

# *Collaborative Labs*

at St. Petersburg College

*Accelerate business results*

presents

## *St. Petersburg College Board of Trustees Strategic Planning Workshop Collaborative Engagement*



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\*The Collaborative Labs is a venture by St Petersburg College

**SPC Board of Trustees - Strategic Planning Workshop**  
 St. Petersburg College, Epi Center, 13805 58<sup>th</sup> Street N. Clearwater, FL 33760  
 Collaborative Labs (Tropics & Forest Labs)  
 Tuesday, December 10, 2013, 8:30am – 11:30am

***Building SPC's 2014-15 Strategic Direction***

Time	Agenda Items	Collaborative Activity
8:15am – 8:35am	<b>Capturing SPC's <u>2013 Successes</u></b>	Board of Trustee Members, as well as Faculty, Staff and Students will be asked to capture and highlight SPC's "2013 Successes"
8:35am – 9:00am	<b>Welcome, <u>Objectives for Strategic Planning Workshop and 2013 Successes</u></b> <ul style="list-style-type: none"> <li>• Welcome: Chairman Gibbons, Trustees, and Dr. Law</li> <li>• <b>Official Business: Naming of Midtown Facilities (<i>Action</i>)</b></li> <li>• Objectives &amp; SPC's 2013 Successes: Andrea Henning</li> </ul>	Board of Trustee Members and volunteers will highlight SPC's " <b>2013 Successes</b> ": <ol style="list-style-type: none"> <li><b>(1) Expanding/Continuing The College Experience</b></li> <li><b>(2) Support Services for Students</b></li> <li><b>(3) Instructional and Program Improvements</b></li> <li><b>(4) Employee Development and Support</b></li> </ol>
9:00am – 10:30am	<b><u>2014-15 Strategic Direction (Key Drivers):</u></b> <ul style="list-style-type: none"> <li>• <b>Round 1: <u>Strategic Enrollment Growth</u></b> (30-minutes) - Dr. Jesse Coraggio</li> <li>• <b>Round 2</b> (30-minutes):               <ul style="list-style-type: none"> <li>○ <b><u>Retention</u></b> (15-minutes) - Dr. Linda Hogans</li> <li>○ <b><u>Online Learning</u></b> (15-minutes) - Dr. Anne Cooper, Dr. Rich Mercadante</li> </ul> </li> <li>• <b>Round 3: <u>Workforce</u></b> (30-minutes) - Dr. Jason Krupp</li> </ul>	<b>Three Collaborative Rounds (30-min. ea.):</b> <ul style="list-style-type: none"> <li>• <b>5-min. "Just the Facts" - Presentation</b></li> <li>• <b>15-min. Collaborative Discussions</b></li> <li>• <b>10-min. Team Reports:</b> <ul style="list-style-type: none"> <li>○ <b>Top Questions/Observations</b></li> <li>○ <b>Top Expectations</b></li> </ul> </li> </ul>
10:30am – 11:20am	<b><u>2014-15 Organizational Health:</u></b> <ul style="list-style-type: none"> <li>• <b>Round 1</b> (25-minutes):               <ul style="list-style-type: none"> <li>○ <b><u>Developmental Education</u></b> - Jimmy Chang</li> <li>○ <b><u>Financial Aid</u></b> – Michael Bennett</li> <li>○ <b><u>Faculty Evaluations</u></b> - Professor Heather Roberson and Dr. Martha Campbell</li> </ul> </li> <li>• <b>Round 2</b> (25-minutes – Full Board Team):               <ul style="list-style-type: none"> <li>○ <b><u>Organizational Initiatives</u></b> - Dr. Bill Law</li> <li>○ <b><u>Financial Modeling</u></b> - Jamelle Conner</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>2-min. "Just the Facts" Presentations for each of 5 Topics</b></li> <li>• <b>5-min. Collaborative Discussions for each of 5 Topics</b></li> <li>• <b>Reconvene for Team Reports (10 min.)</b> <ul style="list-style-type: none"> <li>○ <b>Top Questions/Observations</b></li> <li>○ <b>Top Expectations</b></li> </ul> </li> </ul>
11:20am – 11:30am	<b><u>Wrap-Up &amp; Next Steps</u></b> (Jan. – May, 2014)	Dr. Law and the BOT will wrap-up by sharing <b>highlights</b> and <b>next steps</b> .

**Round 1: 2014-15 Strategic Direction: Strategic Enrollment Growth**  
**(9am – 9:30am: Teams)**

Team 1	Team 2
<ul style="list-style-type: none"> <li>• Deveron Gibbons, Chairman</li> <li>• Dale Oliver, Trustee</li> <li>• Bridgette Bello, Trustee</li> <li>• Dr. Anne Cooper</li> <li>• Dr. Doug Duncan</li> <li>• Dr. Martha Campbell</li> <li>• Dr. Susan Baker</li> <li>• Professor Heather Roberson</li> </ul>	<ul style="list-style-type: none"> <li>• Robert Fine Jr., Vice Chairman</li> <li>• Lauralee Westine, Trustee</li> <li>• Dr. Bill Law, President</li> <li>• Dr. Tonjua Williams</li> <li>• Diana Sabino</li> <li>• Dr. Kim Hartman</li> <li>• Dr. Jim Olliver</li> <li>• Dr. Rich Mercadante</li> </ul>

**Round 2: 2014-15 Strategic Direction: Retention & Online Learning**  
**(9:30am – 10am: Teams)**

Team 1	Team 2
<ul style="list-style-type: none"> <li>• Robert Fine Jr., Vice Chairman</li> <li>• Bridgette Bello, Trustee</li> <li>• Dale Oliver, Trustee</li> <li>• Dr. Doug Duncan</li> <li>• Dr. Joe Smiley</li> <li>• Dr. Rebecca Ludwig</li> <li>• Professor Heather Roberson</li> </ul>	<ul style="list-style-type: none"> <li>• Deveron Gibbons, Chairman</li> <li>• Dr. Bill Law, President</li> <li>• Lauralee Westine, Trustee</li> <li>• Dr. Anne Cooper</li> <li>• Dr. Tonjua Williams</li> <li>• Dr. Linda Hogans</li> <li>• Mike Bennett</li> <li>• Dr. Rich Mercadante</li> </ul>

**Round 3: 2014-15 Strategic Direction: Workforce (10am – 10:30am: Teams)**

Team 1	Team 2
<ul style="list-style-type: none"> <li>• Deveron Gibbons, Chairman</li> <li>• Robert Fine Jr., Vice Chairman</li> <li>• Bridgette Bello, Trustee</li> <li>• Dr. Anne Cooper</li> <li>• Dr. John Chapin</li> <li>• Dr. Greg Nenstiel</li> <li>• Dr. Phil Nicotera</li> <li>• Professor Heather Roberson</li> </ul>	<ul style="list-style-type: none"> <li>• Lauralee Westine, Trustee</li> <li>• Dale Oliver, Trustee</li> <li>• Dr. Bill Law, President</li> <li>• Dr. Tonjua Williams</li> <li>• Dr. Doug Duncan</li> <li>• Dr. Stan Vittetoe</li> <li>• Dr. Sharon Setterlind</li> <li>• Dr. Rich Mercadante</li> </ul>

**2014-15 Organizational Health (10:30am – 10:50am: Round 1 - Teams)**

- **Developmental Education**
- **Financial Aid**
- **Faculty Evaluations**

<b>Team 1</b>	<b>Team 2</b>
<ul style="list-style-type: none"> <li>• Dale Oliver, Trustee</li> <li>• Bridgette Bello, Trustee</li> <li>• Dr. Bill Law, President</li> <li>• Dr. Doug Duncan</li> <li>• Jimmy Chang</li> <li>• Professor Heather Roberson</li> <li>• Dr. Martha Campbell</li> </ul>	<ul style="list-style-type: none"> <li>• Robert Fine Jr., Vice Chairman</li> <li>• Lauralee Westine, Trustee</li> <li>• Deveron Gibbons, Chairman</li> <li>• Dr. Anne Cooper</li> <li>• Dr. Tonjua Williams</li> <li>• Matt Bowen</li> <li>• Mike Bennett</li> <li>• Dr. Rich Mercadante</li> </ul>

**2014-15 Organizational Health (10:50am – 11:20am: Full Board of Trustees – Round 2 Team)**

- **Organizational Initiatives**
- **Financial Modeling**

<b>Full Board of Trustees - Team</b>
<ul style="list-style-type: none"> <li>• Deveron Gibbons, Chairman</li> <li>• Robert Fine Jr., Vice Chairman</li> <li>• Dale Oliver, Trustee</li> <li>• Bridgette Bello, Trustee</li> <li>• Lauralee Westine, Trustee</li> <li>• Dr. Bill Law, President</li> </ul>

## Welcome and Workshop Objectives



**Dr. Law, President, St. Petersburg College:** I look forward to this every year. We need guidance to make sure that everybody has a common focus going forward. I also am looking forward to the opportunity for the Board members to work with each other and other members of the organization. I am very pleased with the work we've been doing. We need to clearly focus. We are trying to strengthen things that have been historical strengths and need to continue to serve the community. Every question is worthwhile. Board members, express opinions and ask questions. Once we turn it over to Andrea, it is out of our control at that point. I'm happy to do that.

**Andrea Henning, Executive Director, Collaborative Labs:** Thank you for your leadership of this institution. Good morning to staff and faculty. We have served thousands of organizations over the past ten years. It's such an honor to serve our own board. We have an aggressive agenda. That is part of our culture here in the Labs – accelerated results.



We use a process called Appreciative Inquiry. It's the back drop of every Collaborative Labs that we facilitate. It is asking strength-based questions rather than deficit-based questions. The first thing we are going to do is celebrate key successes. I'll ask team members to share some of those key successes. That is objective one.

**Workshop Objectives**

- **Celebrate our 2013 Successes**
- **Build our 2014-15 Strategic Direction**
- **Ensure our 2014-15 Organizational Health**

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Then we will beam you into the ideal future. We will look at the end of 2015 and look at what we've accomplished.

We have a wonderful artist, Jonathan Massie, who will interpret our results into a mural. We have the SPC Vision, Mission and Values. When we say, "begin with the end in mind," these are our mission and vision. That's the beacon, the future of where we want to go.

We will be asking you to build strategic direction in four areas and will spend a good deal of time looking at future direction in those four areas: *Strategic Enrollment Growth, Retention, Online Learning and Workforce*. Then we will have a laser look at *Organizational Health* issues:



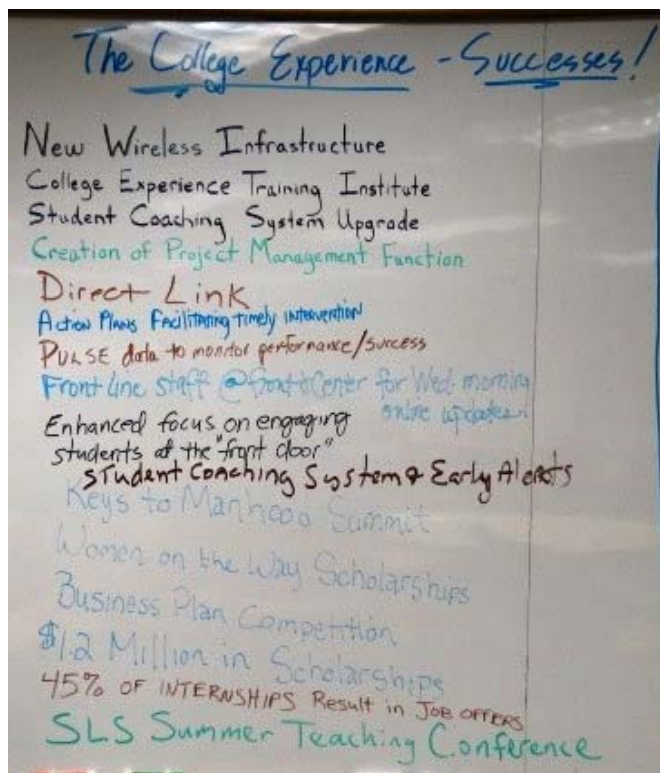
Developmental Education, Financial Aid, Faculty Evaluations, Organizational Initiatives, and Financial Modeling. All by 11:30! You can see what we mean by accelerated. Do you accept the mission?

Let's turn to our successes.

**2013 Successes**



<b>The College Experience Successes</b>
New Wireless infrastructure College Experience Training Institute Student Coaching system Upgrade Creation of Project Management Function Direct Link Action Plans facilitating timely student interventions Pulse data to mentor performance/success Front line staff @ front & center for Wednesday morning online updates! Enhanced focus on engaging students at the "front door" Student coaching system & early alerts Keys to Manhood Summit Women on the Way Scholarships Business Plan Competition \$1.2 Million in scholarships 45% of internships result in job offers Student Life Skills (SLS) Summer Teaching Conference



**Dr. Conferlete Carney, Provost, Tarpon Springs:** As part of the College Experience, I am very proud of the "My Learning Plan." We've seen consistent growth in the Student Life Skills (SLS) classes. It has grown from 8,200 up to over 11,000 students that now have learning plans in place. Dr. Smiley and front-line advising staff and faculty and students have worked hard on this.

**Phil Nicotera, Provost, Health Education Center:** This is our second year of "Early Alert." We're consistently receiving over 2,000 alerts from our developmental classes. We've been able to measure that we've been able to keep more students in classes because of those things. The Student Coaching system helps our advisors better case manage our students. I want to congratulate everybody for their work on that.



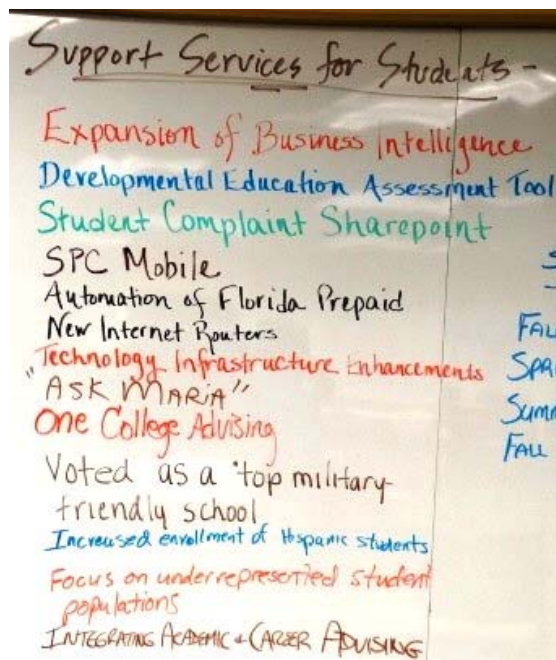
**Doug Duncan, Sr. VP Administrative/Business Services & IT:** You will see interspersed in these a lot of reference to technology. The Student Coaching System. One thing that goes under the radar is that, this year, we have added nearly 4000 wireless sites to our campuses. I want to pay tribute to the technology folks.

**Support Services for Students Successes**

- Expansion of Business intelligence
- Developmental Education Assessment Tool
- Student Complaint SharePoint
- SPC Mobile
- Automation of Florida Prepaid
- New Internet Routers
- Technology Infrastructure enhancements
- "Ask Maria"
- One College Advising
- Voted as a "top military-friendly" school
- Increased enrollment of Hispanic students
- Focus on underrepresented student populations
- Integrating academic & career advising

**Phenomenal Growth in My Learning Plans**

Semester	SLS-1101 Courses	TOTAL Student Body
FALL 2012	1,006	8,242
SPRING 2013	1,209	9,243
Summer 2013	588	5,746
FALL 2013	2,515	11,643







**Frances Neu, VP Institutional Advancement & Foundation**

**Executive Director:** We have awarded \$1.2M in scholarships this year.



**Dr. Tonjua Williams, Sr. VP, Student Services:** All of this happened by teamwork. "Ask Maria" helped us open our eyes to questions that students have. Also, our work with veterans.



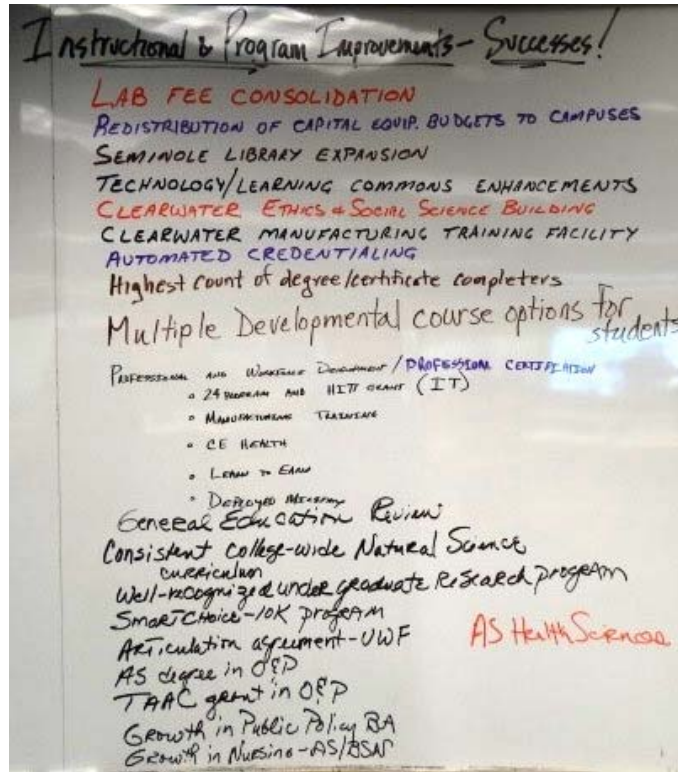
**Dr. Linda Hogans, Retention Programs Executive Director:** The students' use of the learning centers. It's a high number for us. There has been a great increase in the numbers of our students using the learning support commons. We've seen that students using the commons four or more times were more successful in their classes.

**Mark Matthews, Lead Instructor, MIRA:** Shout out to Dr. Karen Kaufman White, Provost, St. Petersburg/Gibbs Campus. She invited us to meetings where all this data was dispersed on Wednesday mornings. What it did for me was to allow me to look inside my own department to try to find an early alert system for our students. We have different students in the music department. Sometimes they have trouble focusing on academics. I thank Dr. Law for the opportunity to attend those meetings.



**Instructional & Program Improvements Successes**

- Lab Fee Consolidation
- Redistribution of capital Equip Budgets to campuses
- Seminole Library expansion
- Technology/Learning Commons Enhancements
- Clearwater Ethics & Social Sciences Building
- Clearwater Manufacturing Training facility
- Automated credentialing
- Highest count of degree/certificate completers
- Multiple developmental course options for students
- Professional and Workforce Development/professional certification
- 24 program and HITT grant (IT)
- Manufacturing training
- CEHealth
- Learn to Earn
- Deployed military
- General Education review
- Consistent college-wide Natural Science curriculum
- Well-recognized undergraduate research program
- SmartChoice-10K program
- Articulation agreement – UWF
- AS degree in O&P
- TAAC grant in O&P
- Growth in Public Policy BA
- Growth in Nursing – AS/BSN
- AS Health Sciences



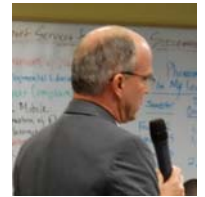
**Dr. Sharon Setterlind, Dean, College of Computer Information Technology:**

We have started two programs – Smartchoice10K program and an articulation agreement with The University of West Florida.

**Mr. Jim Waechter, Associate VP, Facilities Planning &**

**Institutional Services:** We've made physical improvements –

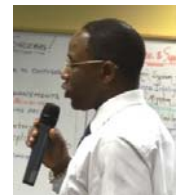
Clearwater Ethics and Social Sciences building and the expansion of the Technology Learning Commons at Seminole campus.



**Dr. John Chapin, Dean, Natural Science:** We now have consistent anatomy and physiology classes across the campuses. We have consistent curriculum and that process will continue.

**Dr. Kevin Gordon, Provost, Downtown, Midtown & Palladium:** Our

manufacturing partnership with LumaStream. The students have passed all the certifications.

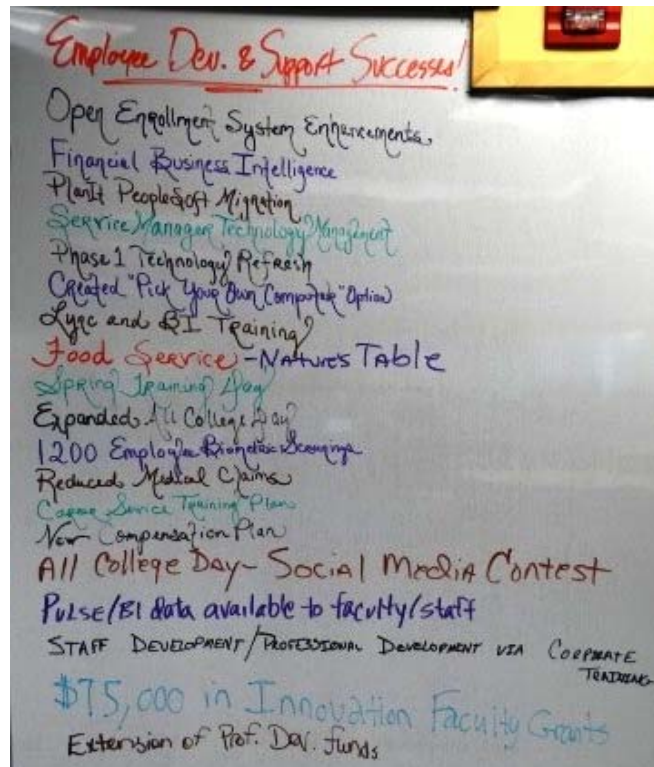


**Dr. Rebecca Ludwig, Dean, College of Health Sciences:** We have two new programs in Health Sciences – Orthotics and Prosthetics and in Health Sciences. Fabulous, new, completely renovated Dental Hygiene Clinic.



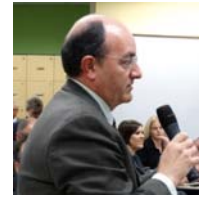
**Dr. Martha Campbell, Dean, Communications:** We have a cross-functional team that worked so closely to promote student success even as we are making great changes in our developmental course options.

<b>Employee Development &amp; Support Successes</b>
Open enrollment system Financial business intelligence PlanIt PeopleSoft Migration Service Manager Technology Management Phase 1 Technology Refresh Created "Pick Your Own Computer" Option Lync and BI Training Food Service – Nature's Table Spring Training Day Expanded All College Day 1200 Employee Biometrics Screenings Reduced Medical Claims Career Service Training Plan New Compensation Plan All College Day – Social Media Contest Pulse/BI data available to faculty/staff Staff Development/Professional Development via Corporate Training \$75,000 in Innovation Faculty Grants Extension of Professional Development funds





**Patty Jones, VP, Human Resources:** About 18 months ago when we were starting the College Experience, we committed to effective training. We have gone through about 20,000 documented training hours for our faculty and staff.



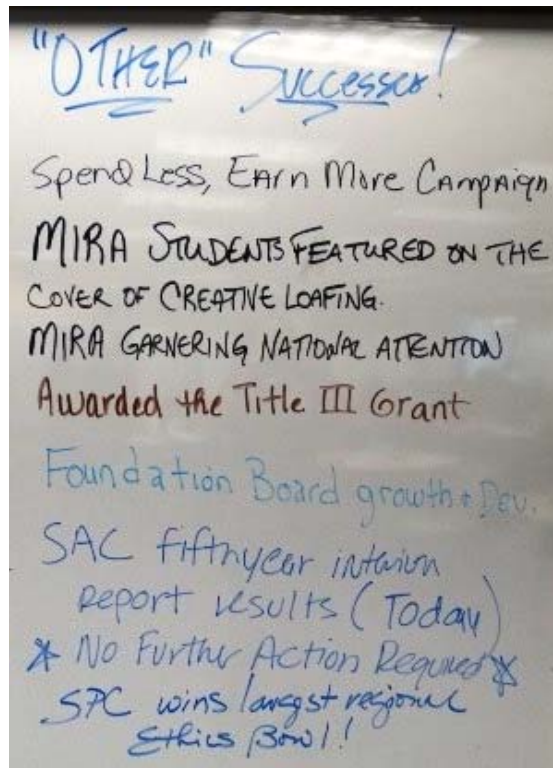
**Dr. Rich Mercadante, President Faculty Governance Organization (FGO) Executive Board:** We've awarded FGO Creativity Grants to ten faculty members. We also have the first five faculty members going on sabbaticals next semester.



**Dr. Karen Kaufman White, Provost, St. Petersburg/Gibbs:** Employee development and support goes across the campuses. This is building a sense of empowerment and of confidence. There is cross-department and cross-campus involvement. It is very much appreciated when you are on campus.

**Other Successes**

- Spend Less, Earn More Campaign
- MIRA Students featured on the cover of Creative Loafing
- MIRA Garnering National Attention
- Awarded the Title III Grant
- Foundation Board growth & dev
- SAC fifth year interim report results (today) \*No further action required\*
- SPC wins largest regional Ethics Bowl!





**Dr. Susan Demers, Dean of Policy, Ethics & Legal Studies:** In the second weekend of November, St. Petersburg College won first place in the largest regional Ethics Bowl in the country.



**Dr. Anne Cooper, Sr. VP Instruction & Academic Programs:** We just received the news this morning of the results of our fifth year interim report from Southern Association of Colleges and Schools (SACS) – no further actions are necessary! *(Applause)*



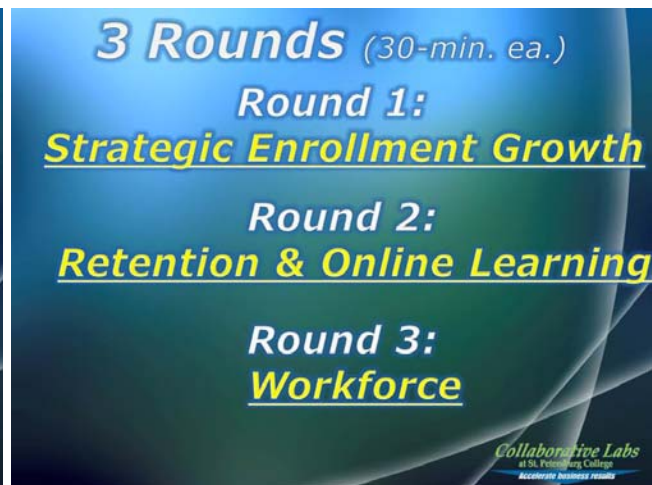
**Frances Neu:** Our Leepa-Rattner Museum received accreditation from the American Alliance of Museums. *(Applause)*



**Andrea Henning:** We pause and celebrate successes and infuse those into our future vision. We are now ready to launch into our workshop process. We will divide into two teams. Each team will have two or three Board members and also have SPC team members. There will be up to 25 staff members per team. We will have a keyboarder for each team. I'll ask a Board member to share the fruit of the labor from your team areas. When you hear music, you'll move to your team areas. Those are on your agenda.

We have four strategic drivers: Strategic Enrollment Growth, Retention, Online Learning and Workforce. In each round, there will be a "Just the Facts" presentation. That document is in your handouts. These will be key bullet points that will help drive your discussions.

You will be using our ThinkTank software. You'll identify one question or observation at a time. Before you know it, you will see entries appear. Each team will see the other team's entries as well. We will then ask you to identify the top questions and observations.





**Each Round:**  
**"Just the Facts" Presentation**  
(5-min)  
**Collaborative Team Discussions**  
(15-min)  
**Team Reports** (10-min)  
Top Questions/Observations  
Top Expectations

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**2014-15 Strategic Direction**

thinktank  
Version 4.5.5  
Session: SPC BOT [170]  
Activity: Round 1: Strategic Enrollment Growth  
SPC7@spcollege.edu

STATEGIC ENROLLMENT GROWTH

1. Top Questions/Observations 0 (0)  
2. Top Expectations 0 (0)

IDEAS

Top Questions/Observations

Question 1  
Question 2  
Observation 1  
Observation 2  
Observation 3

Question or Observation

Top 2: Drag to the Top

Click here to add STRATEGIC ENROLLMENT GROWTH

INSERT APPEND

**Round 1**  
**Presentation**  
**then**  
**Deploy to**  
**Teams**

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At this point, Dr. Jesse Coraggio will talk about Strategic Enrollment Growth.

## 2014-2015 Strategic Direction (Key Drivers):

### Round 1: Strategic Enrollment Growth

#### Just the Facts

#### *Strategic Enrollment Growth*

- a. After multiple years of increases, overall enrollment at SPC has been flat or declining for the past several years. Historically, state college enrollment has had an inverse relationship with the state's employment rate.
- b. Enrollment of recent high school graduates from Pinellas County remains at a consistent, somewhat low level.
- c. Areas that have experienced enrollment growth over recent years include online courses, baccalaureate programs, and minority student enrollment.
- d. Enrollment can be impacted by the addition of new students and the retention of existing students. Enrollment growth can be accomplished through the development of focused, measurable strategies across all enrollment types.
- e. Proposed Goal: Grow the overall college enrollment by 3% each year for the next three years, approximately 10% in total.

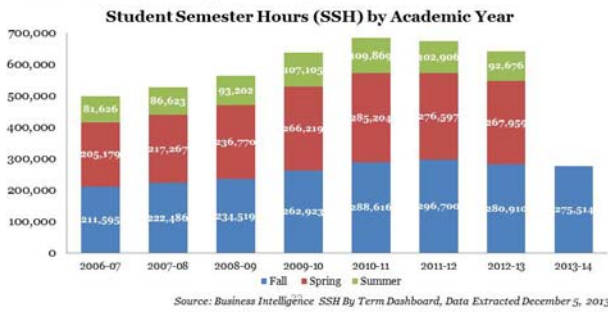


**Dr. Jesse Coraggio, Associate VP, Institutional Effectiveness, Research, and Grants:** The news about SACS is just off the press. I'm very excited about the news.

We'll start with data in 2006-2007 up until now. We had pretty good growth; then in 2010 it declined. This aligns with the economy. There is also an inverse relationship with employment. When they are not employed, they come back to the college. Our local high schools help drive enrollment. After high school, they come to us; just under 40% come to us. We are pretty much on that path with our enrollment from Pinellas County schools. We have the most densely populated county in Florida. We are actually near the bottom. Online course enrollment has gone up 32%. In many cases, these are the same students that are in face-to-face classes. Over half of our students this fall are taking at least one online class. Baccalaureate programs have grown 52%. We are going to start to rev that up. In January, Arts and Entertainment technology will bring a new program to the Board for approval. Minority enrollment has gone up 64%. Hispanic enrollment has been going up every year. The number of African-American students has grown, but has declined a little bit this year.

## Enrollment Trends

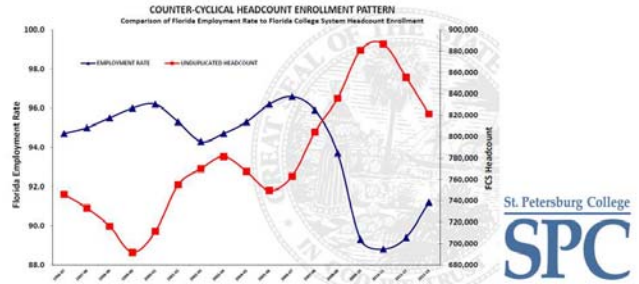
After multiple years of increases, overall enrollment at SPC has been flat or declining for the past several years.



## Enrollment Trends

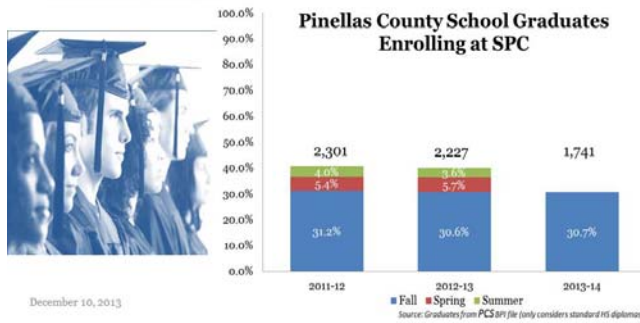
Historically, state college enrollment has had an inverse relationship with the state's employment rate.

### Counter-Cyclical Enrollment Pattern



## High School Graduates

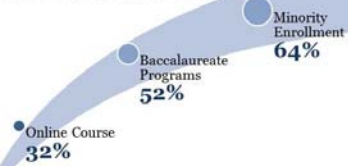
Enrollment of recent high school graduates from Pinellas County Public Schools remains at a consistent, somewhat low level.



## Enrollment Growth Areas

Areas that have experienced enrollment growth over recent years include online courses, baccalaureate programs, and minority student enrollment.

### Percent Course Enrollment Increase from 2008-09 through 2012-13

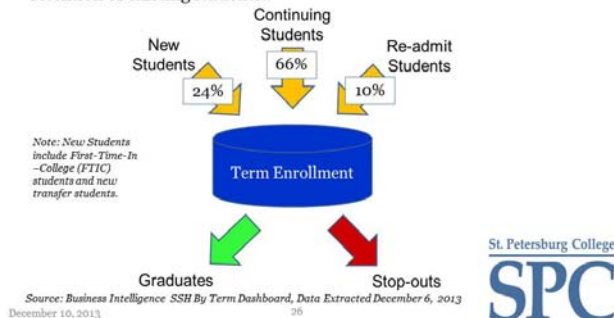


Source: Business Intelligence Enrollment Trends By Term Dashboard, Data Extracted Dec. 9, 2013

We have new students and returning students: new 24%, 2/3 are returning, re-admit 10%. We'd like to see 3% growth over the next three years.

## Enrollment Model

Enrollment can be impacted by the addition of new students and the retention of existing students.



## Proposed Goal

*“Grow the overall college enrollment by 3% each year for the next three years, approximately 10% in total.”*

**Andrea Henning:** Please keep those “Just the Facts” notes handy. Please turn to your agenda for your team agenda. You'll find either Team 1 or 2 in the Forest Lab.

## Team Report-Outs for Strategic Enrollment Growth

### Top Questions/Observations

1. On-line education opportunities/budget outside borders (team 1)
2. Emphasis on continuing workforce education through corporate partnerships (team 1)
3. Enhance recruitment of dual enrollment students into BA programs (team 1)
4. Budget for advertising (team 2)
5. The target for recruitment should be parents. They are significantly involved in their child's education. (team 2)
6. There are so many opportunities for the College to celebrate successes; however, the community is not aware of them. (team 2)
7. Students have SPC as a fall back or secondary plan. (team 2)
8. Emphasis on budget for marketing to compete with private institutions (team 1)
9. We are not awarding our scholarships in a timely basis. (team 2)
10. The retention of students who receive scholarships is an area where improvement is needed. (team 2)
11. We are not on the radar for many high schools and we should be. (team 2)
12. The perception of the College and what we offer is an area where growth is needed. (team 2)
13. We need to complete quantitative research to find where we are and what's good for our budget. (team 2)

### Team 2:



**Ms. Lauralee Westine, Board Member:** We looked at our budget for advertising and who are we advertising to. It's important to sell ourselves to the parents because a lot of the time they are making the financial decision and molding the students' decisions. Are we selling our successes well enough to the public and engaging family and parents?

### Team 1:



**Mr. Deveron Gibbons, Chairman of the Board:** We talked about online education and the budget for that and emphasis on workforce education through corporate partnerships. We want to step outside of the traditional things and ask the workforce what employees need to move up and getting prepared to move up.

**Andrea Henning:** Your next objective is to go to the Top Expectations bucket.



## Top Expectations

1. What is the market for online education? Is it international and are we marketing for that? (team 2)
2. Determine where the 3% enrollment growth is coming from. (team 2)
3. Budget planning and allotment for marketing and PR plan to emphasize success (team 1)
4. Focus on understanding the needs of local corporations and business (team 1)
5. Explore military educational opportunities (team 2)
6. Ensure that the 3% growth over three years is effective. Example, are the students remaining enrolled and graduating (team 2)
7. Budget planning and allotment for marketing (team 1)

### Team 1:



**Mr. Dale Oliver, Board Member:** Our first one is how we plan our budgets for marketing and PR. The second one was more of focusing on and understanding the needs of local corporations and businesses as to what their needs are for folks to move up in the organization. We often get caught up in the academic side – how many English courses? If there are people who get into businesses and they aren't going to move up without a bachelor's degree, how do we meet that need?

### Team 2:

**Mr. Robert Fine, Board Member:** What is the market for online education and is there an international market for that? There are some nuances in some states. In some states, it wouldn't be productive to offer it. We have a goal of 3% growth – where is that coming from? – break it down – retention, online, community. I think this is a whole workshop in itself to this strategy for this expectation of growth.



**Milo Paich, Executive Facilitator:** We heard about enrollment and strategic growth. There was a local aspect and global aspect. Where is the 3% coming from and where is it going – are they enrolled and graduated?

**Andrea Henning:** We are ready for Round 2: Retention and Online Learning. We'll have you move to your new team assignment.





## Round 2: Retention and Online Learning

### Just the Facts

#### Retention:

#### *Retention*

- a. Our current unduplicated enrollment from the fall to spring term is 86%; however, our retention rate from fall to fall is only 68%.
- b. By way of the College Experience weekly webinars, student retention is monitored, reviewed, and discussed regarding our efforts to help students stay in school and succeed. Examples of lessons learned are:
  1. African American Males and First Time in College (FTIC) students ages 19-35 who did not attend New Student Orientation are withdrawing at a higher rate. We need to further develop the orientation and methods of scaling it out to specific groups.
  2. The beginning and middle of the term seems to be the critical points where early alert submissions increase. The challenge is successfully reaching students to intervene.
  3. The success rate increases when students are tutored in the Learning Support Center 4 or more times. During the Fall 2013 term, over 15,156 students visited the Learning Support Centers 5 times or more for various services – from tutoring to paper reviews and usage of computers. This fall, the number of visits totaled 85,086 – an increase of 65% over the same time last year.
  4. 2,229 FTIC students enrolled in the College Success Skills Course (SLS 1101) input one or more terms in their Learning Plan (95% of the cohort)! The Learning Plan has been utilized by 11,598 of the total student body!
  5. The Advising staff has undergone major training to provide students with comprehensive, integrated, case-managed advising and intervention services.
- c. Effective student communication is vital to student life and continues to be a challenge for the College. A better communication plan and process will improve the effectiveness of intervention strategies.



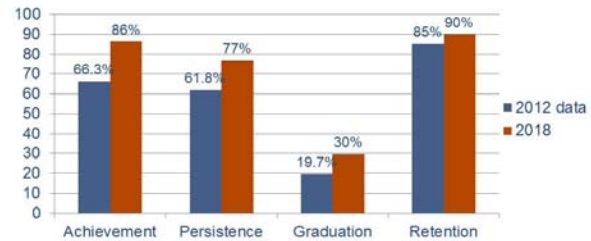
**Dr. Linda Hogans:** I'd like to start by saying that retention is an outcome. It's a product of strategies and practices that help students complete what they start and are successful. One effort is the College Experience. There are Staff Development and Intervention strategies that are part of our Wednesday webinar. We have set five-year goals. Achievement is success – students earning an A, B, or C in their courses - especially gateway courses. Persistence – students who stay in school from fall to fall. Retention – students stay from fall to spring. Our intention is to raise those numbers.

**SPC** Current Retention Efforts

- **The College Experience** and weekly online webinars designed to share information regarding each component, including two additional components:
  - Staff Development and Training Plan
  - Intervention Strategies (Academic Standing)
- **The Academic Advising Model and Online Revitalization Initiatives**
- **Enhance processes and services** for male students, students with disabilities and Veterans.
- **Embed success strategies within instructional pedagogy.**
- **Develop a college-wide Retention Plan.**



**SPC** 5 Year Retention Goals



**Online Learning**

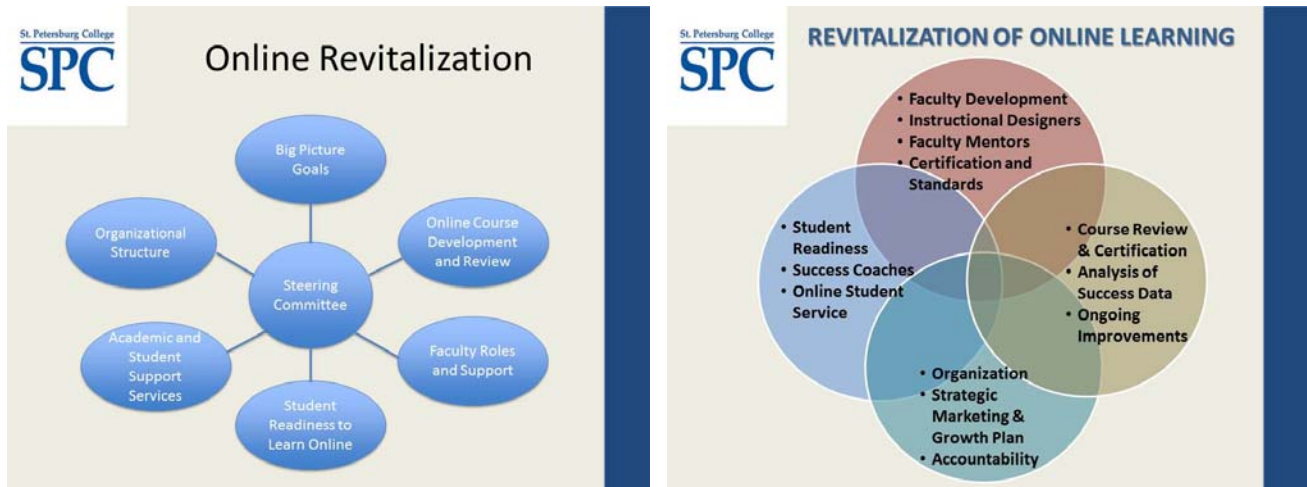
**Online Learning**

- SPC remains the top provider of online learning in the State of Florida, offering more classes and serving more students than any state college.
- SPC is partnering with University of West Florida (UWF) to offer competency-based online degrees via the Complete Florida program. The first degree will be from the College of Computer and Information Technology in 2014.
- SPC was the first state college to offer a MOOC (Massive Open Online Course) for Math. Get Ready for College Math has well over 2,000 students enrolled since its launch in May.
- 25% of SPC students take all of their classes online, and 50% of SPC students take at least one class online
- To remain competitive in the online arena, SPC must strategically address: the organizational structure, student readiness and retention, course standards, faculty certification and online student services.

**Dr. Mercadante:** Faculty and administration have collaborated on online learning. We hired a consultant and formed a steering committee. We have six topic subcommittees. We have faculty from all across the campuses. We focused on big goals. Based on the research and discussion, we have a set of recommendations that have been developed.



**Dr. Cooper:** There are a number of areas. We got over 130 recommendations from committee members. Do we do assessments before online classes? We certified faculty at the beginning of the online teaching experience. We haven't been doing that ongoing. We have to look at courses so we have standardized navigation. Where do we place this in the organizational structure so it has an ongoing strategic place? Marketing and increasing enrollment. Where is the accountability and measuring success? This is a culture change. We want your feedback and ideas today.



**Andrea Henning:** Thank you to our “Just the Facts” presenters.

**Team Report-Outs for Retention and Online Learning**

**Retention**

1. Analyze quality of engagement with students over entire SPC career/graduation (team 1)
2. How does dual enrollment affect these numbers? (team 1)
3. How should we support students to come back to school and succeed? (team 2)
4. We should focus on our African American male retention. (team 2)
5. Consider nontraditional ways to recruit new students. (team 2)

**Online Learning**

1. Why is there a success differential between online and Face to Face modalities (On-line rate lower) (team 1)
2. How do we assess student readiness for online learning? (team 2)
3. How are faculty trained for online teaching effectiveness? Are there standards across curriculum for online courses? (team 1)

**Team 2:**



**Ms. Westine:** Our expectation for retention is that retention equals support. Not just scholastic. If they can get their books... We’ve started it and we need to keep going forward.

**Team 1:**



**Mr. Oliver:** The job that you do while somebody is there, but also how engaged are you in getting them to come back? Analyze the quality of that engagement. We look at it fall to fall. What about semester to semester or in smaller increments? We find that in our business.

**Milo Paich:** We've completed the first half. We're seeing retention is multi-dimensional – financial and scholastic. It is also not a one-time thing, but spans over time.

**Top Expectations**

**Retention**

1. Retention equals support, both financial and scholastic. (team 2)
2. Analyze quality of engagement with students over entire SPC career to graduation (team 1)

**Online Learning Top Expectations**

1. Standards across delivery, structure and professional engagement for online courses (team 1)
2. Is there a way to restrict students from enrolling in the online course if previous attempt was unsuccessful? (team 2)



**Mr. Fine:** For online students, the only contact they have with the college is through their computer. That can affect retention and a lot of things. Face-to-face, they can meet people. Give the faculty the freedom to deliver their material, but set an expectation of what an online experience should look like.

**Chairman Gibbons:** Is there a way to restrict students from enrolling in online courses if their previous course was unsuccessful? Also, what the faculty and others have talked about – making sure faculty are able to teach online courses.



**Milo Paich:** Two expectations emerged: an inherent expectation that every time an online course is ready to begin, everyone involved is prepared to succeed. Have the faculty been trained, are students ready – is there a way to redirect students if they are not ready?

**Andrea Henning:** We are ready for Workforce.

**Round 3: Workforce**

**Just the Facts**

<b>Workforce</b>
a. 34% (15,013) of SPC students (44,251) enrolled in 58 credit workforce education programs in 2012.
b. Of the 2010-11 credit workforce program graduates, 91% were employed, in the military or continuing education in 2012.
c. Average salary of workforce program graduates = \$42,938
d. 13,600 students enrolled in Continuing Workforce Education (13,264) and Vocational training programs (336) in 2012.

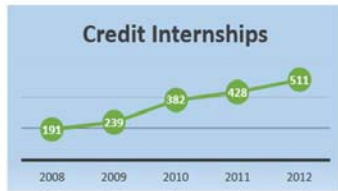


**Dr. Jason Krupp, Director of Workforce Services:** I'm glad there has already been discussion on workforce. Employability skills and technical skills are important. Equally important are the soft skills – communication, etc. The Capstone projects have done a lot here. Internships. We've had some growth on the credit side. Forty-five percent who responded to surveys say they have been offered employment as a result of their internship. Job Fairs – we've had some and WorkNet has also. Hone resumes and job skills. Ready-to-work assessment. They look at the job skills – how to find information, doing math. We are using it as a placement test for the Manufacturing Certification course.

Workforce programs. We talked about parents this morning. There are more options than just bachelor's degrees for my child. There are Associate of Science degrees that prepare students for the workforce in two years. Technology certificates. Just over a 1/3 are enrolled in these programs. The salaries for these students are equivalent to the baccalaureate. Continuing workforce education and vocational training. Advanced manufacturing programs – these are a subset of continuing education programs. Industry certification is a growing area. We will see exponential growth in manufacturing. LumaStream students are earning certifications. We're importing from other countries. We're training students for entry-level placement in IT. Pinellas County schools have tech academies that feed into our school.

### Employability Skills

- Curriculum changes
- Capstone
- Internships
- Job Fairs
- Ready to Work Assessment

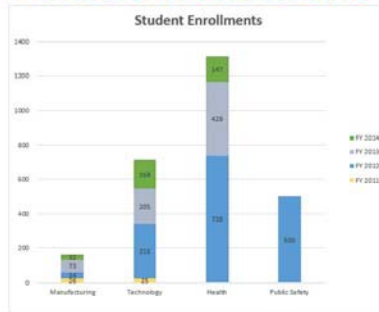


### Workforce Programs

- Growing emphasis on Career & Technical Education and Industry Certification.
- 34% (15,013) of SPC students (44,251) enrolled in credit workforce education programs in 2012.
- 13,600 students enrolled in Continuing Workforce Education (13,264) and Vocational training programs (336) in 2012.



### Workforce Programs Leading to Professional Certifications





## Team Report-Outs for Workforce

### Top Questions/Observations

1. What are success rates of job placement? (team 2)
2. Replicate nursing program success and partnerships with healthcare community. (team 1)
3. Increase/improve feedback loop from employers outside of traditional methods. (team 1)
4. Do college courses align with workforce concerns? (team 2)
5. Percentage of completion in all workforce programs (team 2)
6. Increase emphasis on non-degree workforce certifications. (team 1)
7. Align degree programs with professional certification training. (team 1)
8. What does college do to list job opportunities? (team 2)
9. How often do we proactively interact with business and industry? (team 2)

#### Team 1:



**Ms. Bridgette Bello, Board Member:** We had a passionate discussion of, while we do a better job than most about finding out what employers need, we need to do better. We're still seeing companies leave the area because they can't find employees. We need to find industries that we are not talking to for similar success as the nursing programs.

#### Team 2:



**Ms. Westine:** What are our success rates with our job placement? We'd like to take the lead in job placement. Once they get jobs, listen to the employers. They may not have the soft skills. Many of these folks haven't grown up in these worlds. It's just giving them another way to succeed.

### Top Expectations

1. Transition out of programs and into the workplace or next educational step (team 2)
2. Actively assist with job placement (team 2)
3. Identify one or two new partnerships with corporations. (team 1)
4. Use the nursing program as a model for implementing new corporate partnerships. (team 1)
5. Integrate soft-skill training and development into all programs. (team 1)

**Team 1:**

**Dr. Krupp:** Most of conversation was around identifying new partners in the corporate world. Integrating soft-skill training into all trainings.



**Team 2:**



**Mr. Oliver:** How do we transition students from their programs and into their employment – the soft-skill training and other workplace stuff? From academics to the real world.

**Milo Paich:** Two key words: partners and transitions. Using the nursing program as a model. Transitioning from academics to jobs. Professional certifications and alignment with the needs of employers.

**Andrea Henning:** We're ready to transition to Organizational Health: The first topic is Developmental Education.

**2014-2015 Organizational Health**

**Round 1: Developmental Education, Financial Aid & Faculty Evaluations**

**Developmental Education**

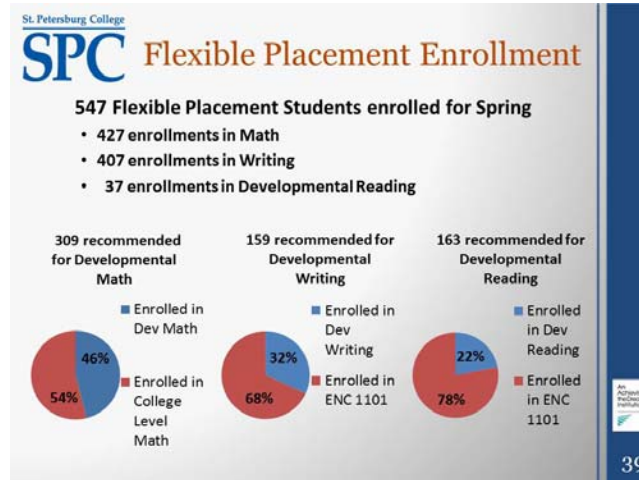
**Just the Facts**

<b>Developmental Education</b>
<ul style="list-style-type: none"> <li>a. 112 advising staff completed 5 modules of training to effectively advise students of their first term enrollment based on alternative course, grade and test information. Training was led by advising managers and advisors. Faculty training included 4 modules for 392 faculty.</li> <li>b. Faculty are embedding several success strategies within their courses to help students who are enrolling in college level classes without reading, writing, or math foundation.</li> <li>c. So far, only a portion of students who have been recommended to take developmental education courses (based on the prediction model) have abided to the college's recommendation. <ul style="list-style-type: none"> <li>a. Only 45% of those with a developmental education recommendation enrolled in a developmental education Math course.</li> <li>b. Only 32% of those with a developmental education recommendation enrolled in a developmental education Writing course.</li> <li>c. Only 22% of those with a developmental education recommendation enrolled in a developmental education Reading course.</li> </ul> </li> </ul>



**Mr. Jimmy Chang, Dean of Mathematics:** There are Traditional and Flexible placement groups for our new students. For Flexible placement, they need to have graduated in 2007 or later or were in the military. We have 547 students enrolled for the spring. During the advising process for Flexible placement students, they are handed some reading and writing passages and math questions to give them an idea of what is required. The students then make their decision on which path to take.

were recommended 309 for developmental math, (look at pie charts). What is true is that the majority of flexible placement students are choosing to go into college level courses instead of developmental courses.



**Financial Aid**

**Just the Facts**

<i>Financial Aid</i>
<p>a. Approximately 42,300 students apply and 25,000 students receive financial aid totaling \$169 million dollars. The Foundation awarded in excess of \$1.2 million in scholarships last year.</p> <p>b. SPC's FY 2010 3 year Cohort Default rate is 20.9% (9th highest among Florida's 28 community colleges)</p> <p>c. If your Cohort Default Rate is 30 percent or higher for 3 consecutive years – or more than 40% in any one year – you may lose eligibility for Federal student aid for 3 years (\$154 million)</p> <p>d. Financial Assistance Services is developing a “hybrid” solution with SPC staff, Tampa Bay colleges and business partners</p>



**Mike Bennett, Associate VP, Financial Assistance Services.** (see slide).

We have \$1T in student loan debt in this country, mostly due to the number of students who go into default. Nationally, 14.7% go into loan default. At SPC, it's 20.8%.

The dollars are going up, applicants are going up, cohort default is at 20.8%. Students who are living at home can borrow up to \$27K. If the College's default rate goes over certain percentage, we can lose support for Title IV aid.

### Financial Assistance Services

2012-13

- 42,300 financial aid applicants
- 25,000 financial aid recipients
- \$169 million awarded to students
- 56% of enrolled students receive financial aid
- \$1.2 million awarded in scholarships by the Foundation
- 622,918 communications to students through all types of media – emails, letters, robocalls, postcards, posters, flyers, website, Facebook and Twitter
- 204 Outreach activities
- 53 FAS staff

SPC St. Petersburg College  
FINANCIAL ASSISTANCE SERVICES

### Student Loan Landscape

#### \$1 Trillion Student Loan Debt

#### National Landscape – Loan Default

- FY 2010 3 Year National Cohort Default Rate - 14.7%
- Approximately 4.1 million borrowers attending 5,951 schools entered into repayment during this time and 600,545 defaulted

#### SPC Landscape

- 3 Year Cohort Default Rate – 20.8%
- 9<sup>th</sup> highest rate and 4<sup>th</sup> highest in number of defaults among Florida's 28 community colleges
- 680 defaulters out of 3,252 students entering repayment
- Currently, 4,460 students are delinquent

SPC St. Petersburg College  
FINANCIAL ASSISTANCE SERVICES

### Student Loan Debt @ SPC

#### Yearly Loan Averages

- Lower Division - \$7,841
- Upper Division - \$9,442

#### Loans Disbursed – FY 12

- Over \$102 million disbursed!
- Almost 15,000 borrowers

#### Cohort Default Rate

- FY 2010 – 20.8%

SPC St. Petersburg College  
FINANCIAL ASSISTANCE SERVICES

### Loan Default Sanctions

Under the Higher Education Opportunity Act, postsecondary institutions with three-year cohort default rates of 30 percent or higher for 3 consecutive years – or more than 40% in any one year – may lose eligibility for certain Title IV federal student aid programs for 3 consecutive years.

SPC St. Petersburg College  
FINANCIAL ASSISTANCE SERVICES

We formed the Tampa Bay Student Loan Consortium. We're in the process of hiring 15 student peer advisors. We are having more communication with our students. We are considering more mandatory activities. We see financial literacy as part of the College Experience.



## FAS Proposed Solutions

- Tampa Bay Student Loan Consortium – 17 schools
- Establish an FAS 15 Student Peer Advisor Program
- FAS staff sending more communication to students in various stages of delinquency status
- Consider some “mandatory” activities for “at risk” students, ex. financial literacy, in person counseling
- Considering various options such as performance based outsourcing and other high impact models.



### Faculty Evaluations

#### Just the Facts

<i><b>Faculty Evaluations</b></i>
<ul style="list-style-type: none"> <li>a. Collaborative effort by Faculty Governance Organization (FGO) and Deans/Program Administrators in response to State Board Rule 6A-14.0411.</li> <li>b. Updates faculty evaluation criteria to further support strategic initiatives, mission and goals                             <ul style="list-style-type: none"> <li>a. Instructional Strategies</li> <li>b. Contributions to the College/SPC mission and values</li> <li>c. Professional Development and Scholarship</li> <li>d. Faculty Growth Plan</li> </ul> </li> <li>c. Implementation of a digital portfolio tool to support the faculty evaluation process starting in 2014</li> <li>d. All updates facilitate faculty success as the foundation for student success</li> </ul>



**Professor Heather Roberson, Chair of Faculty Governance Organization, Tarpon Springs Campus:**

We’ve updated and did a refresh with State Board Rule 6A. It standardizes faculty evaluations across the state and increases the term for continuing contracts from three to five years. We’ll bring it before the Board in February 2014. We’re doing a lot of things right. We want to continue our

annual evaluations. That exceeds rule 6A. We will keep refining how well we’re doing with the students.

**Dr. Martha Campbell, Dean of Communications:** The deans and faculty came together to address these needs. There are digital portfolios to help faculty members to collect artifacts of their experiences during the year in order to be able to have a shared experience in reviewing the portfolio. We know we need to bring a proposal to the budget hearings to address the purchasing of the software and the training.

We have a pilot group lined up for the spring and some updated criteria for evaluation beginning in 2015. We believe that all the updates we’ve made support student success. There will be ongoing assessment of our evaluation process and tools. Also we look at the types of criteria that support student success.



**Faculty Evaluation Refresh**

- Collaborative effort by FGO and Deans/Program Administrators
- Collaborative Committee on Faculty Evaluations' value statement:  
*The faculty evaluation process at SPC is a positive, holistic, collaborative experience that supports student success and the continued professional growth of all faculty members*
- State Board Rule 6A-14.0411  
<https://www.flrules.org/gateway/RuleNo.asp?id=6A-14.0411> changes continuing contract tract from 3 to 5 years

**Andrea Henning:** These are laser activities. Three topics, five minutes each.

**Team Reports: Top Questions/Observations and Top Expectations**

**Developmental Education**

1. Continue to track how well the students are taking our recommendations to take developmental ed courses (team 1)
2. Observations and need for assessment in all general education courses in the first week of class to determine student readiness for learning (team 1)
3. By February, what percentage of students who ignored our advice are making good progress? (team 2)
4. Are students taking our advice regarding developmental education course choices? (team 2)
5. Can we encourage or offer incentives to students so that they choose to self-place in developmental education courses as recommended? (team 1)
6. How do we determine students with extra needs? (team 2)

**Team 1:**



**Dr. Campbell:** We need to track the success of students that take or don't take our recommendations. Encourage having a reading assignment in the text book – they've been least likely to follow our recommendations in reading.

**Team 2:**



**Ms. Westine:** We would like to see the statistics of the students who ignored us. Actually see the numbers of the success/not successful rates.

**Milo Paich:** Two metrics emerged: looking at the success rates of those who follow our advice and also for the ones who ignored our advice.

### Financial Aid

1. Could we outsource loan default recovery? (team 2)
2. We should look at turning over collections to outsourced entity (team 1)
3. Infuse financial literacy in the college experience from the beginning of their time at SPC (team 1)
4. Why is SPC's default rate so high? more info needed (team 1)
5. How can we be sensitive to our population regarding financial aid? (team 2)

#### Team 1:



**Mr. Oliver:** The big thing – why is our default rate as high as it is? The other is, should be we in the business of collecting? There are other people who do this, maybe they should do this. Some of this is outsourced. We probably need to look at outsourcing the rest of it.

#### Team 2:

**Ms. Westine:** We agreed on the outsourcing. We also looked at a plan for which group we outsource to. Have them focus on a particular area and if they can't raise the numbers, then we move on to the next firm.



**Milo Paich:** Is collection part of our core competencies? Also, looking at financial literacy as part of the College Experience.

### Faculty Evaluations

1. What are the "hard numbers" that are part of the evaluations? (team 2)
2. Digital portfolio is useful to archive the data to look at trends, track goals and facilitate growth - consistency of the tool to capture the information and manage performance (team 1)
3. not just talking once a year for the evaluations... set up something for staying in contact/updating portfolio throughout the year. (team 1)
4. How do we capture the qualitative aspects of faculty and teaching? (team 2)
5. What happens if a faculty member does not have good evaluations? (team 2)
6. How do we ensure consistency across departments in faculty evaluation? (team 2)

**Team 1:**



**Professor Heather Roberson:** We talked about a digital portfolio – it’s useful to look at the trends. We also looked at the consistency of the tool across the faculty, no matter what and how they deliver. We also looked at staying in touch over the course of the year, not just a one-time thing.

**Team 2:**

**Chairman Gibbons:** We talked about consistency of evaluations across departments. Capt. Fine talked about the evaluation process in his own organization. If you are teaching Advanced Placement (AP) courses, then you are evaluated on how well the students do in AP. We don’t know what evaluation means – what are the metrics? Be able to provide counseling and assistance to those that need help. We also talked about consistency across departments.



**Milo Paich:** Consistency and balance really jumps out. Consistency of the numbers. Evidence based examples in the portfolio. Five of these items have to do with how we do evaluations and what do we do about it.

In our next round, we’ll ask the Board members to come to a single area to talk about Organization Initiatives and Financial Modeling.

**Round 2: Organizational Initiatives and Financial Modeling**

**Board of Trustees Team**



**Organizational Initiatives**

**Just the Facts**

*There was not a Just the Facts presentation for Organizational Initiatives, but the slides are included below.*

<b><i>Faculty Evaluations</i></b>	
a.	Collaborative effort by Faculty Governance Organization (FGO) and Deans/Program Administrators in response to State Board Rule 6A-14.0411.
b.	Updates faculty evaluation criteria to further support strategic initiatives, mission and goals <ul style="list-style-type: none"> <li>a. Instructional Strategies</li> <li>b. Contributions to the College/SPC mission and values</li> <li>c. Professional Development and Scholarship</li> <li>d. Faculty Growth Plan</li> </ul>
c.	Implementation of a digital portfolio tool to support the faculty evaluation process starting in 2014
d.	All updates facilitate faculty success as the foundation for student success

## Financial Modeling

### Just the Facts

#### Financial Modeling

- a. College revenue Budget of \$146M is made up of 48% Tuition and Fees, 45% State General Revenue, 5% Other Revenue Sources and 2% Auxiliary Funding
- b. College Expense Budget of \$46M is 79% Personnel, 19% Operating Expense and 2% Capital
- c. Projected FY14-15 Tuition and Fees are 4.5% below state Maximum for Lower Division and 3% below state Maximum for Upper Division
- d. We are projecting an approximate \$300K end of year operating budget surplus
- e. Early reports indicate fiscal year revenue for the State of Florida are above earlier projections
- f. 2014-15 PECO (public education capital outlay) funding estimates for the State College System are \$46.2M for projects and \$22.8 for SODA (Sum of Digits-general renovation and maintenance)



**Ms. Jamelle Connor, Associate VP, Business Services:** This is a model where you can adjust the enrollments, tuition and fees and state funding percentages. It calculates the increase and decrease in revenue.

FY14-15 Projected Tuition and Fees

Lower Division Credit Programs	Projected FY14-15 Fees	Current Maximum Fees	Difference	Calculation	Description/Use of Funds
<b>Florida Residents</b>					
Tuition Fee	\$0.94	\$1.26	4.32	10% below to 15% above standard	General operating expenses
Student Activity & Service Fee	7.61	8.51	0.90	10% of tuition	Student related activities and service
Financial Aid Fee	4.04	4.26	0.22	5% of tuition	Institutional directed financial assistance for students
Technology Fee	4.04	4.26	0.22	5% of tuition	Institutional technological support
Capital Improvement Fee (CIF)	13.10	17.05	N/A	20% of tuition, \$2 mill annual increase	Capital improvements, technology enhancements, equipping buildings, acquiring property
<b>Tuition and Fees</b>	<b>\$ 107.75</b>	<b>\$ 119.36</b>	<b>\$ 8.66</b>		
Learning Support/Access Fee	2.00	0.00	N/A		Covers costs associated with student learning support services
<b>Tuition and Fees w/Access Fee</b>	<b>\$ 109.75</b>	<b>\$ 119.36</b>	<b>\$ 8.66</b>		
<b>Upper Division Credit Programs</b>					
<b>Florida Residents</b>					
Tuition Fee	\$91.79	\$94.14	\$2.35	Set by Statute	General operating expenses
Student Activity & Services Fee	9.14	9.43	0.27	10% of tuition	Student related activities and service
Financial Aid Fee	4.58	4.73	0.14	5% of tuition	Institutional directed financial assistance for students
Technology Fee	4.58	4.73	0.14	5% of tuition	Institutional technological support
Capital Improvement Fee (CIF)	10.55	18.91	N/A	20% of tuition, \$2 mill annual increase	Capital improvements, technology enhancements, equipping buildings, acquiring property
<b>Tuition and Fees</b>	<b>\$118.79</b>	<b>\$132.24</b>	<b>\$3.30</b>		
Learning Support/Access Fee	2.00	0.00	N/A		Covers costs associated with student learning support services
<b>Tuition and Fees w/Access Fee</b>	<b>\$ 120.79</b>	<b>\$ 132.24</b>	<b>\$ 3.30</b>		

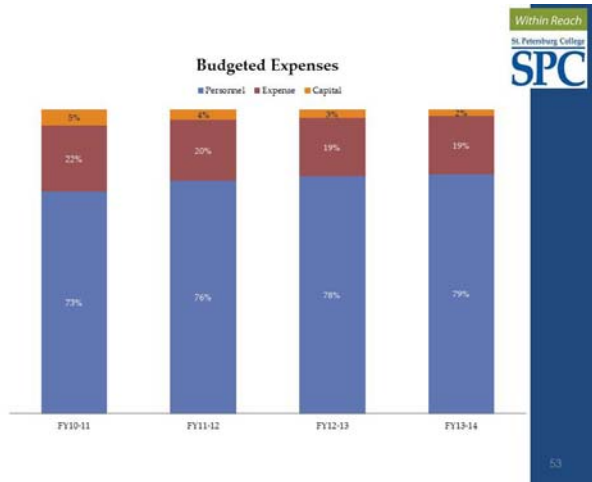


FY13-14 Trends

FY2013-14	Budget	FY2013-14	Trend Impact
<b>Revenue</b>		<b>Revenue</b>	
Tuition	\$58,654,324	Tuition	\$57.5M
State Funding	\$65,593,473	State Funding	\$65.6M
Other Student Fees	\$11,436,300	Other Student Fees	\$9.6M
Other Revenue Sources (Includes \$2.13M Stabilization Reserve)	\$10,177,435	Other Revenue Sources (includes utilization of \$2.13M Stabilization Reserve)	\$8M
<b>Total Revenue</b>	<b>\$145,861,532</b>	<b>Total Revenue</b>	<b>\$140.7M</b>
<b>Operating Expenses</b>		<b>Operating Expenses</b>	
Personnel	\$114,677,813	Personnel	\$112.1M
Expense	27,902,410	Expense	\$25.2M
Capital	3,281,309	Capital	\$3.1M
<b>Total Operating Expenses</b>	<b>\$145,861,532</b>	<b>Total Operating Expenses</b>	<b>\$140.4M</b>
Surplus/Deficit	\$0	Surplus/Deficit	\$300K







### FY14-15 Impact of State Funding, Enrollment, and Tuition Changes

State Funding Impact	1%	2%	3%	4%
State Funds	\$655K	\$1.3M	\$2.0M	\$2.6M

Enrollment Growth Impact	1%	2%	3%	4%
Tuition and Fees	\$680K	\$1.4M	\$2M	\$2.7M

Tuition and Fees Impact	1%	2%	3%	4%
Tuition and Fees	\$596K	\$1.2M	\$1.8M	\$2.4M



**Dr. Law:** So you can adjust the dollar amounts and it changes the revenue. As we are working through the year, if we ask, "What if we do this?" it can tell us the projections. We can do this with expenses as well. Mr. Chairman, if that's ok with you, we'll just keep working this.

**Chairman Gibbons:** Yes.

### Organizational Initiatives

1. Wish had more time for some topics. (team 2)
2. Continue throughout year to have some pointed discussions. (team 2)
3. Getting to know faculty have been helpful as well as getting to know successes. (team 2)
4. January and June designate as meeting to do this. Maybe afternoon after our board meetings. (team 2)
5. Critical area discussions Recruitment and other things. (team 2)
6. Interact with faculty and staff on front lines dealing with issues on daily basis. (team 2)
7. Online education: increase programming and have quality programming going forward as well. (team 2)
8. Workforce Development front: How can we re-engineer what we did with nursing program? Just about every nurse I meet in Pinellas County and ask where they went to school, they will say St. Petersburg College (team 2)
9. We need to compete with all of these people that are in our space. Can start to see a lot of people shift to SPC because of cost and we can provide better opportunity for the workforce. We are the provider of quality persons for that workforce. (team 2)
10. Recruitment and retention - we are working on that. We are going to be able to engineer a model that others will be looking to copy. (team 2)
11. Create their own model to get in and get out. (team 2)
12. We are a family and teams work together. Left tackle don't block, quarter back won't get the ball. We are going to do this stuff at a higher level, better than everyone else. We have world class folks at the organization, we have to continue to push the envelope until we are the best at everything. (team 2)

### Financial Modeling

NONE

### Wrap-Up & Next Steps

**Dr. Law:** Thank you for helping us to focus on the things that we need to focus on. There are three areas where the external environment is moving faster than the internal environment.

Online education – this is the Wild West right now. How do you market and serve it? That has to be strategic. Thirty percent of the credit hours are there. It needs the organizational space to grow unfettered.

Workforce development – our deans are doing great work, but the organization needs to give this a higher priority and structure.

The student recruitment piece – we are making changes in marketing and approaches – do we have the right organizational configuration for this? I'll be doing work in these three areas and be ready for our recommendations in these three areas.

**Mr. Fine:** This was very productive. I wish we had more time for some of these topics.

**Mr. Oliver:** I think this morning was tremendously valuable for me. Being able to delve into these areas has been extremely beneficial. I agree that we could have more discussions in these areas throughout the year.

**Ms. Bello:** The interaction with the faculty has been wonderful.

**Chairman Gibbons:** It's been a great morning. I would like to maybe designate January and June to do this. Also to designate some time in our Board meetings to this. I don't want to prolong the time of the meetings, but have some discussion about these critical areas. It allows us to interact with faculty and other staff. Sometimes there is a different perspective from them. It helps both us and them. You will probably come back with a great plan to increase the programming and have quality education. On the workforce development front – we want to know how we can reengineer what we did with the nursing program – that has been phenomenal. If you ask any hospital or nursing organization – many nurses come from our program. We need to compete with the others in "our space." I think we can see a lot more folks shift to SPC because of the cost and quality. We hear about organizations that leave or don't come to the area – we are the provider for that.

Recruitment and retention – we are working on that. We will be able to engineer a model that will work. We've made the model student-centered. Allow students to create their own model to get in and get out. I want to commend everyone who participated in this. We're a family and a team. Whatever position you play, we're playing at a high level. We're going to step up our game. Thank you to the whole team.

Thank you to the Collaborative Labs – we have a world-class team here. Thank you all for what you do on a daily basis and for the services we provide to the community. Give yourselves a round of applause.

Ended 11:20.

Artwork:

