recruiting, providing internships and placing qualified graduates in appropriate jobs.
  – Expanding and enhancing St. Petersburg College's reputation in the community by fostering positive community relationships.

 Our Credit Certificate Programs have very high-value certificates. They are "stackable" - add a project manager with a Linux program.

**46 Credit Certificate Programs including:**

- Computer Aided Drafting
- Digital Graphics
- Project Management
- Medical Coding
- Linux System Administrator
- Cisco Networking
- Gang Investigations
- Rapid Prototyping

**Dr. Law:** They are focused, skill-based certificates.

**Dr. Stan Vittetoe:** The overall placement rate is over 90%.

**Program Graduates**

- 942 AS graduates in the 2010-2011 school year
- 1033 BS and BAS graduates in 2010-11
- 614 graduates of certificate programs
- Overall placement rate in AS, BS, and BAS is over 90%

We provide a transition from high school to college offering them some credit towards a degree.
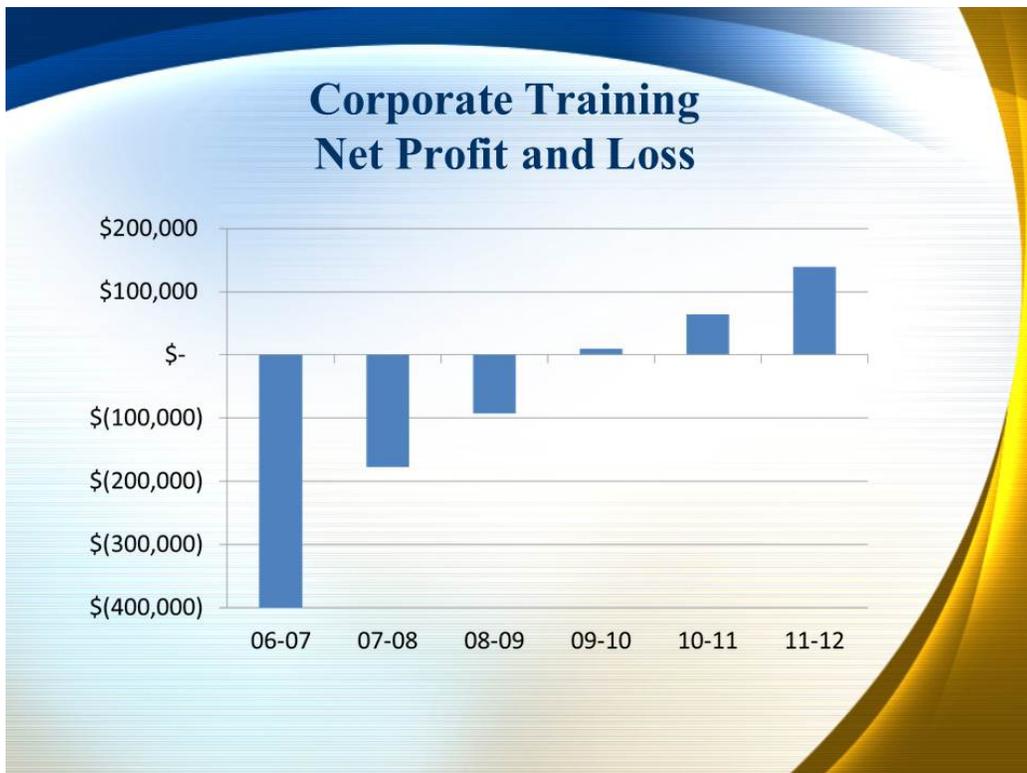


Through our corporate training services, we offer training for people in the workforce. Remedial math, technical training. The Language Institute is doing very well. We teach foreign languages and English.

**Mr. Tim North:** Who pays this?  Industry or individuals?

**Dr. Law:** We'd have to look at third-party billings.  We have some health clients, Ceridian.

**Dr. Vittetoe:**  Learn-to-Earn is aimed at people who are out of work and need to build new skills to be re-employed.



We offer  Continuing Education credits in professions like Health. They need them to meet licensing requirements. We partner with a lot of health-care organizations to offer these.  We have the ALF (Assisted Living Facility) program.

**Mr. Tim North:** Do you provide for other industries?

**Dr. Vittetoe:** Yes, for example Real Estate appraisal.



### Continuing Education Health

- **Largest program of its kind in the Florida Community College System**
- **Offers over 200 continuing education courses, programs, seminars, and conferences to Nurses, Allied Health and Mental Health professionals**
- **Has partnerships with more than 50 different Healthcare Organizations**
- **Survey of recent attendees of  an Assisted Living Facility (ALF) program found that:**
    - **14 plan to start their own ALF within the next year**
    - **12 have found employment in an ALF**

# CE Health Enrollment Statistics

| Year | Enrollment |
|---|---|
| 2010 – 2011 | 7560 |
| 2009 - 2010 | 5406 |
| 2008 - 2009 | 7939 |
| 2007 – 2008 | 6716 |
| 2006 – 2007 | 7491 |
| 2005 – 2006 | 3979 |
| 2004 – 2005 | 6534 |

# Health Continuing Education Revenue

| Fiscal Year | Revenue | Expenses |
|---|---|---|
| 2011 | $ 547,220 | $ 389,567 |
| 2010 | $ 489,265 | $ 484,324 |
| 2009 | $ 509,308 | $ 485,635 |
| 2008 | $ 478,133 | $ 432,531 |
| 2007 | $ 470,298 | $ 459,403 |

Our Allstate campus has programs for emergency services personnel. Significant training in homeland security. They serve $134M viewers (duplicate).  Most is done through contracts with the federal government.

## Allstate Campus 2010-2011

- **College Credit Programs**
  - **4709 students**
    - 1915 – Fire Science Technology
    - 1280 – Criminal Justice Technology
- **PSAV Academies**
  - **466 Students**
- **Non-Credit Programs**
  - **8,891 students**
- **Grant/Contract Programs**
  - **Traditional:   21,867 students (Duplicated)**
  - **Distance Learning:  210,317 students (Duplicated**
  - **Worldwide Broadcasts:  134,118,000 viewers (Duplicated)**

New in 2012.  We're retrofitting a facility on Clearwater Campus for manufacturing technologies.

**Chairman Brett:** Any job tracking on Learn-to-Earn?

**Dr. Vittetoe:** It's difficult because most people don't report back. But the ALF has been very successful.

**Dr. Law:** We've not made a decision on new programs because of budget concerns. There is more to be done here.  In our Collaborative Labs, we hosted the

## Coming in 2012

- **Potential new A.S. Degree Programs**
  - Medical Assistant
  - Occupational Therapist Assistant
- **Collaborative Center for Engineering Technologies – Clearwater Campus**
- **Submitted National Science Foundation STEM grant to develop a National Advanced Technological Center in Medical Device Education and Training**
- **Articulation agreement with Florida State University that will allow our Parks and Leisure Studies graduates to receive credit toward a B.S. in the recreation and leisure field**
- **Development of a statewide curriculum and standards for Community Health Workers**

**Department of Economic Opportunity** session. The legislature required them to develop a five-year plan. We had 120-130 participants from around the State (see link to real-time record here:
**http://www.spcollege.edu/central/collaborative/11/DOE/FL_DEO_RTR.pdf**

10:20 am – 11:15am

**Refocusing on Existing Strategic Priorities**:

- *Workforce*
- *Distance Learning*
- *Global/International*

- **Presentation of Information** (15-minutes)
- **Collaborative Discussion** (40-minutes):

The BOT will brainstorm and identify the **Top 3 Strategic Focus Areas/Metrics**

**SPC St. Petersburg College**

## A Review of Online Education Information

*SPC Board of Trustees*
*Strategic Planning Retreat*

**December 2011**

**Dr. Anne Cooper, Senior VP Academic & Student Affairs:** We're running about 30% enrolled in online courses.  We're limited by the number of seats in the classroom, but not online.  Almost 50% of our students take online classes. It's higher in the summer because we have transient students who attend other colleges, come home for the summer and want to take their classes online.

## Online Courses/Enrollment

### St. Petersburg College

|  | Fall 2010-11 | Spring 2010-11 | Summer 2010-11 | Fall 2011-12 |
|---|---|---|---|---|
| Percent of Online Courses | 27.4% | 27.7% | 42.0% | 28.8% |
| Percentage of Online Student Semester Hours (SSH) | 32.2% | 34.7% | 51.8% | 34.2% |
| Percentage of Students taking at least One Online Course | 47.7% | 51.0% | 60.7% | 49.4% |

*Source: PeopleSoft Student Data System. Data Extracted 12/27/2011*

Faculty involved in online. Close to 50% of our full-time faculty are teaching online classes.

## Online Courses Taught By Faculty

### St. Petersburg College

| Term | Faculty Status | Total Faculty Teaching | % of Faculty Teaching an Online Class | Number of Online Classes Taught | | |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 to 4 | 5 or More |
| **Fall 2010** | **All Faculty** | **1,204** | **38.7%** | **39.5%** | **51.7%** | **8.8%** |
| | Full-Time | 479 | 47.6% | 34.2% | 50.0% | 15.8% |
| | Other | 725 | 32.8% | 44.5% | 53.4% | 2.1% |
| **Spring 2011** | **All Faculty** | **1,267** | **37.6%** | **38.2%** | **52.1%** | **9.7%** |
| | Full-Time | 479 | 49.1% | 36.2% | 46.3% | 17.5% |
| | Other | 788 | 30.6% | 40.3% | 57.6% | 2.1% |
| **Summer 2011** | **All Faculty** | **854** | **47.9%** | **46.7%** | **49.6%** | **3.7%** |
| | Full-Time | 385 | 58.7% | 37.6% | 55.8% | 6.6% |
| | Other | 469 | 39.0% | 57.9% | 42.1% | 0.0% |

*Source: Institutional End-of-Term Grade Distribution Report*

**Dr. Law:** This is higher than most Florida colleges.

**Dr. Anne Cooper:** We do have a difference in success rate between lower and higher division. We want to make sure that we focus on improving those areas where there is a gap. We have some discipline areas in online modality.

## Course Success Rates

### St. Petersburg College

|  | Fall 2010-11 | Spring 2010-11 | Summer 2010-11 |
|---|---|---|---|
| Lower Division Online | 70.1% | 68.0% | 73.3% |
| Lower Division Overall | 72.7% | 70.3% | 75.7% |
|  |  |  |  |
| Upper Division Online | 86.0% | 86.4% | 88.1% |
| Upper Division Overall | 87.8% | 88.2% | 88.8% |

▪The above success rates include A, B, and C grades as successful course completions.

*Source: PeopleSoft Student Data System. Data Extracted 12/27/2011*

We are asking our faculty to monitor this.

## Course Success Rate Differences

### St. Petersburg College

| Discipline | Other Course Success Rate | Online Course Success Rate | Difference |
|---|---|---|---|
| Speech-LD (N=2,749) | 74.4% (N=2,254) | 54.8% (N=195) | -19.6% |
| Communications-LD (N=308) | 82.6% (N=111) | 66.2% (N=197) | -16.4% |
| Developmental Reading-LD (N=1,186) | 67.1% (N=1,019) | 53.5% (N=167) | -13.6% |
| Developmental Math-LD (N=3,713) | 54.8% (N=3,003) | 43.3% (N=710) | -11.5% |
| Psychology-LD (N=2,790) | 79.4% (N=2,038) | 69.9% (N=752) | -9.5% |
| Fine Arts- -LD (N=8,747) | 76.8% (N=6,646) | 67.6% (N=2,101) | -9.2% |
| Developmental Writing-LD (N=1,044) | 59.6% (N=940) | 51.0% (N=104) | -8.6% |

*Includes disciplines with 100 or more students in Online or Other categories;*
*Source: Bi Tool User Report. Data Extracted 12/8/2011*

## Fully Online Degree Options

### St. Petersburg College

- A.A. – Associates of Arts
- A.S. – Associates of Science
  - Business Administration
  - Computer/Web Programming and Analysis
  - Crime Scene Technology
  - Criminal Justice Technology/Public Safety Services
  - Digital Forensics and Computer Investigation
  - Early Childhood Education
  - * Emergency Administration & Management
  - Financial Service-Banking
  - * Fire Science Technology
  - Funeral Services
  - Health Information Management
  - * Healthcare Informatics
  - Information Technology Security
  - Insurance Services
  - * Medical Laboratory Technology
  - Parks &Leisure Services

- A.S. – Associates of Science (cont.)
  - Technology Management
  - Veterinary Technology
  - Website Design & Management
- B.A.S. – Bachelor's of Applied Science
  - * Dental Hygiene
  - * Health Services Administration
  - International Business
  - Management & Organizational Leadership
  - * Public Safety Administration
  - Sustainability Management
  - Technology Management
  - * Veterinary Technology
- B.S. – Bachelor's of Science
  - Business Administration
  - Educational Studies
  - Nursing

*Programs that are only offered in an online format

We have different programs where students can earn a fully online degree. Starred courses are only offered online. These show good success rates.

There are some strategic issues: Student success and completion. We're putting some things in place to assist. There's another big area of concern: we're hearing from SACS and federal government about the issue of are the students who are taking the class taking the tests? They are looking at monitoring testing, at least for the midterm and the final. You can imagine the intensity of proctors and classrooms that this involves. We're piloting Proctor U – a technology method for students to take a proctored test at home using a webcam and someone is monitoring them. There are State Authorization Challenges for offering online classes to students who live in other states. Finally, we want our growth to be planned. We are looking at students with disabilities and that requires that courses meet their needs.

## Strategic Issues

### St. Petersburg College

- Student Success and Completion
  - Student preparation for online courses
  - Online Student Services
  - Restrict developmental students
  - Online tutoring
- Course Quality and Faculty Training
  - Courses of Record
  - Course review and refresh process
  - New faculty position criteria
  - Ongoing staff and professional development opportunities
- Student Identification and Proctored Testing
  - Online courses – password protected
  - Increase number of courses that require proctored testing
  - Pilot Proctor U
- State Authorization Challenges
  - Requirements to offer online programs to out of state students
- Planned Growth and Expansion
  - Increasing demand

**Mr. Tim North**: Are online courses less expensive?

**Dr. Anne Cooper:** Well, we don't have the facility charge, but we have the technology and support costs.

**Dr. Jim Olliver, Provost, Seminole, E-Campus:** It's about the same.  There are technology changes every year.

**Dr. Law:** The development cost is huge.  About $300-$350K to develop a high-school class.  We have diverted faculty time to developing online courses.  We don't assign a cost to that because the salary is already in the budget.

**Mr. Tim North:** How do you know if you are charging enough?

**Dr. Law:** The state dictates what we charge for credits.

**Mr. Ken Burke:** We know some courses cost more than others.  Our tuition is not based on the cost and revenue of a course.  For example, allied health is the most expensive.

**Mr. Tim North:** The State does not take into account how much it costs to offer the class.

**Dr. Law:** Our decision is which course to offer.

**Mr. Tim North:** Takes the need for a budget out, doesn't it? *(Laughter)*

**Dr. Law:** It's a very different analysis.  We're getting squeezed.  We can only charge a flat tuition rate.

**Mr. Ken Burke:** When we went to the bachelor's degree for the nursing, there is no clinical, it's all online. It was a win-win for everybody.

**Chairman Brett:** It goes back to the drop outs. It forces us to be more efficient in our use of resources.

**Mr. Tim North**: Are the withdrawal rates for online higher?

**Dr. Law:** Yes.

**Mr. Tim North:** But you don't have the same costs?

**Dr. Law:** Not really.  I think you'd find that the "next student" doesn't cost quite as much in terms of getting the course started.

**Mr. Tim North:** Do you contract out the proctoring?

**Dr. Anne Cooper:** It is contracted out. We are trying that particular group out because we wanted to be ahead of that.

**Dr. Law:** "Who is on the other end of that computer" is a big question for that.

**Dr. Jim Olliver:** Proctor U is a for-profit organization.

10:20 am – 11:15am

**Refocusing on Existing Strategic Priorities**:

- *Workforce*
- *Distance Learning*
- *Global/International*

- **Presentation of Information** (15-minutes)
- **Collaborative Discussion** (40-minutes):

The BOT will brainstorm and identify the **Top 3 Strategic Focus Areas/Metrics**

**Dr. Karen White: Provost of St. Pete Gibbs and International Programs.**

*Dr. White introduced Rod Davis.*

**Mr. Rod Davis:** Global awareness is something we have been doing. Good area of opportunity. Faculty lead study abroad programs. Expanding – I'll touch on some of those. Countries that we would like to focus on – India, Canada, Brazil and China.



## KEY AREAS FOR INTERNATIONAL & GLOBAL AWARENESS

- Global Awareness and Certification
- Faculty Engagement
- Expanding Study Abroad Programs
- Focus countries
- Faculty Survey
- Faculty Training

We'd like to kick this off with an event with a keynote speaker. We'll also be looking at sharing some of the best practices so we've invited Broward, Valencia, HCC and USF. They'll talk to faculty about the creativity that we can add to our programs.  We'll also have some mini-sessions.

## FACULTY ENGAGEMENT

- Center for International Programs session with faculty to explore avenues of study abroad expansion. This session will include:
    - -- Panel of experts
    - -- Keynote presentation – USF Prof. Callegari, College of Public/Global Health
    - -- Sharing of SPC study abroad faculty best practices

We are expanding study abroad. I've been talking about how and why we need to get engaged with our faculty members.  Eckerd College is #1 for study abroad programs in the nation. We're looking at programs for winter and spring breaks.  Typical trips average around $3000. We have to explain to students why this is useful.  Process improvements – click a button and put together a study abroad trip.  We're looking to make it faster and more efficient for the faculty.  Marketing enhancements – help students understand why it is so important.

## EXPANDING STUDY ABROAD PROGRAMS

- Emphasis on faculty input

- Collaboration with SPC academic departments

- Service learning and study abroad

- Study abroad programs during winter and spring breaks

- Identification of cost efficiencies for the college and for our students

- Process improvements; marketing enhancements

We conducted a faculty survey to reach out to faculty to help them understand how important this is. We also want to design some events to link students and faculty.

## FACULTY SURVEY

- Faculty interests and perceptions

- Internationalizing the campus; more classroom and on-line opportunities for students to gain global perspective

- Designing special events to link students and faculty in the students' pursuit of the global perspective

We were looking at a trip to Greece. We need to understand what is going on there. Emergency planning and orientation for students.

## FACULTY TRAINING

- Itinerary building and new initiatives

- In-country particulars

- Student orientations and emergency planning

- Continual improvement upon SPC best practices

**Mr. Ken Burke:** Most of our programs have been several weeks.

**Mr. Rod Davis:** Fifteen days.

**Mr. Ken Burke:** Have we looked at semester abroad programs?

**Mr. Rod Davis:** They are very expensive for our students so we're looking at partnering with other colleges. We are looking at shorter trips – four to five days.

**Mr. Ken Burke:** Is it meeting as much of an academic mission as I thought?  It was unclear – we're not a travel agency, we're a college. What are the *take-aways*? Getting back to the semester thing, I know Florida State has buildings in Florence.  How many partnerships are out there for us? You're earning credit hours in Florence.  Does Broward do that?

**Dr. Law:** Scores of locations. There are huge opportunities for partnerships. The key is to get faculty to own it so you can bring it into any number of your academic programs. It's not a tour of museums. The language program in Spain is a little more focused than that.

**Mr. Rod Davis:** Each trip has about 10-20 students.

**Mr. Ken Burke:** I see this as a greatly expanding area.

**Chairman Brett:** It's a big part of the college experience.

**Mr. Tim North:** My daughter spent a semester in Barcelona.

**Chairman Brett:** Valencia College – 80% of their students study abroad.

**Dr. Law:** We are pedal to the metal on this one. We're off standard and we need to get to the standard on this.



**Dr. Doug Duncan:** Everything we talked about today involves funding. We're looking at putting as much of our resources into student learning versus into operating costs. About 60% of our funding goes into instructional funding. About 13% for institutional support. This is lower than average.

**Mr. Ken Burke:** Our agenda has been mostly about student success. How do we take this into the budget process that is different from other years? The individual learning plan needs resources – how is that being addressed?

**Dr. Law:** Last year, we had a strategic workshop and we identified areas there. From your dialog today, the deans and provosts will develop budget strategies to implement that. In February, we will put these up by topic and look at the proposals to implement that. In each of these key areas, we will

distill the priorities you have given us, in February. By then we'll have the first flush of revenue from the Governor. By January, we'll see the first legislative revenue. We will follow up with the detail. By February, we'll have a plan of work that will execute your guidance. March, April, May – we'll refine this to a final account. You will see this every month on the Board's agenda. We will probably vote on it in June.

**Mr. Ken Burke:** I think that's a good time frame.

**Dr. Law:** We have to make an enrollment estimate for next year. We'd like to have Spring enrollment on hand to do that. Then we multiply by the tuition rate and get the tuition estimate. It's iterative. In the current year, even though enrollment is soft, we've already identified the cuts we need to make to stick to the budget for this year. We had some contingencies just in case.



**Dr. Doug Duncan, Senior VP Administrative/Business Services and Information Technology**: This gives us a sense of the impact of having so much more of our budget made up of tuition – 60% now. We're looking at a very conservative projection. They are all impacted by enrollment. Jamelle Conner is our planning, budget and compliance associate vice president.

**Ms. Jamelle Conner, AVP, Planning, Budget & Compliance:** The governor says that he will continue to fund education. That's good news for us. Non-recurring funds – they are saying that will be recurring next year. The Governor is estimating 0% increase in tuition. We're estimating 0% enrollment growth. We've budgeted a 3% increase in spring and 3% in fall. Big ticket items – health costs, energy and facilities.
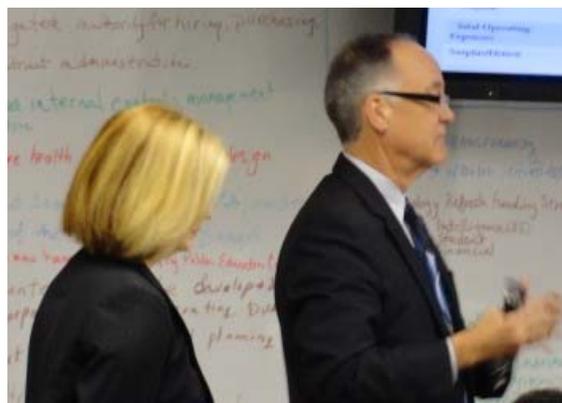
# FY11-12 Trends

| FY2011-12 | Budget |
|---|---|
| Revenue | |
| Tuition | $61,777,468 |
| State Funding | 62,461,446 |
| Other Student Fees | 10,544,323 |
| Other Revenue Sources | 10,085,358 |
| **Total Revenue** | **$144,868,595** |
| Operating Expenses | |
| Personnel | $110,681,320 |
| Expense | 29,099,754 |
| Capital | 5,087,521 |
| **Total Operating Expenses** | **$144,868,595** |
| **Surplus/Deficit** | **$0** |

2011-12 Trends:

Expected enrollment growth 2% below budget projection resulting in a $1.4 M Tuition and Other Student Fee revenue trending deficit

Instructional expense high relative to decrease in enrollment

2011-12 budget anticipated a $2 million cash surplus from unspent contingency

- Contingency-(New Faculty Positions: $860K , Phase II Faculty Compensation Plan $778K and Career Service Compensation Study $400K)

Projection if trend continues $600,000

| FY2011-12 | Trend Impact |
|---|---|
| Revenue | |
| Tuition | $60.6M |
| State Funding | 62.5M |
| Other Student Fees | 10.3M |
| Other Revenue Sources | 10.1M |
| **Total Revenue** | **$143.5M** |
| Operating Expenses | |
| Personnel | $110.4M |
| Expense | 27.4M |
| Capital | 5.1M |
| **Total Operating Expenses** | **$142.9M** |
| **Surplus/Deficit** | **$0.6M** |

# FY12-13 Planning

FY12-13 Governor's Budget

- 0% increase in General Revenue (CCPF)

- Operating Cost of New Facilities funded ($335K)

- Non-recurring funds changed to recurring

- 0% increase in Tuition

- 0% Enrollment Growth

| FY2012-13 | Trending Budget |
|---|---|
| Revenue | |
| Tuition | $61.1M* |
| State Funding | 62.8M |
| Other Student Fees | 10.4M |
| Other Revenue Sources | 10.1M |
| **Total Revenue** | **$144.4M** |
| Operating Expenses | |
| Personnel | $112.6M |
| Expense | 27.4M |
| Capital | 5.1M |
| **Total Operating Expenses** | **$145.1M** |
| **Surplus/Deficit** | **($0.7M)** |

*Annualized Tuition $600K

Areas to watch:

- Spring Enrollment

- Legislative session

- Cost to Continue (energy, health etc.)

Every 1% cut is $625K for us.  Tuition is about $606K.

## FY12-13 Impact of State Funding and Enrollment Changes

| State Funding Impact | 1% | 2% | 3% | 4% |
|---|---|---|---|---|
| State Funds | $625k | $1.2M | $1.9M | $2.5M |

| Enrollment Growth Impact | 1% | 2% | 3% | 4% |
|---|---|---|---|---|
| Tuition | $606k | $1.2M | $1.8M | $2.4M |

**Dr. Law:** I suspect that we will be asked to cut our budgets by 4-5%.  If we have some growth, you produce some additional revenue as well.  Managing costs is the number one piece because we don' t have a very good revenue picture for next year.  We'll keep you informed. We don't know very much until the legislature plays its cards. The good news is they will finish by March which is earlier than usual.  You have a printed copy of this year's budget, so if you want to start taking a look at it and talk to us, let us know.

**Mr. Tim North:** On the achievements for the year – delegated authority for some things – did that make it cheaper?

**Dr. Doug Duncan:** It was mainly for efficiency.  We've put the controls after the fact.

**Dr. Law:** We have front-line offices that have to manage their enterprises.

**Mr. Tim North**: You have an internal auditor?

**Dr. Law:** Yes. We created an internal compliance officer.

**Mr. Tim North:** The health plan changes – did that increase or decrease costs?

**Dr. Doug Duncan:** We're piloting a health plan savings account and we are seeing how that works out over the year.  We're running at about $1.2 million a month.  We will continue to look at that.

**Dr. Law:** We have a good health plan, but we were losing money.

**Dr. Doug Duncan:** We have about 1200 employees, 3,000 total participants in the plan.

**Dr. Law:** We hired Brown and Brown to help us with the HSA.  The trend line was very bad, but that will change.

**Mr. Tim North:** The faculty compensation plan – what was that?

**Dr. Doug Duncan:** We were running behind, it wasn't consistent and had other issues. We got with the faculty governance organization and they looked at the plan and developed a new compensation plan that has a three-year implementation plan. We implemented Phase I this year.

**Dr. Law:** There are higher expectations for salary. Can you move up?  We've created a much more documented plan about where you are and what you can expect.  We've had some catching up to be done.

**Mr. Ken Burke:**  One of the priorities we established for Dr. Law when he came on board was faculty compensation.  It was the number one issue with our faculty. It was a mammoth project. We are as pleased as can be that Dr. Law got with the faculty senate in developing this.  The tuition increase?

**Dr. Law:** The governor has set a revenue recommendation. I suspect there is more work to be done here.

**Mr. Ken Burke:** Would you provide the Board with information about where we stand with tuition rates? I think we're getting to the breaking point. I think we have to show some leadership in this area. I think it's important for us to visit Tallahassee in February.

**Dr. Law:** I will work on that.

**Mr. Bob Fine:** It seems like we spend very little time on raising revenue. Would that be a beneficial discussion around raising other sources of revenue?

**Dr. Law:** Frances will be talking to us in February.

**Mr. Tim North:** Prior to going to Tallahassee, I'd like to understand more about the background and issues.

**Dr. Law:** We'll make sure everyone has the same information.

**Andrea Henning:**  Let's look at the fruit of our labors in the Vision Mural Jonathan has created.
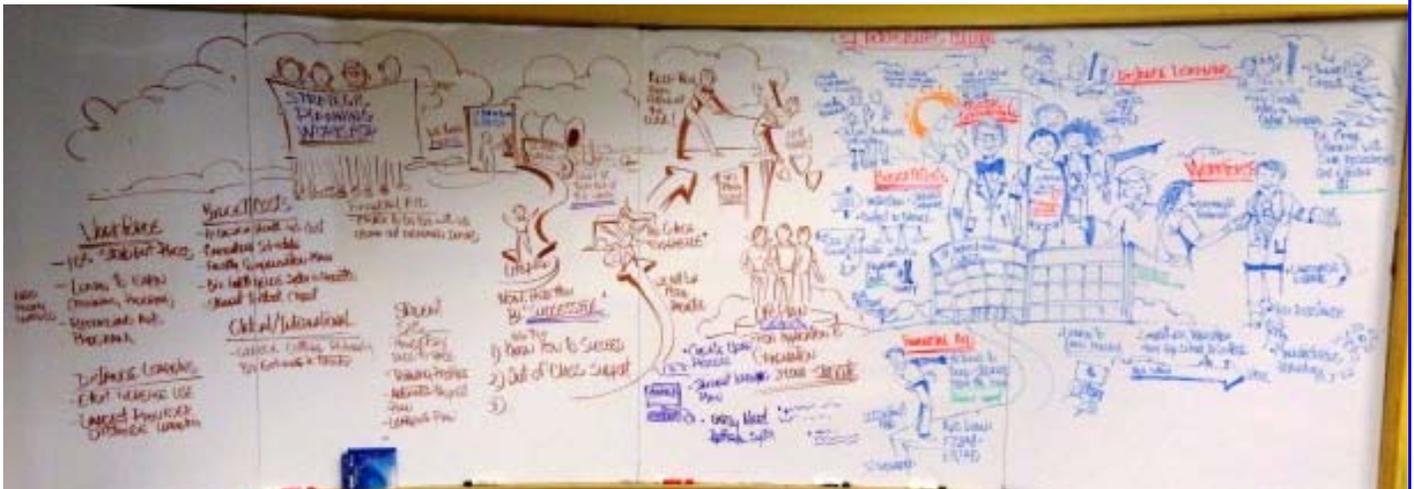


**Jonathan Massie:** I started with the idea that we give students access and are trying not to let them fall off the wagon. Giving them a Life Plan and helping them be successful.  That led to the

college experience – being more proactive.  Saving students from the ledge, from dropping out.  The idea that there is a lot of good coming out of St. Pete College and all these initiatives. We're helping students stay on plan and providing a successful pathway.
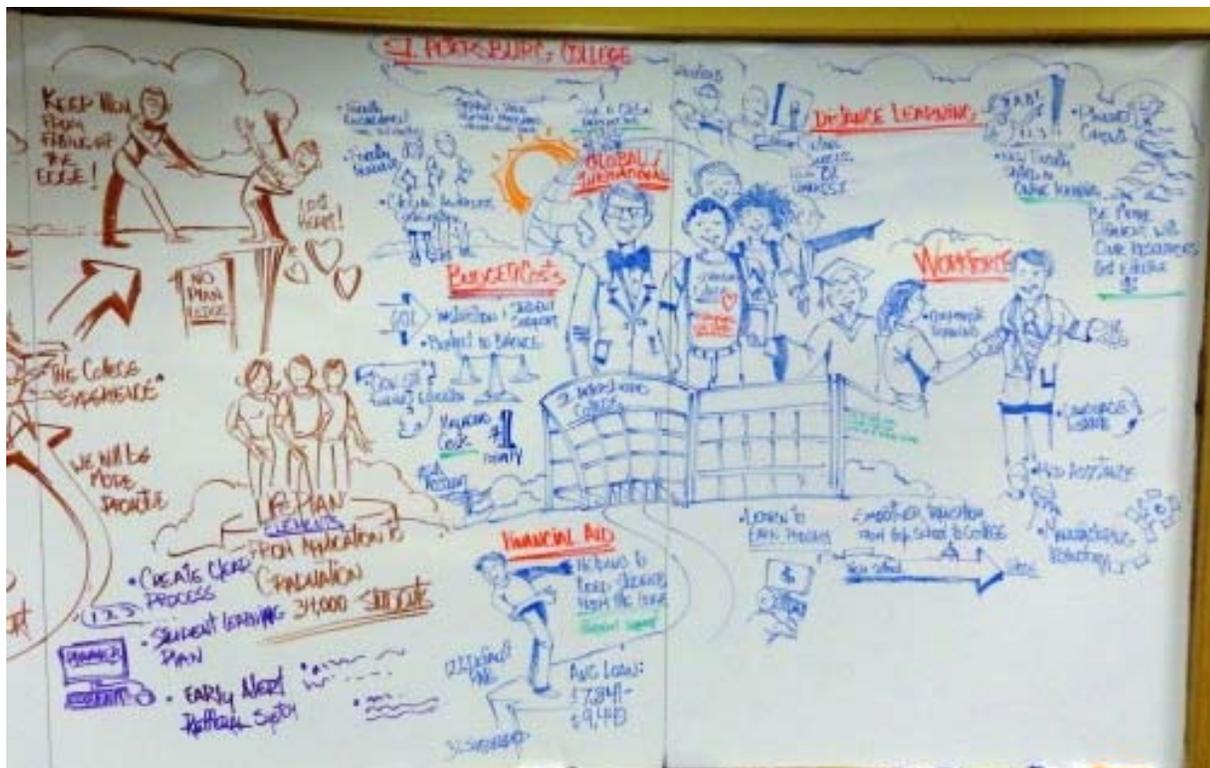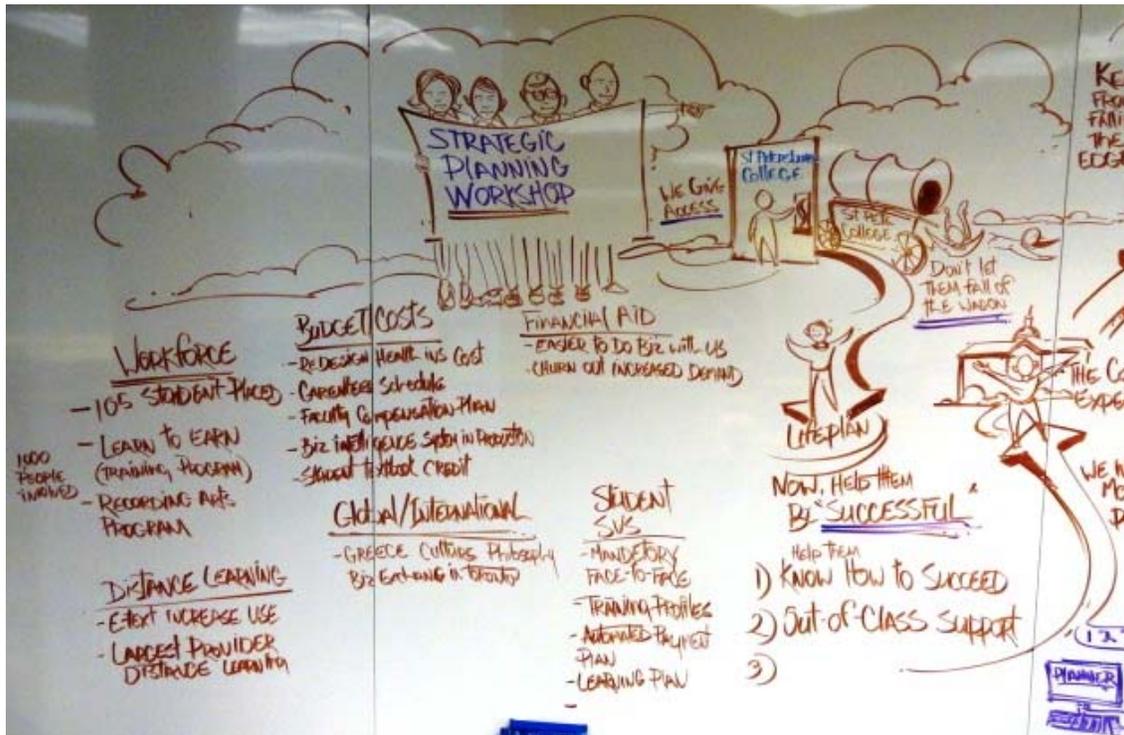
**Andrea Henning:** Thank you for this opportunity to support the strategic work of our own Board of Trustees and College today.

**Chairman Brett**:  I want to thank Andrea and her staff for hosting us today. It's amazing what can come from a collaborative discussion like this. I want to thank all of you. There is a lot of passion and dedication in this room. I am so proud when I'm in



the community. When people come up to me and share stories. It's because of all of you. When I learned that Dr. Law was a marathon runner, I thought, "I hope you are all keeping up."  I know he's taking you in a direction that you've wanted to go in for a long time. I'm very proud of all of you. Thank you, to all of you.